List of topics and semester requirements SEMINAR

Subject: MSP1203 School Theories, Pedagogical Innovations
Lecturer: Dr Anikó Kálmán

List of topics:

Week 1: Introduction, the aim and requirements of the course
Week 2: Historical Development of School Theories
Week 3: Introduction to School Theories and Pedagogical Innovations
Week 4: The School as a Social System
Week 5: Inclusion and Innovation in Education
Week 6: Alternative Educational Models
Week 7: Conceptualizing Pedagogical Innovation
Week 8: Critical Perspectives on Pedagogical Innovation
Week 9: Digital Transformation in Education
Week 10: Future Scenarios in Education
Week 11: Pedagogical Approaches for the 21st Century
Week 12: Global Trends in Educational Innovation
Week 13: Student Presentations
Week 14: Evaluation and feedback

Class attendance:

Attendance at practical sessions and integrated exercises is compulsory, regardless of the work schedule. The allowable absence for the semester in full-time education — except as specified in Section 12, point 6/b—is three times the weekly contact hours of the subject!!, while in part-time education, it is one-third of the contact hours per subject (section 1, Art. 8 of Study and Examination Regulations).

Requirement:
- Active participation in lessons
- Individual presentation - *Successful examples of inclusive education in your country*
- Individual presentation 2. - *Designing an alternative school in response to a social problem*
- Pair Work – Discussion - *Using digital tools artificial intelligent in education - pros and cons*
- Group work - *Presentation of the school system in your country*

Method of grading:

The course is based on active student participation, including students making presentations and debates using PPT as a tool. Recommended activities:iIn the most contact classes students will have to deliver a presentation – alone or in pairs – related to some items in the reading list and start a group discussion about it.

Students have to complete two individual, one pair and one group tasks. In the first individual task, they will have to provide examples of inclusive education from their own country. They don't have to write an essay on this, only an attractive PPT, which they have to upload to Moodle.

In the second individual task, they have to create an alternative school as a response to a social problem. They also have to write an essay (3-4 pages) on this task and upload it and the PPT to Moodle.

In the pair task, they have to discuss in pairs the use of digital tools and artificial intelligence in education. The pairs are made up by themselves and the students decide who collects arguments for and against the topic.

The group work is a larger scale presentation. Students from the same country work together to present their country's school system.ű

The 3-credit course, similarly to other courses, counts with 90 hours of autonomous student learning and mentoring through digital platforms in addition to the 14 hours spent in contact classes. Between contact classes, students will have to engage in intensive reading of the recommended and negotiated literature. Students are encouraged to propose readings supporting their knowledge. They are also encouraged to use the digital learning platform to share ideas on their readings.

To sum up, in this course, you will need to participate in all of these learning activities.

Individual presentation 1. min.15 minutes

Individual presenttion 2. min 10 minutes + Essay (3-4 pages)

Pair work: Discussion

Group work: min 20-25 minutes + Essay (8 pages)

Assessment (grading) is based on:
    Attendance (Seminar!) 10%
    Individual presentation 1. Inclusive Education 20%
    Individual presentation 2. + Essay: Alternative School 20%
    Pair work: Discussion 20%

Group work + Essay: The school system in your country 30%

Literature:

1. Biesta, G. (2010). *Good Education in an Age of Measurement*. Biesta, G. (2010).
   https://www.researchgate.net/publication/41529875_Good_Education_in_an_Age_of_
   Measurement_On_the_Need_to_Reconnect_with_the_Question_of_Purpose_in_Educ
   ation

2. Dewey, J. (1916). *Democracy and Education* (Selections).
   https://nsee.memberclicks.net/assets/docs/KnowledgeCenter/BuildingExpEduc/Books
   Reports/10.%20democracy%20and%20education%20by%20dewey.pdf

3. Freire, P. (1970). *Pedagogy of the Oppressed*.
   https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-
   oppressed.pdf

4. Fullan, M. (2007). *The New Meaning of Educational Change*. (Chapters 1-3).
   https://www.daneshnamehicsa.ir/userfiles/files/1/6-
   %20The%20New%20Meaning%20of%20Educational%20Change,%20Fourth%20Edi
   tion.pdf

5. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.
   https://www.su.se/polopoly_fs/1.431459.1552987755%21/menu/standard/file/Visible
   %20Learning%20for%20Teachers%20Maximizing%20Impact%20on%20Learning%
   20by%20John%20Hattie%20%28Routledge%2C%202012%29.pdf

6. Illich, I. (1971). *Deschooling Society* (Chapters 1-2).
   https://monoskop.org/images/1/17/Illich_Ivan_Deschooling_Society.pdf

7. Kálmán A. (2013): Developments in Hungarian Lifelong Learning Policies as Means
   of Implementing the Knowledge Triangle. In: Pia Lappalainen, Markku Markkula
   (ed.): The Knowledge Triangle – Reinventing the Future. SEFI – Aalto University –
   Universitat Politècnica de València and VLC/Campus.
   https://www.researchgate.net/publication/282847600_Developments_in_Hungarian_L
   ifelong_Learning_Policies_as_Means_of_Implementing_the_Knowledge_Triangle

8. Kálmán, A. (2016) Learning - in the New Lifelong and Lifewide Perspectives.
   https://www.researchgate.net/publication/303016267_Learning_-
   _in_the_New_Lifelong_and_Lifewide_Perspectives

9. Luhmann, N. (2002). *Theory of Society* (Volume 1, Selections). https://www.academia.edu/50274523/Niklas_Luhmann_Theory_of_Society_Volume_1

10. Lynn, V.d.B., Tinne, D.L., Rani, D., Shandris T., Greet, L. (2024). Unveiling the competencies at the core of lifelong learning: A systematic literature review. *Educational Research Review*. 45(2024), 1-16. https://doi.org/10.1016/j.edurev.2024.100646

11. Mitra, S. (2013). *The Hole in the Wall: Self-Organizing Systems in Education*. https://www.researchgate.net/publication/50993473_The_hole_in_the_wall_self_organising_systems_in_education

12. Montessori, M. (1967). *The Discovery of the Child* (Selections). https://archive.org/details/in.ernet.dli.2015.110354/page/n3/mode/2up

13. OECD. (2018). *The Future of Education and Skills: Education 2030*. https://www.oecd.org/content/dam/oecd/en/publications/reports/2018/06/the-future-of-education-and-skills_5424dd26/54ac7020-en.pdf

14. Robinson, K. (2011). *Out of Our Minds: Learning to Be Creative*. https://static1.squarespace.com/static/5df3bc9a62ff3e45ae9d2b06/t/5e88bb41d84e09477ed6997b/1586019144402/EBS+Out+o+four+Minds.pdf

15. Sahlberg, P. (2015). *Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland?* *https://www.pedocs.de/volltexte/2015/11098/pdf/CEPSJ_2011_3_Franko_Rezension_Sahlberg_Finnish_lessons_what_can.pdf*

16. Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*. https://www.researchgate.net/publication/364165885_Neil_Selwyn_Education_and_technology_Key_issues_and_debates

17. Senge, P. (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. https://archive.org/details/schoolsthatlearn00seng?utm_source=chatgpt.com

18. UNESCO. (2015). *Rethinking Education: Towards a Global Common Good*. https://unesdoc.unesco.org/ark:/48223/pf0000232555