

Course Description

PEDB 17-122 TEACHING AND LEARNING

Leading Lecturer: TÓKOS KATALIN

Aim of the course

The aim of the course is to give an overview of contemporary theories of learning and teaching that helps students to interpret everyday teaching practices, to understand the connections between learning and teaching taking into account the individual, group and system specificities. The main principle of the course is that it builds on the students' prior knowledge and experience in the field of learning and teaching, explores the students' own beliefs about learning and teaching.

Learning outcome, competences

Knowledge:

- Has deep knowledge of scientific theories of learning
- Has thorough knowledge of the most significant national and international theories of and typical research approaches to educational sciences and the neighbouring disciplines.
- Has knowledge of strategies, methods and procedures of learning and also of supportive education in the case of students with a different age or cultural background.
- Knows heterogeneity of different learning groups and he/she is aware of the fact that students with different social backgrounds need different learning methods.

Attitude:

- Accept that theory and practice, education sciences and the related disciplines are in interaction with each other.
- Is 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.
- Continuously re-evaluates his/her attitude towards social and cultural differences, considers important in his/her professional work to pay attention to problems caused by social inequalities and acquires the approach of equity.

Ability:

- Is able to create age-appropriate educational conditions based on his/her knowledge of characteristics of learning, and to support individual ways of learning.
- Can identify and apply adaptive pedagogical solutions that are beneficial for the students and for the environment too.
- Can support the actors of the teaching and learning in doing their job, can pick the solution that fits for the given study group, also to plan and implement it.
- Is able to do, plan, and organize pedagogical assistant tasks effectively that occurs in public education and at non-governmental organizations.

Content of the course

Topics of the course

- Learning theories and learning sciences: radical and socio-constructivist theories of learning, interdisciplinary approaches
- Concepts of knowledge: knowledge, skills, competencies, learning outcomes
- Self-regulated, active and collaborative learning and the process-oriented teaching and methods

- Competence based planning, teaching and assessment. Curriculum design, assessment for learning
- Learning environments: formal and informal learning environments, development of student-centred learning environments
- Professional learning communities, learning in online communities

Learning activities, teaching methods

The course is designed to encourage learning through a combination of offline and online activities: lecture, model lessons, discussion, case study, textbook readings, Canvas-facilitated learning.

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

- Oral exam based on the basic concepts of learning and teaching theories, effective learning and teaching methods, learning environments

Mode of evaluation: oral exam

Criteria of evaluation:

- Deep understanding of the key concepts, models related to different theories of learning, teaching
- Deep and critical understanding of scientific texts
- Demonstration of analysis and synthesis capabilities
- Accurate use of professional language

Reading list

Compulsory reading list

- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347–364.
- Dumont, H., Instance, D., Benavides, F. (2010). *The nature of learning: using research to inspire practice*. https://read.oecd-ilibrary.org/education/the-nature-of-learning_9789264086487-en#page1
- Hall, G. E., Quinn, L. F. & Gollnick, D. M. (2018). *The Wiley Handbook of Teaching and Learning*, Wiley-Blackwell. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118955901>
- OECD (2011). *Designing for Education Compendium of Exemplary Educational Facilities 2011* http://www.oecd-ilibrary.org/education/designing-for-education_9789264112308-en
- Sawyer, R. K. (2014). *The Cambridge Handbook of the Learning Sciences*, Cambridge University Press, New York. https://assets.cambridge.org/97805218/45540/frontmatter/9780521845540_frontmatter.pdf

