(1.) Course Title: INFPHD469 Teaching methodology in the university teaching environment	**Credits: 6**
Course **Classification: Elective** *(a nem kívánt törlendő!)*	
Theoretical or Practical Nature of the Course, *'training character'*[13]: Practical (credit%)	
Type of Class: practice and **number of hours**: 2/week in the given semester, *(If the course is not (only) taught in Hungarian, then **the language**: **English**)* **Additional** (specific**) methods and characteristics**[2] used in delivering the knowledge *(if any)*: -	
Assessment Method (Exam / Midterm Grade / **Other**[3]): The course is assessed at three levels. The grading of the course can be as the following: an "excellent" grade is given to a student who attended at least 95% of the course, a "pass" grade is given to a student who attended 51-94% of the course and a "fail" grade is given to a student who attended 50% or less. **Additional** (specific) **methods**[4] applied in knowledge assessment *(if any)*: -	
Course Placement in Curriculum (Semester Number): -	
Prerequisites (*if any*): -	

Course Description: **A concise yet informative description of the knowledge** to be acquired.

Aim of the subject: The aim of the course is to develop the teaching methodological competences of PhD students in education, to support the development and strengthening of their teaching identity, and to enhance the practical application of teaching methodological knowledge through the collective reflection of teachers.

Knowledge: The course focuses on the nature of learning, the methodological and group management aspects of teaching, including blended learning, course design and development, learning outcomes-based methodology and assessment.

Abilities: Creating the learning environment and atmosphere (from factors of power to ergonomics) Managing group and individual relationships in the student-teacher relationship, planning the curriculum and learning path, supporting learning.

Attitude: Motivational issues for teachers and students, Teacher identity (reconciling teaching, research and other academic roles, well being), Tutoring approach.

Autonomy, responsibility: Course design and facilitation, assessment and learning pathways support, group management.

Major topics:

1. The nature of learning, in the context of a development in brain research over the last decade and the experience that has since emerged
2. Mindset theory and learning motivations, self-learning competence
3. Characteristics of student groups, diversity, conflict management
4. The roles of tutor, mentor, teacher, researcher, etc. and role conflicts
5. Basic methodological considerations in learning outcomes-based course management from course design to assessment
6. Learning methodology and teaching methodology: are they the same?
7. Course design and management in practice: what works and what doesn't?

8. Using a blended learning framework, m-learning, roles of 'distance' learning

2-5 Most Important Required and Recommended Literature

List of required and recommended literature (notes, textbooks) with bibliographic data (author, title, publication details, (possibly pages), ISBN).

- Amin, Mohamad; Afida, Intan & Putri, Raja & Hafiza, Husna & Ismail, Rozana. (2022). Planning a Course: Lecturers' Understanding of Design Components in Constructive Alignment. Journal of Education and Practice. 13. 122-133. 10.7176/JEP/13-12-11.
- Bourner, Tom. (1997). Teaching methods for learning outcomes. Education + Training. 39. 344-348. 10.1108/00400919710192377.
- Dweck, C. S. (2006). Mindset. New York, NY: Random House
- Kennedy, Declan (2007) Tanulási eredmények megfogalmazása és azok használata. Írország: University College Cork

List of Prescribed Professional Competencies and Competency Elements

(knowledge, skills, etc., KKK Section 8) that the course significantly contributes to developing (highlight the most important ones).

a) Knowledge

- Has a research-level understanding of the general and specific characteristics, major directions, and precisely developed boundaries of the subject area within the discipline, as well as the agreed and debated interrelations.
- Creatively comprehends the interrelations, theories, and conceptual frameworks and terminologies of the given field of study.[1]
- Possesses research methodology knowledge necessary for independent research in the given discipline/field.

b) Skills

- Capable of creative analysis of the field, synthesizing comprehensive and specific interrelations with a new perspective, and conducting appropriate evaluative and critical activities.
- Able to apply and further develop the specialized learning and problem-solving methods of the field.
- Can creatively elaborate on the novel, previously unknown practical implications of theoretical issues.
- Capable of planning and executing new projects, conducting research in the field, and developing new techniques and approaches.

[1] **Section 108**, Article 37 of the National Curriculum Act (Nftv.) 37. lesson: a session (lecture, seminar, exercise, consultation) requiring the personal involvement of the instructor to fulfil the academic requirements specified in the curriculum, the duration of which is at least forty-five minutes and not more than sixty minutes.

[2] e.g. case studies, role play, thematic presentations, etc.

[3] e.g. continuous debriefing, mid-year report

[4] e.g. request for case studies, thematic papers, essays, business, organisational plans, etc.

- Able to identify unforeseen professional problems and uncover the detailed theoretical and practical background necessary for their resolution at a research level.
- Can construct and communicate new relations relevant to the field, as well as comprehensive interrelations significant for personal and communal existence.

c) Attitudes

- Represents and further develops the relations that contribute to the process of human self-creation based on the field's characteristics.
- Possesses an interest and learning ability that enable identifying and solving currently unpredictable research problems in the field.
- Demonstrates a firm professional commitment, a continuous dedication to exploring new approaches, and an acceptance of the necessity for persistent effort.

d) Autonomy and Responsibility

- Builds and initiates new knowledge areas with creative independence and proposes new practical solutions.
- Participates in formulating theoretical and practical questions with a leadership role and high-level cooperation.
- Engages as an equal discussion partner with professionals in the field.
- Takes responsibility for raising and addressing new ethical questions concerning theoretical and practical aspects of the profession.

Course responsible (name, position, academic degree): **Dr. Zoltán Horváth, professor, PhD, Dr. Rita Takács, assistant professor, PhD**

Instructor(s) involved in teaching the course (if any) (name, position, academic degree):
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