



Pedagogy BA

Study Abroad Course List

Tuition fee: 2900 / 2600 USD

For course syllabi, please contact the Study Abroad Office!

Code	Course title	Semester	Credits (ECTS)
NETIS0001	Pedagogical Beliefs	Fall	8
NETIS0002	Introduction to Education	Fall	6
NETIS0003	Learning-Centered Communication	Fall	8
NETIS0004	Introduction to Psychology	Fall	6
NETIS0005	Education Systems	Fall	8
NETIS0006	Introduction to Social Studies	Fall	8
NETIS0010	Educational Psychology	Fall	6
NETIS0019	Theories of Education 2.	Fall	8
NETIS0021	Research Methodology in Education 1.	Fall	8
NETIS0022	Assessment in Public Education	Fall	8
NETIS0023	Sociology of Education 2.	Fall	8
NETIS0024	Education Policies of Minorities in Europe	Fall	6
NETIS0025	Vocabulary and Reading in Education Sciences	Fall	6
	Academic Writing	Fall	3
NETIS0007	Theories of Education 1.	Spring	8
NETIS0008	Sociology of Education 1.	Spring	8
NETIS0009	Remembrance Education	Spring	8
NETIS0011	Developmental Psychology	Spring	6
NETIS0012	Counselling Learners- Practical	Spring	8
NETIS0013	Assertive Communication in Education	Spring	8
NETIS0014	Theories of Education Practical 1.	Spring	6
NETIS0015	Developmental Psychology Practical	Spring	6
NETIS0027	Listening and Speaking Competences in Educational Discourses	Spring	6
NETIS0028	Introduction to the Operation of the European Union	Spring	6
NETIS0029	Project Management	Spring	6



NETIS0030	Comparative Education Sciences	Spring	8
NETIS0031	Philosophies of Education and Ethics	Spring	6
NETIS0032	History of Education and Culture 2.	Spring	6

**Detailed information about the courses:****Pedagogical Beliefs**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. This course supports the understanding, exploration and examination of the learning-teaching process, relating it to students' personal experiences as well as educational policies. The aim of the course is to recall, analyse and evaluate students' pedagogical beliefs, their school experiences, and also to provide a basis for reflection and self-improvement.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	During this course students are challenged to think about parenting and education, reasons for why we educate children, the aim of education, the way education is organised and the reasons behind that. Teaching takes place in small groups allowing for plenty of opportunity for questions and discussion. Also, this course enables students with foundational knowledge, skills and insights relating to the academic study of education. The course thus aims to provide students with a platform for undergraduate entry into early childhood, primary or secondary teaching programs.
Assessment methods:	Active participation, written examinations
Teaching period:	Fall Semester

**Learning-Centered Communication**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	The aim of the course is to provide an experimental insight into the dilemmas, issues of classroom communication. Through the cooperative learning paradigm, participants analyse the structural aspects of learners' communication related to everyday classroom work. The course facilitates a deeper understanding of how teachers can structure the learning process, the classroom communication in a more effective, efficient, and fair way. Participants realise that a professional educator can easily influence classroom communication, learners' motivation, active participation by structuring the learning process in a cooperative way. Participants will be able to analyse and design learning processes based on the basic principles of cooperative learning, and the cooperative structures, which they have experienced during the seminar.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Psychology

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	6
Course description:	Objectives: Introducing students into some fields, schools, problems, methods, and concepts of psychology. Grounding the basic psychological knowledge students will need during their educational studies. Promoting the development of self-knowledge and self-reflection. Description: Psychology as a science. Perspectives, disciplinary fields, methods. A brief history of psychology: the American and the European beginnings, Behaviourism, Gestalt Psychology, Cognitive Psychology, Psychoanalysis, the Jungian Analytic Psychology, Humanistic Psychology, Positive Psychology. The plastic brain. Sensation and perception. Mental representation. Optical illusions. Consciousness, altered states of consciousness. Activation. Sleep. Intelligence. Creativity. Motivation. The psychological aspect of eating and aggression. Historically relevant and contemporary personality theories. The Big 5. Identity. Mature personality.



