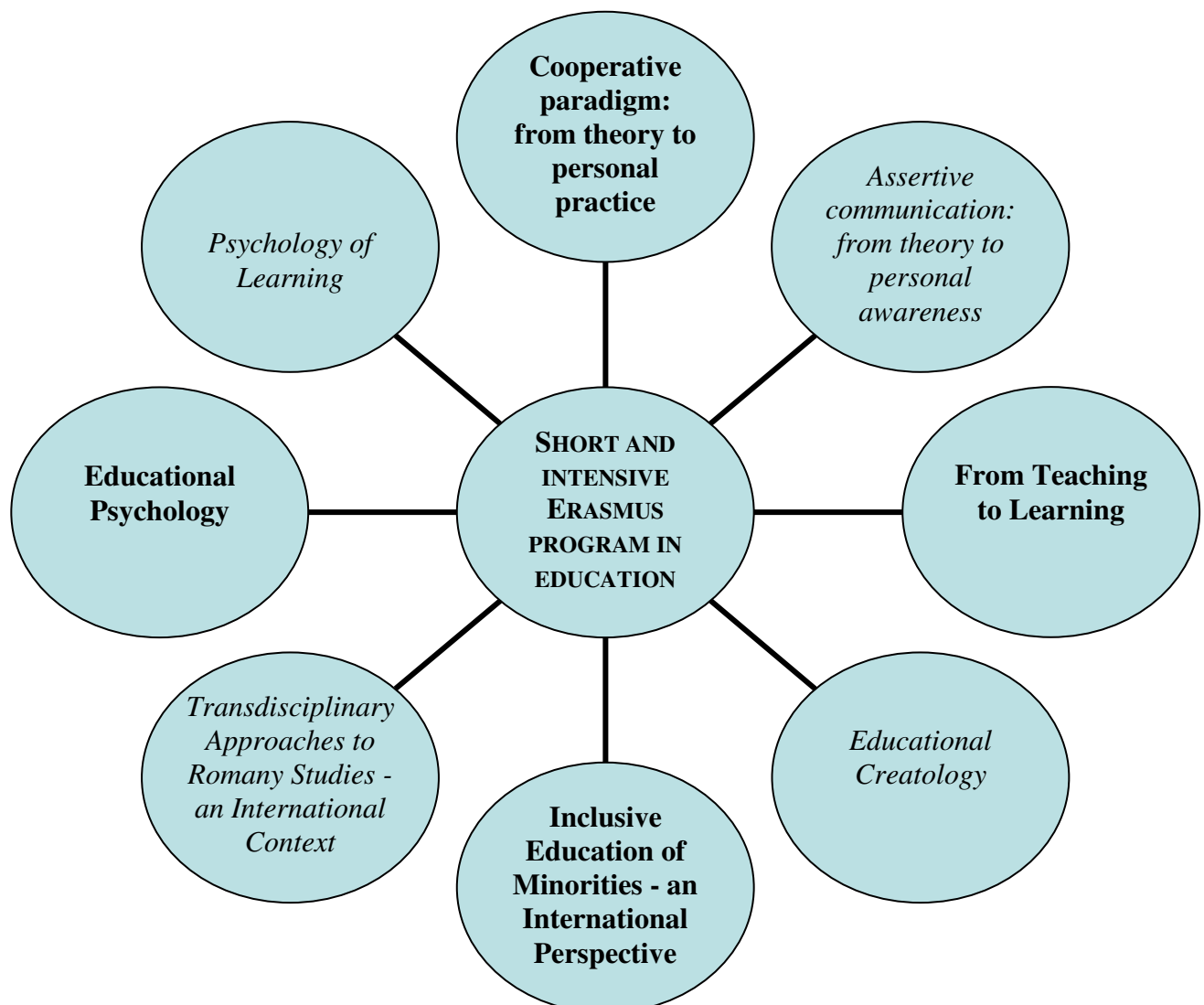


MOST UP-TO-DATE CHALLENGES OF EDUCATION

A short and intensive program for Erasmus students at the University of Pécs (Hungary) on educational issues

- Promoting students deepen their insight of the most challenging issues of education.
- Encouraging critical approach to educational theories and practices.
- Raising awareness of the significance of solution-seeking.
- Increasing knowledge in specific fields of educational studies.
- Developing specific skills on practical basis.
- Enable participants to implement the models they learn during the courses.
- Community building among Erasmus students' by networking.

