

Problem-based learning 4 ECTS

Purpose of course

The aim of the course is to help students in interpreting and analysing the main challenges of current education from all over the world as well as to get own experiences in problem-based learning. Problem-based learning is one of the main forms of student-centred learning and teaching, which is best understood by participating in such a learning process and reflecting on students' own experiences.

Required reading

- Baret, T., Mac Labhrainn, I., Fallon, H. (eds., 2005): Handbook of Enquiry and Problem-Based Learning. Irish Case Studies and International Perspectives. URL: <http://www.aishe.org/readings/2005-2/contents.html>
- Hoidn, S. és K. Kärkkäinen, K. (2014): Promoting Skills for Innovation in Higher Education: A Literature Review on the Effectiveness of Problem-based Learning and of Teaching Behaviours. OECD Education Working Papers, No. 100. OECD Publishing, Párizs. [URL: <http://dx.doi.org/10.1787/5k3tsj671226-en>]
- Jonassen, D. H. (2011): Learning to Solve Problems. A Handbook for Designing Problem-Solving Learning Environments. Routledge, New York – London.
- Korthagen, F. A. J: (2004): In Search of the Essence of a Good Teacher: Towards a More Holistic Approach in Teacher Education. Teaching and Teacher Education. 1. 77-98.
- Savery, J. R. (2006): Overview of Problem-based Learning: Definitions and Distinctions. Interdisciplinary Journal of Problem-Based Learning, 1. 1. sz. 9-20. [URL: <http://dx.doi.org/10.7771/1541-5015.1002>]
- Schön, D. (1983). The reflective practitioner - how professionals think in action. Basic Books.

Knowledge

- Has knowledge of the latest results of research in education science and its neighbouring fields and the relevant pedagogical innovations, and is able to analyse and interpret them critically.
- Has deep knowledge of scientific theories of learning, the strategies and methods of learning and teaching, has an understanding of the role of various learning spaces and environments in lifelong learning as well as learning in all areas of life and culture

Attitude:

- Aims to implement expansive professional cooperation, is open to enter problematic situations reflectively and is able to judge them professionally.
- Has professionally established critical approach and is committed to professional analysis based on values and knowledge.

- Is committed to lifelong learning, aims to follow issues related to his/her profession continuously, therefore is especially open to get to know new professional results, to use them in his/her work and to evaluate them.

Skills:

- Is able to make choices of relevant viewpoints while gathering information about the field of education science and its neighbouring disciplines using national and international databases, is able to independently use and apply this information to his/her work.
- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.
- Is able to compare research results with pedagogical practice.
- Is able to formulate practical implementation proposals.

Autonomy-responsibility:

- 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 and encouraging responsible thinking, applies a scientific-professional viewpoint to his/her decisions and actions.
- Makes individual decisions based on professional opinions, and prioritizes delivering opinion and taking action based on research.