	Mental disorders.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Education Systems

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>The aim of the course is to enable students to acquire knowledge of the social institutions of education. Students learn about the education system from nursery to doctoral training, the characteristics of the system, the network, the sustenance, and the finance of public and non-public institutions. Students acquire knowledge about:</p> <ol style="list-style-type: none">1. Education both within and outside the school-system.2. The European criteria of a knowledge-based society and the educational strategies within the European Union.3. The social and economic environment of public education. Social expansion and selection.4. Legislation of education – the Hungarian example.5. Institutions of public education. Vocational training. Optional pathways of student progress. Institutions of tertiary education.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Social Studies

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Throughout the course, students gain insight into the discipline of sociology, become acquainted with its most important areas, basic terminology, concepts and phenomena. During the course beyond the general approach we examine social phenomena that are fundamental to understanding and experience of the social status of Roma and other marginalised groups of the society. The lessons also build on the active participation of students in the understanding and interpretation of data tables, charts and processes.</p> <ul style="list-style-type: none">- The science of sociology- A brief history of sociology- Methodological knowledge, methodology of sociological



	<p>studies</p> <ul style="list-style-type: none"> - Social phenomena related to population and demography - Social structure - Inequalities in society - The problem of poverty - The subject of settlement sociology, its most important concepts, - The problem of segregation - The phenomenon of social mobility - The sociological phenomenon of migration - Sociology of minorities - Family Sociology
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Educational Psychology

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>The subject is designed to introduce students into some crucial fields and issues of Educational Psychology, as well as to point out the educational consequences of the various socialization strategies, the social environmental conditions and the organic or neurotic developmental disorders.</p> <p>The subject focuses on four larger topics:</p> <ol style="list-style-type: none"> 1) Psychological issues of socialization and child rearing (the family's role in socialization, the development of self-image, self-evaluation, and identity). Theories of parental attitudes and their current validity. Psychological principles of reward and punishment in the educational context. Home environmental harms (raised by deviant/mentally insane/divorced/overcontrolling parents). Child abuse. 2) The schoolchild. School readiness. Basil Bernstein's Linguistic code theory. School environmental harms (black pedagogy, bullying). 3) Learning from different perspectives (cognitive, constructivist, positive psychological, neuropsychological). Learning disorders (symptoms, reasons, treatments, prognosis). Behavior problems in school. ADHD and HD. Neurotic problems (anxiety, phobias, tic, stutter). Antisocial behavior (lies, truancy, stealth, drug and alcohol abuse).
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

**Theories of Education 2.**

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Learning and teaching in educational context.</p> <p>The course is designed to facilitate students understanding of</p> <ul style="list-style-type: none">- communication in the classroom. Observation and analysis of classroom communication. Research design on classroom communication. Recent results of related research studies.- institutions, organizations and systems of education. <p>Formal, non-formal, and informal learning.</p> <ul style="list-style-type: none">- socio-cultural aspects of schools and families.- individualisation and cooperation in heterogenous groups of learners.- learners with special needs in education. The importance of formative assessment, based on diagnostic approaches. <p>Integration and inclusion in education and classroom practice.</p> <ul style="list-style-type: none">- models of the education systems (centralised and de-centralised systems of education)- the system of public education- vocational training, higher education, dormitories- child care system, and educational services.- infrastructures of education. Systems of school equipment.- textbooks, digital and interactive learning and teaching aids.- media and education. Resources of education sciences. The course also serves as a preparation for the practical tasks (content-based approach and methodology-based approach) and assists students in the analysis and evaluation of experiences and observations during the practical tasks.
Assessment methods:	Active presence, midterm and final exam
Teaching period:	Fall Semester

Research Methodology in Education 1.

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>The aim of the course is to provide a methodological support to the students in progress of their research. The training enhances the implementation of prior knowledge in systematized form through practical examples while demonstrating the transformation of acquired knowledge into</p>



	<p>skills. The students become capable of preparing basic scientific work using their knowledge acquired during the course, which is the condition of obtaining the degree and qualification.</p> <p>Content of theoretical lessons:</p> <ul style="list-style-type: none"> · Methods, sources and locations of research in the history of education. · New methods and the most important national and international directions in educational research. · Comparative research in education. Methodology questions. <p>Layout of questionnaires, interview assistance, managing tables, charts, presentation and multi- media information. Experiment, observation and content-analyses.</p>
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Assessment in Public Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>This course is based on the pre-knowledge and experiences of the participants. Through the comprehension of basic concepts and processing information from relevant resources participants explore the dimensions, functions, forms, and different practices of classroom evaluation and assessment. The course covers the following related areas:</p> <ol style="list-style-type: none"> 1. Theoretical introduction: multi-dimensional approach of evaluation and assessment (assessment of learning, assessment for learning, assessment as learning, and assessment by learning), functions of evaluation and assessment, forms of evaluation and assessment 2. Examination on institution and system level, international assessment systems. 3. Methodology and research of evaluation and assessment 4. Evaluation in classroom practice 5. Attitude measurement, competence based evaluation and assessment. Learning achievement in educational context. Qualitative and quantitative researches in the field of evaluation and assessment.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

