

## Course Description

**Title of the Course: Alternative and leisure-time pedagogy**  
**Leading Lecturer: Lilla Judit Lukács**

### **Aim of the course**

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The aim of the course is to explore and to understand a wide range of alternative and leisure-time pedagogies, whilst making connections within them and recognizing their unique attributes. During the course undergraduate students will also have a chance to get an insight into educational history and terms, while we distinguish different schooling and teaching methods (*e.g. reform pedagogy/progressive education and alternative pedagogy, or leisure-time pedagogy and leisure-time activities*), and thinking about the future of education by exploring up-to-date, modern teaching techniques. The course will also have a focus on the sociocultural dimension of learning which is aiming to underpin the concept of the students-centered methods and curriculums.

#### **Learning outcome, competences**

Undergraduate students who are attending to the course most likely will develop the following competences.

##### Knowledge:

- They have basic knowledge in pedagogy and in several alternative teaching methods.
- They are well-informed about the relationship between pedagogy and other disciplines.
- They understand the relation between modern society, culture and its institutions and the importance of diversity.
- They know the international tendencies of education, development of learning and the innovations of teaching and education.
- They are well-informed about the main pedagogical paradigms.
- They know the strategies, methods and procedures of learning and also of supportive education in the case of students with a different age or cultural background.
- They know the heterogeneity of different learning groups and aware of the fact that students with different social backgrounds need different learning methods.

##### Attitude:

- They have a sensitive attitude towards pedagogical issues and they consider what to choose from given practical and theoretical methods.
- They consider problems rooting in social inequalities important and they accept equity.
- They are open to the changing pedagogical phenomena that accompany societal changes; represent that learning has different scenes, places, forms etc. and that the actors affecting knowledge and the development of human competencies are diverse and are in social interaction with each other.
- They constantly reevaluate their own relationship with social and cultural differences, they are sensitive about minorities and respect children's and human's rights.

##### Skills:

- They are able to communicate effectively in their mother tongue and in a foreign language as well as with the help of the newest communication tools, and to present information, principles and analyses from different viewpoints.
- They are able to distinguish information about different pedagogical and social disciplines from the several viewpoints.

- They are able to use the professional language and the basic terminology of education and related sciences in a written and spoken form. Within specific frameworks they can form arguments and understand the relevancy of others' opinion.
- If it's necessary they are able to present scientific arguments or evidences based on their own experiences about the use of certain models or the effect of indoor and outdoor educational activities.

## Content of the course

### Topics of the course:

1. Introduction to the background of reform/progressive and alternative schooling methods, including socio-economic transformations in Europe in the beginning of the 20<sup>th</sup> century. Pragmatism and Dewey. The social criticism of the era and the reform pedagogy.
2. Getting to know the key-philosophers and educators of the topic. Including: Montessori, Steiner, Freinet, Jenaplan.
3. Distinguishing alternative education from reform pedagogy and mainstream schooling. Presentation of existing alternative schools (*e.g. in Hungary: AKG, Búrratino, Zöld Kakas, etc.*).
4. Leisure-time and pedagogy. Differentiation between leisure-time pedagogy and leisure-time activities: theories of leisure-time pedagogy (*e.g. Kaplan, Parker, Sayres*). Methods of leisure-time pedagogy (*e.g. ICT tools, films and board games in pedagogy*).

### Learning activities, learning methods:

During the semester undergraduate students will meet the following methods and learning activities:

1. Lecture/explanation and follow-up discussions,
2. Cooperative group work,
3. Homework,
4. Student presentations.

## Evaluation of outcomes

### Learning requirements, mode of evaluation, criteria of evaluation

Requirements and criteria:

1. Presence. (20% of the grade).
2. Hand-ins/homework/group work done during the semester. (20% of the grade)
3. Self-evaluation at the end of the semester. (10% of the grade)
4. Group-evaluation at the end of the semester. (10% of the grade)
5. Final presentation at the end of the semester (40% of the grade)

Every lesson will start with a short lecture in the above listed topics (up to 25 minutes). Then it will continue with group work (*groups are staying together during the semester, preparing a presentation connected to the topics*). At the "group work-time" students will have different tasks about the current topic and their chosen one (up to 30 minutes). Every lesson closes with discussion and debates in relation to the starting lecture and the group work.

At the end of the semester, students will have 100 points, all together – as it is shown above. On these points their grades will be based. During the semester they can check their points in a shared, online document.

Mode of evaluation: 1-5 grades.

Grades are decreasing in 15% steps downwards.

## Reading list

### Compulsory reading list:

- Kaplan M., Leisure: Theory and practice, New York, 1975
- Németh András - Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999,344 p., 2. kiadás 2003. (*should be enough in the library in english*)
- Parker S.T., The sociology of leisure, London, 1976.
- **Sliwka, A. (2008): The contribution of alternative education, In: OECD, Innovating to learn - learning to innovate. Paris: OECD/CERI**

### Recommended reading list:

- **Freire, P.: Pedagogy of the Opressed. The Seabury Press, New York. Any edition.**
- OECD, Innovating to learn – learning to innovate. Paris. 2008.
- Sayres., King C., Entertainments and society- influences, impacts and innovations, New York. 2010