The program consists of **four mandatory courses** + *two optional courses* (those can be chosen individually out of *four offered optional courses*).



Advantages of the complex short program

Provides a coherent view of the most up-to-date challenges in education:

- Inclusion in education in actual practice;
- How to teach effectively, efficiently through equal access approach;
- Investigating the questions of individualization, cooperation, authentic assesment, and a wide range of developing multiple intelligences including thinking skills;
- Recognising and interpreting teachers' and learners' behavioral patterns.

Seeks competence-based solutions for:

- Developing knowledge, experiences on educational issues;
- Facing attitudes, stereotypes towards education and learning;
- Reconstructing teachers' attitude (cooperative and inclusive roles).;
- Improving skills in structuring cooperative learning, practicing inclusive education, taking observation of learning processes;
- Developing intra-, interpersonal and small group skills in multilingual and intercultural context.

Offers community oppurtunities:

- Developing interpersonal connections with Hungarian and Erasmus students in intercultural context;
- Network-building of Erasmus students;
- Providing opportunities for volunteering in informal projects of Hungarian primary schools during the program;
- Organising community events (Welcome party, Erasmus workshops on education, Farewell party).

Assertive communication in education			
Ferenc Arató PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior</i>
To understand the importance of conscious communication in everyday classroom practice	To learn the basic methods of assertive communication following the taught of Rogers and Gordon (congruency, expressed empathy, passive listening, I-message, active listening, no-lose method for conflict-resolution)	To develop communication skills by the means of assertive communication	To raise the awareness of the importance of professional communication in everyday practice
To reflect on our own communication patterns in conflict situation			
To understand the importance of	To experience how		

assertive communication in classroom practices	these method should be practiced		
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Students are working in heterogeneous micro-groups from the viewpoint of spoken languages following the basic principles of cooperative learning for the purpose to provide equal participation and access to different language speakers by the means of using two (English and Hungarian) or three languages (English, Hungarian and a first language).

It makes possible

- *to have working people together interactively without common language and even building to each others' knowledge*
- *to integrate Erasmus students into groups of Hungarian students*
- *to build a vivid European context during the course*
- *to encourage intercultural connections among students from the beginning of the staying of Erasmus students.*

Basic principles of cooperative learning Ferenc Arató PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior</i>
To understand the importance of fairness beyond efficiency	To learn the basic principles of cooperative learning (Aronson, Johnson and Johnson, Kagan, Arató-Varga)	To develop small group and interpersonal skills	To raise the awareness of the importance of cooperative structures in out of classroom situations
To evaluate the role of cooperation in construction of knowledge	To experience and learn cooperative methods/structures	To develop skills for using cooperative structures in teaching	
To understand the differences between simple group work and cooperative structures	To experience and learn how to use cooperative roles in classrooms	To develop skills for working in multilingual situations	
To recognize the role of the teacher that has to be changed by using cooperative structures	To experience and learn how to plan cooperative learning structures		
To recognize the benefits of language diversity			

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During this course students could understand and learn main components of cooperative learning (basic principles, cooperative structures, cooperative roles, basic attitudes). Following their cooperative experiences gained during this course, participants easily could recognise that cooperative learning structures can be used in any workplace, in any kind of situation in which people should work or learn together.

Cooperative learning model that should be presented in this course builds on American schools of cooperative learning (Aronson, Johnson brothers, Kagan) and Hungarian schools as well (Humanistic Cooperative Learning, Principle-based Cooperative Learning Structures - Arató-Varga's model of cooperative learning).

