

History of Pedagogical Problems and Comparative Education 4 ECTS

Purpose of course

The aim of the course is to familiarize students with the historical and comparative studies of the evolution of basic pedagogical phenomena and main international models, with the historical-comparative analysis of agents of pedagogical phenomena, and social, institutional (micro, meso, macro-level) processes as well as with the perspectives of the European culture and education.

Required reading

- Cremin, A. Lawrence (1959a): John Dewey and the Progressive-Education Movement, 1915-1952. *The School Review* Vol. 67, No. 2, Dewey Centennial Issue (Summer, 1959), pp. 160-173. The University of Chicago Press
- Gottlieb, E. E. (2000): Are we post-modern yet? Historical and theoretical explorations in comparative education. In: Monn, B. Ben-Peretz, M. és Brown, S. (ed.): *Routledge International Companion to Education*. Routledge, London-New York.
- https://books.google.hu/books?id=Ok_RNdIIISOYC&printsec=frontcover&hl=hu&source=gbs_ge_summary_r&cad=0#v=onepage&q=international%20companion&f=false
- Harold J. Noah and Max A. Eckstein. *Toward a Science of Comparative Education* (New York: Macmillan, 1969).
- <https://dspace.utamu.ac.ug/bitstream/123456789/182/1/Research-Methods-in-Education-sixth-edition.pdf>
- Hörner, Wolfgang-Döbert, Hans-Reuter, Lutz R.-Kopp, Botho von (edit.)(2015): *Education Systems in Europe*. Second Edition, Springer International Publishing Switzerland.
- Péter Tibor Nagy: *The social and political history of Hungarian education*.
<http://mek.oszk.hu/03700/03797/03797.htm>
- Richard Aldrich: *Lessons from History of Education*. The selected works of Richard Aldrich. Routledge, New York, 2006.

Knowledge

- Has overall knowledge about the main national and international theories, the context and problem-solving methods of education science and related disciplines.
- Knows about the historical and theoretical background of theoretical models of education and pedagogy.
- Has knowledge about the most recent research results of the given topic and is able to interpret them critically.

- Understands the main professional policy trends, knows about European and world trends in the development of education systems within his/her professional area as well as the regulations and contexts of related sectorial provision systems.

Attitude:

- Considers the approach of social sciences important in his/her professional identity, is open to the interdisciplinary approach in education science.
- Seeks wide-range professional cooperation, is open and reasonable towards problems, and is able to judge them professionally.
- Has professionally sound critical approach, is committed to value- and knowledge-based professional analyses.
- Is committed to continuous professional development, to continuously follow the issues within his/her profession and professional area, and thus is especially open to learning new professional knowledge, its adaptation and evaluation.
- Stands by and argues for his/her professional values and principles in professional relationships.
- Skills:
- Is able to collect information from education science and related disciplines, use national and international databases on the basis of relevant approaches, apply them independently.
- Is able to apply interdisciplinary models, analyse problems in complex ways, providing realistic interpretations and effective alternative solutions in specific situations.
- Is able to apply the multi- and intercultural contexts to his/her analyses and takes initiatives to adapt them in his/her own work.
- Is able to interpret professional debates, to compare and interpret different arguments.
- Has high-level oral and written professional communication, supported by creative use of ICT.

Autonomy-responsibility:

- Works on the strengthening of his/her own professional confidence, is realistic about his/her own professional opportunities and challenges.
- Is able to make decisions independently, based on professional convictions, considers research-based opinion-forming and activity a priority.
- Is a reliable professional partner in cooperation, can fulfil both the roles of a leader and participant effectively.
- Takes responsibility for his/her communication and its continuous development.