

<b>Course description</b>	
<b>Course</b>	Introduction into Education
<b>Department</b>	Eszterházy Károly University Department of Pedagogy
<b>Language</b>	English
<b>Nature</b>	Mandatory
<b>Year/semester</b>	1st year, spring-term
<b>Credits (ECTS)</b>	3
<b>Lectures (hour/semester)</b>	10
<b>Plenary lectures (hour/semester)</b>	
<b>Practicals (hour/semester)</b>	
<b>Responsible teacher</b>	Dr. Molnár Marietta
<b>Teacher(s)</b>	Dr. Molnár Marietta
<b>Prerequisites</b>	
<b>Learning outcome (include skills and competencies, if any)</b>	
<p>a) students' knowledge:  He / she is aware of the social context and significance of the teacher's work, he / she is informed about the guiding national and European values.  Knows the role of the learning environment, the system of learning theories, the theoretical foundations of learning organization.  Possibilities of applying methods and forms of work.</p>	
<p>b) abilities:  He / she is able to place his / her teaching activity on a didactic theoretical basis, to make him / her aware of the pedagogical culture of his / her teaching activity.</p>	
<p>c) attitude:  Requires self-reflection, multi-aspect analysis and evaluation of the educational process and its own activities.</p>	
<p>d) autonomy and responsibility:  - In the field of his / her profession, he / she takes responsibility for the development of social competencies in his / her teaching activities, for knowledge and application of methods that ensure the effectiveness of curriculum acquisition.</p>	
<b>Outcome assessment</b>	
self-reflection	
<b>Weekly schedule of lectures and practicals</b>	
<b>WEEK</b>	<b>Lecture topics</b>

Week 1	<p>Pedagogy as a science</p> <p>Areas and methodology of pedagogical research</p> <p>The relationship between education and society: a network society</p> <p>Learning theories: behaviorism, cognitivism, constructivism, connectivism</p> <p>Basic theses of interactive learning organization, communicative didactics, problem-, project- and research-based learning</p> <p>Techniques and methods of the lecture</p> <p>Planning and organizing group work, pedagogical aspects of cooperation</p>
<b>Recommended literature</b>	
<p>Allen, D.E.-Duch, B.J.-Groh, S.E (2001): The power of problem-based learning in teaching introductory science courses, in: Wilkerson, L.-Gusealers, W.H. (szerk.) Bringing problem based learning to higher education Theory and practice, Jossey-Bass, San Francisco. pp.43-52</p>	
<p>Barrows, H.S.:_ Tamblin, R.M (1980) Problem based learning: An approach to medical education, Springer Pub.Co., New York</p>	
<p>Klegeris, A - Hurren, H (2011). Impact of problembased learning in a large classrom setting. in: Advances in Physiology Education 35.(4), 408-415</p> <p>In: P.Thakur, S Duiitt (2018) A Chauhan: Problem based learning strategy for development of skills Journal of Education Technology. Vol 15.No.1. April - _June. pp.53-61.</p>	
<b>Note(s)</b>	