

Course Description

EDUM-112 Learning Environments

Leading Lecturer: Orsolya Kálmán PhD

Aim of the course

The aim of the study program is for students to understand the complexity of learning environments and be able to interpret the specifications of learning environments from the perspectives of students, teachers and organizations. The study programme would like to contribute to students to experience how they can change, develop an own or an explored learning environment in order to better support learning. Development will be in pairs in order to experience cooperation during the tasks.

Learning outcome, competences

Knowledge:

- Has knowledge of the latest results of research in education science and its neighboring fields and the relevant pedagogical innovations; and is able to analyze and interpret them critically.
- Has deep knowledge of scientific theories of learning, the strategies and methods of learning and the methods of supporting learning and teaching. Has an understanding of the role of the various learning spaces and environments in lifelong learning and learning in all areas of life and culture.
- Understands the importance of online communication, has knowledge of the spaces and possibilities of modern communication.

Attitude:

- 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.

Skills:

- Is able to create age-appropriate educational conditions based on his/her knowledge of characteristics of learning, and to support individual ways of learning.
- 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.
- Is able to formulate practical implementation proposals.

Autonomy and responsibility:

- 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.

Reading list

Required reading

- Brooks, J. G. – Brooks, M. G. (1999): *In Search of Understanding: The Case for Constructivist Classrooms*. Association for Supervision and Curriculum Development, Alexandria, Virginia, USA.
- Fisher, D. L. – Khine, M. S. (2006): *Contemporary Approaches to Research on Learning Environments*. Worldviews. World Scientific Publishing, Singapore.
- OECD (2011): *Designing for Education Compendium of Exemplary Educational Facilities 2011* http://www.oecd-ilibrary.org/education/designing-for-education_9789264112308-en
- OECD (2013): *Innovative Learning Environments*, Paris. URL: http://www.keepeek.com/Digital-Asset-Management/oecd/education/innovative-learning-environments_9789264203488-en#page5
- Yin, R. K. (2003): Case Study Research, 3rd Edition, SAGE Publication 19-56. and 67-76.

Websites:

- Innovative Learning Environments – OECD project
<http://www.oecd.org/edu/cei/universecases.htm>, <http://www.oecd.org/edu/cei/inventorycases.htm>
- HundrED
 - <https://hundred.org/>