

Information Science and Human Resources Management HRCM17-121

Purpose of course

Within the course, several lectures will deal with the impact of ICT on learning and teaching processes, therefore some ICT-supported learning-organizing issues and innovative methods of teaching methodology will arise. Among the methods of teaching methodology, the opportunities associated with network learning, open education, the mirrored classroom, and teaching by playing are of prime importance.

Within the course, in connection with the model of digital citizenship, an overview of the developments needed in adult education related to the area will turn up.

Within the course, students are getting prepared to recognize the connection between social changes and education and to consistently enforce it in thinking. Through the course, students will be able to expand their thinking about changing social environment of adult education; with original ideas and independent activity, they will be able to contribute to solving specific problems related to adult education: the effective counselling and creating differentiated training forms for different target groups.

Learning outcomes and competences

Knowledge

Students completing the course...

- acquire the theory and methodology of adult education, know theories about adult learning; know the specific target groups of adult education and the special procedures for dealing with them.
- will recognize the connection between social changes and education as sub-system and its consistently enforcing in thinking;
- will be aware of the possibility of expanding thinking about the changing social environment of adult education; with original ideas and independent activity, they will be able to contribute to solving specific problems related to adult education: effective management of career orientation and counselling, effective counselling and creating differentiated training forms for different target groups;
- will know and understand the learning environment's elements, their organizing principles, their action mechanism on students and communities, their methods and, the necessary conditions and organizational works and procedures for developing the learning environment.

Attitude

Students completing the course...

- based on their professional self-development, will be able to recognize processes for the development of others;
- will be able to support and implement a development as an assistant; will be able to independently design and execute simply, routine procedures;

- will be capable of accompanying some scientifically-based analyzes of educational-situations and, under control, they will be capable of their use in the development process.
- will be capable of organizing and, under control, managing leadership in educational settings that support self-development of adult training.

Skills

Students completing the course...

- will be able to work as professional assistants or, under control, as managers of various processes in pedagogical innovation, in organization development, in projects, program elaboration and development.
- will be capable of planning, organizing and evaluating an open and flexible educating-learning environment that is adapted to the goals and needs of adults participating in adult education.
- will be able to participate in professional co-operation at different places of social and market institutions and organizations.
- will be able to help and support students' learning in various learning environments and organize the necessary conditions.
- will be able to apply, design and implement various ICT and other tools and methods in order to support developing an educating-learning environment.

Content of the subject

Main content and thematic units

- Discussion of the course, harmonizing of the semester's work
- Information society and education, changing educational culture
- Social difficulties, digital inequalities, digital bolshevism
- The environment of education, personal learning environment and information management
- Critical review of speculative digital generation theories
- Digital competence, a competence system for digital citizenship
- Educational methodology strategies in a modern educational environment
- The educational application of network theory: connectivism. Networking
- Open education in online environment: the MOOC's culture and learning organization
- Functional overview of the digital communication device system
- New media and communication, new media and education, media culture
- Changing thinking about the content of education
- Discussing the semester's work and preparing for the colloquium

Discussing the semester's work and preparing for the colloquium

Independent processing of lectures, podcasts and literature related to the contents of the course.

Exam and evaluation system

Requirements, methods and aspects of assessment:

- The colloquium-based performance is based on the topics that appear in the list of knowledge items and on the basis of the literature.
- In addition to the subject of each item, it is also necessary to exam in dissimilar literature related to the item. Dragging an item gives a random selection. Accordingly, the literature is given.
- Completion of a colloquium is possible only on the basis of an oral examination.
- The duration of the exam is usually 25-30 minutes long after the preparation period.
- At the oral examination the consideration of the item and the literature is set at 80%-20%.
- If the student completes an exam inadequate, then the whole exam is inadequate.

Item list of the oral colloquium:

1. Information society and education, changing educational culture
2. Social difficulties, digital inequalities, digital bolshevism
3. The environment of education, personal learning environment and information management
4. Critical review of speculative digital generation theories
5. Digital competence, a competence system for digital citizenship
6. Educational methodology strategies in a modern educational environment
7. The educational application of network theory: connectivism. Networking
8. Open education in online environment: the MOOC's culture and learning organization
9. Functional overview of the digital communication device system
10. New media and communication, new media and education, media culture
11. Changing thinking about the content of education

Hungarian language literature:

1. Tanítás és tanulás a kulturális evolúció rendszerében (Komenczi)
2. Kukkoló társadalom (Talyigás)
3. Az internetezés és az értékrend összefüggései Európában (Csepeli-Prazsák)
4. Freely chosen chapter (1-9) from the book titled Kapcsolatok hálójában
5. Információkritika és jövőperspektívák (Komenczi)
6. Pedagógiai kultúra az információs társadalomban (Ollé)
7. Médiakultúra (Aczél)
8. A mobil, mint kommunikáció (Turi)
9. Oktatási módszerek és tanulásszervezés az információs társadalom iskolai gyakorlatában (Ollé)
10. Az újmédia történelmi kontextusban (Rétfalvi)
11. A tudás forradalma (Csepeli)

Literature

Compulsory:

- Csepeli, Gy., Prazsák, G. (2010): *Örök visszatérés? Társadalom az információs korban*. József Műhely, Budapest. ISBN 9789637052934
- Ollé, J. et al. (2013): *Oktatásinformatikai módszerek. Tanítás és tanulás az információs társadalomban*. ELTE Eötvös Kiadó, Budapest. ISBN 978 963 312 157 3

Recommended:

- Ollé, J. et al. (2013): *Digitális állampolgárság az információs társadalomban*. Eötvös Kiadó, Budapest. ISBN 978-963-284-474-9
- Z. Karvalics, L. (2002): *Az információs társadalom keresése*. Infonia-Aula, Budapest. ISBN 963-9345-81-4