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| **Subject name:**  Building a tutoring system and modern basic learning skills | | | | **subject code:**  GUXTS2CBNF | **weekly/semester hours:**  full time: 1Lc+2Pr+0lab |
| **Credits:** 4  **Requirement:** midterm mark | | | **Pre-requirement:** - | | |
| **Subject owner:**  Dr. Zsuzsanna Balázs | | **Beosztás:**  Assistant Professor | | **Faculty and Department name:**  Keleti Károly Faculty of Business and Management  Department of Marketing and Business Sciences | |
| ***Way of Assessments:***  End-term test, active participation, mid-year assignments, and end-term presentations | | | | | |
| **Course description:** | | | | | |
| An overview of basic learning and research methods. Learn and practice effective learning methods. Harnessing knowledge, transforming it into skills. Possible forms of preparation, bibliography, research activities. Evaluation of individual research results. Preparation for mentoring. Forms of peer assistance in preparation, acquisition of knowledge and production of results. Possible ways of organising and coordinating group learning. Support for the promotion of student work. | | | | | |
| **Detailed description of the subject, schedule** | | | | | |
| **Education weeks** | **Topics for lectures and practices** | | | | |
| 1. | Introductions: learning techniques and experiences | | | | |
| 2. | Learning methods 1 | | | | |
| 3. | Learning methods 2 | | | | |
| 4. | Pedagogical methods used to explore others’ competencies and hidden potentials | | | | |
| 5. | Transmitting knowledge to others | | | | |
| 6. | The theory of mentoring | | | | |
| 7. | Mentoring in practice | | | | |
| 8. | Working in pairs (mentoring project based on specific weekly assignments) | | | | |
| 9. | Working in pairs (mentoring project) | | | | |
| 10. | Working in pairs (mentoring project) | | | | |
| 11. | End-term test | | | | |
| 12. | Mini-presentation on mentoring experiences | | | | |
| 13. | Mini-presentation on mentoring experiences | | | | |
| 14. | Substitute end-term test | | | | |
| **Mid-term requirements** | | | | | |
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| * Active and regular participation in class * Completing weekly assignments * End-term test * Presentation of mentoring project | | | | | |
| Midterm papers, exams, submissions: | | | | | |
| 1. | Week 11 End-term test | | | | |
| 2. | Week 12 and 13 Mini-presentations on mentoring project | | | | |
| 3. | Week 14 Substitute end-term test | | | | |
| 4. |  | | | | |
| The signature requirement, the method used to form an exam mark: | | | | | |
| The final grade is going to be the average of the grades received for the following tasks:   1. Active participation 2. End-term test 3. Mini-presentation | | | | | |
| **Professional competences to be acquired** | | | | | |
| * Active listening skills, collaboration, and teamwork * Presentation skills * Self-awareness * Ability to present professional proposals and positions, professionally formulated from a conceptual and theoretical point of view, orally and in writing, in Hungarian and in a foreign language, according to the rules of professional communication. * Ability to communicate in written, oral and modern info-communication tools in a foreign language. * Ability to become receptive to new information, new professional skills and methodologies, open to new tasks and responsibilities requiring autonomy and cooperation. * Ability to be receptive to the opinions of others, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects). | | | | | |
| **Literature**  Cullingford, Cedric. *Mentoring in Education: An International Perspective*. Hampshire, Uk: Ashgate, 2006.  Dave Lochtie, et al. *Effective Personal Tutoring in Higher Education*. Critical Publishing, 2018.  Lunsford, Laura Gail. *The Mentor’s Guide: Five Steps to Build a Successful Mentor Program*. Second Edition.New York: Routledge, 2022.  Parsloe, Eric and Melville Leedham. *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance*. Fourth Edition. London and New York: Kogan Page, 2022. | | | | | |