Educational Psychology Ágnes Bálint PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior impact/acceptance</i>
<p>To develop a child-centered attitude</p> <p>To understand how important it is to work on our personality</p> <p>To understand the connection between teacher's efficiency and their personality</p> <p>To understand the importance of motivation</p> <p>To recognize the connections between teacher's personality, their motivation and their ways of assessment</p>	<p>To learn both the traditional models and the contemporary concepts of socialization</p> <p>To learn the traits and competences that compose the effective teacher's personality</p> <p>To learn the basic principles of classroom motivation, communication, discipline and assessment from the psychological point of view</p> <p>To learn the different disorders (learning,</p>	<p>To develop skills and techniques for motivation, discipline</p> <p>To develop skills for diffuse attention</p>	<p>To raise the awareness of the importance of teacher's personality in classroom situations and in society</p>

To understand the difficulties of abused, neglected, disabled, and/or emotionally disturbed children	behavioral and emotional) schoolchildren may suffer from and what is the teacher's competence in cases like these		
To develop teacher's tact			
To recognize talent and help to improve it	To learn in what ways children are talented and what teachers should do to improve them		

The issues discussed will be the following:

- *nature vs. nurture*
- *traditional models for socialization*
- *the new concept for socialization*
- *child abuse*
- *what makes a teacher effective?*
- *motivation and communication techniques*
- *how to assess*
- *learning disorders*
- *behavior disorders*
- *emotional disorders*
- *the gifted child*

Psychology of Learning Ágnes Bálint PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior</i>
<p>To recognize one's own cognitive and learning styles</p> <p>To raise the awareness of effective learning</p> <p>To recognize misconcepts</p> <p>To recognize the benefits of constructive view of learning and teaching</p>	<p>To learn both the classic and the modern theories of learning form a psychological perspective</p> <p>To learn that what extent cognitive processes (i.e. perception, attention, memory, etc.) contribute to the process of learning</p> <p>To learn the basic</p>	<p>To identify the different forms of learning</p> <p>To develop skills and techniques to promote conceptual change</p>	<p>To be able to organize teaching and learning processes effectively</p>

	principles of constructivist approach of learning		
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The course discusses the following issues: What do we call learning? What has Pavlov's dog learnt? How can one learn to be helpless? How could Thorndike's cat escape from the cage? How much Köhler's chimpanzee should practice to drag the banana into his cage? How can we make difference between two eggs? How do we remember what we have learnt? Does it depend on age to learn something? How do we learn concepts? Why do we have misconceptions? What is my learning style? What to do with learning disorder? How to improve learning motivation?

Inclusive Education of Minorities - an International Perspective			
Renáta Anna Dezső PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior</i>
<p>To understand the importance of “all different – all equal”</p> <p>To understand ideas behind segregative and integrative approaches</p> <p>To recognize the role of the teacher as a warm demander</p> <p>To recognize the benefits of inclusion</p> <p>To evaluate the education systems students know along inclusiveness</p>	<p>To learn the basic criterias of the best achieving school systems (McKinsey)</p> <p>To study examples of teachers as warm demanders (Clark, Gruwell) and the good practice of an umbrella project (Canada/HCZ)</p> <p>To understand revolutionary concepts of intelligence (Gardner, Dweck)</p> <p>To evaluate theories related to minorities (Ogbu, Bernstein)</p> <p>To compare different ways of intercultural education in European countries (Allemann-Ghionda)</p>	<p>To develop skills of working in a multicultural environment</p> <p>To develop skills of using English for academic purposes (reading, writing, speaking, understanding)</p> <p>To experience and learn how to use debate in classrooms (Popper)</p> <p>To practice cooperative techniques (in case of an adequate/ reasonable number of participants)</p> <p>To explore multiple intelligences of the participants</p> <p>To improve mindsets from fixed to growth position</p>	<p>To raise awareness of the importance of inclusion</p>

Developed with the support of the Curriculum Resource Center of the Central European University, Budapest, Hungary in 2009-2010 this course aims to give students new approaches both in theory and practice considering the effective education of minority students. It examines similarities of Roma in Hungary versus Roma and/or other minorities worldwide and summarizes relevant cross national experience both in Europe and in the USA. Focusing on social, psychological, socio-linguistics- and social-psychology based theories participants get to know fabulous examples of teachers as warm demanders through movies and documentaries. By developing students' active participation via cooperative learning techniques and various other teaching methods that strengthens learning by doing; participants of the course likely become conscious about the importance of inclusiveness regardless of their future profession.