**Sociology of Education 2.**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Based on the Sociology of Education I. lecture content the seminar is paying attention on discussing topics of education, school and education policy relating mainly to minorities for example Roma (as one of the largest minority of Europe and Hungary).</p> <p>Main topics:</p> <ul style="list-style-type: none">• Sociology of Education as a discipline. Fundamentals of sociology of education, and its interdisciplinary relations, history of the sociology of education in Hungary.• Challenges on the field of the sociology of education.• Education and society: inequities in school and in society; social mobility and education. Types of educational inequalities.• Capital theories.• Linguistic socialization, linguistic disadvantages.• The development of the concept of 'disadvantaged status'; Hungarian features; education policy strategies and institutional practices.• Effectiveness – efficiency and equity (in Hungary and international aspects)• Sociology of formal education. School as organization.• Local society and the school.• Sociology of minority education. Multicultural-intercultural education.• Inclusion- inclusive society, inclusive school. Romology and sociology of education.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Education Policies of Minorities in Europe

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>The aim of the course is to enable students to understand those educational policy approaches that have been developed for the benefit of minorities in different countries of Europe. In this context students be familiar with the decisions concerning the situation of disadvantaged and Roma groups</p>



	<p>in different school systems. To be able to interpret these in a wider (international) context of comparisons, to draw up scientific research results and to formulate an independent opinion on the antecedents and consequences of each changes in minority policies.</p> <ul style="list-style-type: none"> • The conceptual system of minority policy • State - nation - national concepts • The international development of minority politics • The concept of education policy • Education policy in EU • European trends; the concept of minority education sociology • National and ethnic minorities • Educational policy concepts: multicultural, intercultural education: the development, evolution and prospects of paradigm, ethnocentrism, anti-racism, cultural equivalence, color blindness, etc. • Country typology – Studies in practice, Foreign Examples of Minority Education – students referates • The development history of the concept of disadvantaged, the educational policy aspirations for disadvantaged students • Changes in education policy for Roma students <p>Hungary's Education Policy – Problems, results and Solutions, Schools of minorities and Gypsy Education Programs, Pilot Schools, Projects in Hungary.</p>
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Vocabulary and Reading in Education Sciences

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	A content-based English language skills course, which focuses on academic vocabulary and reading advanced texts related to education. Students will become familiar with a special type of formal vocabulary that is common in written academic discourse.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

**Academic Writing**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	3
Course description:	This course covers the skills necessary for developing a research paper: analytical and critical reading, synthesizing, paraphrasing, and summarizing information.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Theories of Education 1.

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	
Credits (ECTS):	8
Course description:	Beliefs, experiences, and scientific approaches. The course provides an insight into <ul style="list-style-type: none">• the interpretations of learning, teaching and education – a deductive approach (education as intentional influence, changes of behavior, an inter-personal relationship, a symbolic interaction etc, theories of learning: associative learning, behaviorist, cognitivist/constructivist approaches, social-cultural learning, emotional learning etc)• the interpretations of learning, teaching, and education – an inductive and value-based approach (inter- and intra-personal intelligences, emotional quotients, positive psychology, psychological capital, intercultural and global competences in learning and teaching)
Assessment methods:	exam
Teaching period:	Spring semester

Sociology of Education 1.

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	During the seminars students get know the basic definitions relating to education and the sociology of education. In addition, they get know more about the relations between society and education.



Assessment methods:	Final exam, mid-term test
Teaching period:	Spring semester

Remembrance Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	Today's societies face challenges of xenophobic actions and consequently considering transversal democratic competences in education becomes a must for future intelligentsia. Additionally, personal contact to elderly, English-speaking ladies who testify their own stories from Budapest ghettos may be a unique experience enriching students who may gain a closer look in issues related to the focused topic of the course.
Assessment methods:	Portfolio, database research
Teaching period:	Spring semester

Developmental Psychology

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	6
Course description:	The objective of the course is to introduce students to the most significant psychological theories of development as well as to orient them in up-to-date course-relevant reference literature. The course covers the following concepts and topics: The subject of developmental psychology. What is development? The nature-nurture debate and the contemporary solution to it. The most significant theories of developmental psychology (psychosexual by Sigmund Freud, psychosocial by Erik H. Erikson, cognitive by Jean Piaget and Lev Vygotsky, moral by Jean Piaget and Laurence Kohlberg). The role of play, drawing and fairy tales in children's emotional and social development. Issues of identity development in adolescence.
Assessment methods:	two tests (mid-term and end-term)
Teaching period:	Spring semester

**Counselling Learners- Practical**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	The present course intends to give such a chance to its participants who may observe learners of various age groups from 6 to 19 in the outskirts of Pecs in schools where learners/students face poverty and discrimination basically due to their social status and/or Romani ethnicity.
Assessment methods:	Portfolio, feedback
Teaching period:	Spring semester

Assertive Communication in Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	Beliefs, experiences, and scientific approaches. The course serves as a preparation for the practical tasks (content-based approach and methodology-based approach) and assists students in the analysis and evaluation of experiences and observations during the practical tasks.
Assessment methods:	Exam
Teaching period:	Spring semester

Theories of Education Practical 1.

