

**Aim of training**

**Aim of the study program:**

The aim of the course is to introduce the students to the language of educational science, as well as to be aware of specialist literature of educational science. Moreover, the course aims to help students to acquire a practice of reading comprehension and writing competence in this field, to develop the ability to write independently.

**Expected learning outcomes and related competencies**

**Knowledge:**

- Has knowledge of the terminology of education science in his/her mother tongue and at least in one foreign language.
- Understands the importance of online communication, has knowledge of the spaces and possibilities of modern communication.

**Attitude:**

- 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.
- Has professionally established critical approach and committed to professional analysis based on values and knowledge.
- 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.

**Skills:**

- Is able to prepare professional materials according to independently chosen aspects, to present and analyze research results with objectivity, to write shorter professional texts independently.
- Is able to demonstrate high-level oral and written communication skills while using constructively web sources of information. Is able to interpret a text in high level and to participate in a professional discussion in basic level in a foreign language.
- Is able to make choices from relevant viewpoints while gathering information about the field of education science and its neighbouring disciplines using national and international databases; and is able to independently use and apply this information in work.

**Autonomy and responsibility**

- Strengthens his/her professional confidence and assesses realistically his/her own professional potentials and deficits.
- Takes responsibility for his/her communication and for improving it continuously.
- Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.

- 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.

### Main topics

#### Main contents

- Main stream of national and international periodicals of educational science and modern social sciences. The importance and the characteristics of terminology.
- The characteristics of the style of the American Psychological Association (APA), citation, reference.
- The characteristics of the scientific styles which are used by educational science (paper, essay, review).
- Students prepare and write their review in the learned style.

#### Planned teaching and learning activities

- Individual processing of literature
- Students write a review on a chosen article from a relevant periodical

**Methods:** Lecture, individual student work, pair work, student assignments. As a seminar-style course with interactive discussions and peer revision for written activities, the course pays attention to the needs of the individual student.

### Evaluation

#### Requirements, type and aspects of evaluation:

Requirements:

- Comprehensive knowledge of the discussed topics
- Individual procession of related literature
- Review about a scientific journal (pair work)
- Review about a scientific article (individual work)

Type of evaluation: colloquium

Aspects of evaluation:

- Lesson activity
- Quality of form and content-related elements of the reviews
- At least sufficient grade on the theoretical exam

### Reading

### Required reading

- LILLIS, T. (2000) 'Redefining the problem of student writing' In Graal, M. and Clark, R. (eds) (1999) Partnerships across the curriculum. University of Leicester Teaching and Learning Unit. Proceedings of the 6 th Annual Writing Development in Higher Education conference. p.1532
- Learning to Write: Writing to Learn. Academic writing: A Literature Review. [http://new.learnhigher.ac.uk/resources/files/academic\\_writing\\_literature.pdf](http://new.learnhigher.ac.uk/resources/files/academic_writing_literature.pdf)
- Academic writing style. <http://libguides.usc.edu/writingguide/academicwriting>
- Bailey, S.: Academic writing. A handbook for international students. Taschenbuch, 2014.