

The theory of education systems

Aim of training

Aim of the study program:

Supporting the students of understanding the problems of the system level of modern educational systems. The students will get to know the basic concepts, interrelations, analytical tools which can they use to analyse the macro-societal interrelations and broader organizational and political environment of education and to explore the causes and possible outcomes of changed in the education system. Furthermore the aim of the study programme is to help students understand the global trends and the interrelations of current educational policy.

Expected learning outcomes and related competencies

Knowledge:

- Has thorough knowledge of the most significant national and international theories, connections and problem solving methods of education science and the neighboring disciplines.
- Has background knowledge of the models of educational theories, the evolution of the various theoretical paradigms, and is able to systematize the international approaches of multicultural and intercultural pedagogy.
- Knows the functions of education systems, understands its interrelations and knows and understand the goals of educational policy.
- Knows the basic interrelations of education systems.
- Understands the developmental trends of professional policies and knows the innovative national and world tendencies of developing educational systems. Understands the connections and the ways of controlling the operation of the service systems of his/her professional field and neighboring sectors.

Attitude:

- Continuously re-evaluates his/her attitude towards social and cultural differences, has sensitivity towards the situations of the minorities and respects human rights. Considers important in his/her professional work to pay attention to problems caused by social inequalities and acquires the approach of equity.
- Aims to implement expansive professional cooperation, is open to enter reflectively into problematic situations and is able to judge them professionally.
- Has professionally established critical approach and committed to professional analysis based on values and knowledge.
- Seeks creative solutions for deep comprehension of certain topics, applying the relevant research methods, is open towards cooperation in research, realizes the importance of joint work.
- Approaches connections of theory and practice with evaluative and interpretative reflectivity. Formulates relevant professional criticism, explicates his/her opinion convincingly and clearly, is able to argue in professional debates.
- Stands for the importance of communication in pedagogical and professional work, considers important to utilize the potentials of information technology tools. Committed to improve continuously his/her foreign language skills.

- Committed to lifelong learning, aims to follow continuously the issues related to his/her profession, therefore is especially open to get to know the new professional results, to use them in his/her work and evaluate them.
- Motivated and initiative in innovative developments, takes the proactive role in his/her workplace organization.
- In professional relationships represents his/her professional values and believes and argues to defend them.

Skills:

- Applies the interdisciplinary models and is able to analyze a certain problem from different perspectives that enables the realistic interpretation of the situation with effective alternative solutions.
- Applies multicultural and intercultural viewpoints in analysis and utilizes them proactively in work.
- Able to analyse the problems of the system level of modern education systems, the analysis of educational problems in the broader economical and societal context.
- Able to present and analyse the current problems of the structure, governance, finance and content of Hungarian public education.
- Distinguish between macro and micro perspective and combination of these.
- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.

Autonomy and responsibility

- Strengthens his/her professional confidence and assesses realistically his/her own professional potentials and deficits.
- Due to intentional self-development is able to work independently and with responsibility and is able to reconcile personal and professional goals in his/her work.
- Takes the proactive role in making phenomena understood, encouraging responsible thinking and applies a scientific-professional viewpoint in his/her decisions and actions
- Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.
- Is a reliable professional partner in various professional collaborations, is able to both lead and follow effectively in cooperation.
- Takes responsibility for his/her communication and for improving it continuously.
- Takes responsibility for supporting the development of his/her colleagues and professional community and for enhancing recognition, development and improvement of the education science.

Main topics

Main contents

- Basic characteristics of modern education systems
 - Functions of educational systems and their conflicts
 - Emergence and different evolutionary routes of modern educational systems
- Changes in the modern education systems
 - The types and causes of changes
 - Changes in centralized and decentralized educational systems
 - Conflict models

- Structural aspects of modern educational systems
 - Sub-systems and their specifications
 - Conflict between sub-systems. ISCED
- Regulation and governance of modern educational systems
 - Public policy aims
 - Topic, tools and types of regulations
 - Governance of complex educational systems
 - Contradictions of system governance
 - Structural characteristics and governance aspects of Hungarian education system
- Global trends of the development of educational systems
- International impacts in modern educational systems

Planned teaching and learning activities

- Students will provide written questions one time regarding important aspects of required readings
- Group presentations on agreed topics (3-4 participant per group)

Teaching methods

- The lesson will start with student questions. Every time two student ask questions regarding the content of the previous lesson
- Presentation (prepared in advance) by the teacher at the second half of the lesson
- Students can ask questions any time, even during presentation

Evaluation

Requirements, type and aspects of evaluation:

Requirements:

- active participation
- formulating questions
- solving written assignments
- demonstration of synthesis ability in the context of the given topic on the oral exam

Type of evaluation: exam

Evaluation is partially ongoing, partially will be on the final exam at the end of the term. The students randomly get a topic from above and have 20 minutes to prepare a short presentation. Those who choose the group presentations will not participate in this, their performance would be assessed in the group discussion after their presentations.

Aspects of evaluation:

	Max points	%
Participation (-3 points / missed class)	40	20
Student activity (questions, comments)	30	15
Written assignments (e-learning)	30	15
Exam	100	50
Max point	200	100

4	131-170
3	111-140
2	81-110
1	80 and under

Regarding group presentations the students will assess their groupmates by ranking the participants by their rate of contribution. Students can suggest alternative forms of evaluation. This evaluation also influences the final mark.

Reading

Required reading

- Archer, M. S. (2013): *Social origins of educational systems*. Routledge
- Fullan, M. (2008): *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*. Wiley. US
- Mourshed, M., Chijioke, Ch. és Barber, M. (2010): *How the world's most improved school systems keep getting better*. McKinsey&Company, h. n. [URL: http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/How%20School%20Systems%20Get%20Better.aspx] [Magyar fordítás is rendelkezésre áll.]
- OECD (2016): *Trends shaping education*. OECD Publishing, Párizs. [URL: http://www.keepeek.com/Digital-Asset-Management/oecd/education/trends-shaping-education-2016_trends_edu-2016-en#.WLP6NDs1-Uk]
- Sahlberg, P. (2013): *Finnish lessons: What Can the World Learn from Educational Change in Finland?* Teacher Collage. Columbia NY
- van Twist, M. és van der Steen, M. (2013): *Coping with very weak primary schools. Towards smart interventions in Dutch education policy. A Governing Complex Education Systems Case Study*. OECD, Párizs. [URL: <http://www.oecd.org/edu/cei/Dutch%20GCES%20case%20study%20OECD%20FINAL.pdf>]