

## **Course Description**

EDUM-108 Education, Economy and Law

**Leading Lecturer: Anikó Fehérvári PhD**

### **Aim of the course**

The aim of the course is to learn education- and culture-sociology and neighbouring disciplines (economics, society, law). Analysing and confronting the different theories and views, establishing and developing the use of critical thinking and conscious use of terminologies.

### **Learning outcome, competences**

#### **Knowledge:**

- Has thorough knowledge of the most significant national and international theories, connections and problem solving methods of education science and the neighboring disciplines.
- 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.
- Has knowledge of the terminology of education science in his/her mother tongue and at least in one foreign language
- Has knowledge of the requirements for structure and content of the legal and professional documents defining his/her agency. Is informed of the competencies related to his/her profession and the possible expectations of an employee.
- Has thorough knowledge of the core set of concepts and major theories of sociology, economics and law related to the neighboring areas of educational science

#### **Attitude:**

- Considers important the social scientist perspective in his/her professional identity, is open towards the interdisciplinary approach of education science.
- 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
- 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:**

- 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.
- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.
- Is able to evaluate and assess documents defining his/her profession and to compile documents at organizational level.

#### **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.

## Reading list

### Compulsory reading list

- Apple M. W., Ball S.J., Gandin L. A. (2010, eds): The Routledge International Handbook of the Sociology of Education. Routledge NY Part 1
- Banks, JA (2009): Multicultural education: Issues and perspectives. Wiley. US
- Darity, W. A. (2008, ed.): International Encyclopedia of the Social Sciences (2nd ed.). Macmillan Reference USA.
- Giddens, A. and Sutton P. W. (2016): Sociology (8th ed. or previous editions). Cambridge, MA: Polity Press.
- Giddens, A. et al. (2016): Introduction to Sociology (10th ed. or previous editions). New York: Norton, W. W. & Company, Inc.
- Ritzer, G. and Ryan, M. J. (2011, eds.): The Concise Encyclopedia of Sociology. Blackwell Publishing Ltd.