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	This course focuses on the institutions, organizations and systems of education and aims to make students familiar with formal, non-formal, and informal learning as well as with the learning and teaching process in classroom situations. The course introduces students to observation as a research method and prepares them for school visits focusing on school climate, communication in the classroom, evaluation and assessment. Students are expected to write a personal journal reflecting on their experiences, to evaluate and assess the field visits. They are also required to analyse and evaluate their experiences and observations during the practical tasks.
Assessment methods:	Term mark, writing a reflective journal



Teaching period:	Spring semester
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Developmental Psychology Practical

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>The objective of the course is to encourage students to read and discuss authentic English reference literature (mainly research studies) in the field of developmental psychology to get familiar with the new trends and the terminology. Another objective is to make students do some individual research work (guided interviews with young children).</p> <p>Description At the course, students are supposed to read reference literature and watch videos focusing on a certain developmental period (infancy and toddlerhood, early childhood, middle childhood, and adolescence) or a certain aspect of development (emotional, social, mental, and speech development). Students are encouraged to analyse and discuss the phenomena they are familiar with due to own life experiences or developmental theories and draw some developmental and educational consequences.</p>
Assessment methods:	Term Mark – Research work
Teaching period:	Spring semester

Listening and Speaking Competences in Educational Discourses

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>This advanced level class focuses on refining note taking strategies and learning to use these notes to outline, summarize, discuss and develop critical opinions about educational topics. The course has a strong focus on speaking skills needed for success in lecture classes and seminars.</p> <p>The objective of the course is to equip students with the language skills, which are necessary for discussions based on properly structured reasoning.</p>
Assessment methods:	mid-term and endterm paper
Teaching period:	Spring semester

Introduction to the Operation of the European Union



Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	The course provides an insight into the history, institutions, structure, values of the EU, to introduce students to some of the common policies, the ways decisions are made, as well as the major political, economic, social issues of the EU. There is an emphasis on discussions based on students' readings as well as individual presentations. We also aim at compiling a useful set of English terms related to a wide range of topics. The course will facilitate a deeper understanding of the workings and policies of the EU so that students can broaden their views of the diversity of Europe and how such diversity is construed and sustained. Such knowledge is required in a world where national interests overlap with global ones.
Assessment methods:	individual and cooperative learning
Teaching period:	Spring semester

Project Management

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	The course aims to familiarize students with the development of a project plan and techniques of applying for grants. It enables students to contribute to the basic planning of any project and its implementation; it helps them to acquire the basic application skills; obtain its basic terminology. The course also familiarizes students with public education projects and simple tenders for school-related grants and enables them to create a project plan and a simple application drawing on their theoretical knowledge.
Assessment methods:	presentation of project plan or application
Teaching period:	Spring semester

Comparative Education Sciences

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2



Credits (ECTS):	8
Course description:	The course gives an overview on the history of development and current challenges of comparative pedagogy. It focuses on the changes of the concept of education policy. It provides a comprehensive view on school systems and their development in dominant countries of the world up to the present day. Students will be acquainted with the most important aspects of the international comparative analyses of education, with regard to interpretations of the latest surveys and examination results of international organisations (OECD, EU, UNESCO) as well as constructive criticism of the results.
Assessment methods:	exam
Teaching period:	Spring semester

Philosophies of Education and Ethics

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	6
Course description:	Philosophy of education (PhE) studies the problems of education from a philosophical perspective. To do this, it utilizes several of the standard branches of philosophy--epistemology (the theory of knowledge), philosophy of language, ethics, social or political philosophy, philosophy of science, and philosophy of mind and aesthetics. The students will gain knowledge of and will discuss the following topics: history of PhE before the 20th century, main currents and views of PhE in the 20th century, PhE and its social implications, ethics and PhE
Assessment methods:	mini lecture, exam
Teaching period:	Spring semester

History of Education and Culture 2.

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	6
Course description:	The aim of the course is to get students acquainted with the interdisciplinary history of education as part of history of culture and social history.



	<p>Besides this, students will acquire the diachronic and synchronic analyses of education history. At the end of the semester, students will be familiar with the history of pedagogical thinking as well as the major pedagogical thinkers since the 18th century. They will be able to understand, evaluate and compare different educational ideas and practices, education policies and institutional systems. Besides this, they explore the parallels and links between educational systems of the past and present. They acquire the critical and philological processing of sources, documents and excerpts in the field of education history between the 19th and 20th century.</p>
Assessment methods:	exam
Teaching period:	Spring semester