

Course Description

EDUM-101 The social and anthropological bases of educational sciences

Leading Lecturer: András Németh DSc, professor

Aim of the course

The aim of the course is to provide an overall picture for the students regarding the related social disciplines of educational science, as well as those fundamental social theoretical and anthropological approaches and theories that serve as basis for educational science. Moreover, the course aims to help students acquire a point of view that enables them to see the issues of educational science in a broader scientific and societal context.

Learning outcome, competences

Knowledge:

- Has thorough knowledge of the most significant national and international theories, connections and problem solving methods of education science and the neighbouring disciplines.
- Is aware of the most relevant socio-theoretical and anthropological approaches.

Attitude:

- Considers important the social scientist perspective in his/her professional identity, is open towards the interdisciplinary approach of education science.
- Aims to implement expansive professional cooperation, is open to enter reflectively into problematic situations and is able to judge them professionally.
- Has professionally established critical approach and committed to professional analysis based on values and knowledge.
- 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 debate
- Committed to lifelong learning, aims to follow continuously the issues related to his/her profession, therefore is especially open to get to know the new professional results, to use them in his/her work and evaluate them.

Skills:

- Is able to make choices from relevant viewpoints while gathering information about the field of education science and its neighbouring disciplines using national and international databases; and is able to independently use and apply this information in work.
- Applies the interdisciplinary models and is able to analyse a certain problem from different perspectives that enables the realistic interpretation of the situation with effective alternative solutions.
- Applies multicultural and intercultural viewpoints in analysis and utilizes them proactively in work.
- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.

Autonomy and responsibility

- Strengthens his/her professional confidence and assesses realistically his/her own professional potentials and deficits.
- 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, encouraging responsible thinking and applies a scientific-professional viewpoint in his/her decisions and actions. Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.

Reading list

Required reading

- Donald, M. (2002): Az emberi gondolkodás eredete. Osiris, Budapest.
- Habermas, J. (2011): A kommunikatív cselekvés elmélete. Gondolat Kiadó, Budapest.
- Kron, F. W. (1997): Pedagógia. Osiris Kiadó, Budapest.
- Mészáros György (2014): Szubkultúrák és iskolai nevelés. Narratív, kritikai pedagógiai etnográfia. Gondolat Kiadó, Budapest.
- Morel, J., Bauer, E., Meleghy Tamás, Niedenzu, H-J., Preglau, M. és Staubmann, H. (2000, szerk.): Szociológiaelmélet. Osiris Kiadó, Budapest.
- Németh András (2014): Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest.
- Somlai Péter (1997): Szocializáció. Corvina, Budapest.
- Szabolcs Éva (2009, szerk.): Ifjúkorok, gyermekvilágok I. Eötvös József Kiadó, Budapest, 75–93.
- Wulf, Ch. (2007): Az antropológia rövid összefoglalása. Enciklopédia, Budapest.
- Zentai V. (1998, szerk.): Politikai antropológia. Osiris, Budapest.