<p align="center">Transdisciplinary Approaches to Romany Studies - an International Context Renáta Anna Dezső PhD</p>			
<p align="center">Aims of the course</p>			
<p align="center"><i>Attitude, values</i></p>	<p align="center"><i>Knowledge, experience</i></p>	<p align="center"><i>Skills, practice</i></p>	<p align="center"><i>Structural behavior</i></p>
<p>To understand differences between culture, ethnicity and social status</p> <p>To (self-)reflect on stereotypical attitudes</p> <p>To recognize the beauty of linguistic diversity</p>	<p>To understand the heterogeneity of Romany/Gypsy groups (Ries)</p> <p>To learn about the history of Romany/Gypsy people from a linguistic perspective (Matras)</p> <p>To study the past and present of Romany/Gypsy people from an artistic perspective (Gatlif, Stewart)</p> <p>To learn about the history of the Roma/Gypsies from a historian's perspective (Crow)</p> <p>To study today's most burning social challenges of the Roma/Gypsies (UNDP, Abreu-Sandor, Forray-</p>	<p>To develop skills of working in a multicultural environment</p> <p>To develop skills of using English for academic purposes (reading, writing, speaking, understanding)</p> <p>To practice cooperative techniques (in case of an adequate/ reasonable number of participants)</p> <p>To improve mindsets from fixed to growth position</p> <p>To develop critical thinking reading and writing</p>	<p>To raise awareness of the importance of tolerance</p>

	Beck) To understand the danger of linguisticism and the importance of minority language use (Kontra, Dezső) To compare different antropologists' findings on Romany/Gypsy communities (Stewart-Rövid)		
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Based on the findings of a relevant three year long (2007-2009) Marie Curie sponsored series of academic events at the Central European University, Budapest Hungary course offerings cater for the various needs of academic and professional development across a wide spectrum of disciplines. These include anthropology, cultural studies, political science, public policy, sociology, art, music and movies. The course encourages topics in newly emerging fields and trans-disciplinary approaches and it is unique in its diversity of its academic offerings. It aims to bring together interested individuals to study together intensively coming from an enormously varied geographical, cultural and educational background. This exciting multi-cultural composition of the classes provides a stimulating environment for engaging participants in an inspiring and enriching dialogue during the course.

Educational Creatology Julianna Mrazik PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior impact/acceptance</i>
Creatology is a science for creativeness, creative processes, persons and products Both teaching and learning are a creative process Pedagogical processes produce creative products There is a taxonomy for creative product coming from the process of teaching	Creative Problem Solving methods Creative Problem Solving Strategies The 'Creatological Matrix ': complex view of levels, persons and product of creative processes A Creative Society A Creative Organization	To develop creative techniques in educational context To develop and enhance creative problem solving strategies in classroom situations To develop skills for creative thinking Originality, flexibility, fluency	To raise the awareness of the importance of creative processes in classroom situations

The creative teaching/learning processes can be conducted by teams and individuals			
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The lecture supposes teacher profession a creative activity, not (only) a repetitive one. The course attends to reveal the theoretical background of conceptualization of terms „creativity”, „skills and competencies”, also problem solving strategies, and the “4P” – in a pedagogical meaning. The study considers the early development of creative activities, competencies and skills in school environment.

From Teaching to Learning Julianna Mrázik PhD			
Aims of the course			
<i>Attitude, values</i>	<i>Knowledge, experience</i>	<i>Skills, practice</i>	<i>Structural behavior impact/acceptance</i>
To understand the importance of fairness towards the expectations beyond efficiency To evaluate the role of teacher in construction of knowledge To understand the differences between novice and expert teachers To recognize the role of the teacher that has to be changed by using not teaching-based but learning based methods	To learn the basic principles of learning based teaching profession To experience beliefs connected to the teacher profession	To develop mastery skills – pedagogical knowledge instead of <i>pedagogue's knowledge</i> To develop skills for authentic teaching To develop skills for conduct practice in multilingual situations	To raise the awareness of the importance of teacher's personality in classroom situations and in society

Students are working, learning together with the lecturer, via collaborative methods, using internet, video, films, pictures, novels and two languages are welcome (English and Hungarian). It makes possible

- *to have people work together, interactively, and even build each others' knowledge*
- *to be prepared to a more effective, authentic teacher profession*
- *to integrate Erasmus students into groups of Hungarian students*
- *to build a vivid European context during the course*
- *to encourage intercultural connections among students from the beginning of the staying of Erasmus students.*