CURRICULUM PARTITION AND REQUIREMENT SYSTEM

Semester 1, Academic Year 2025/26

ÓBUDA UNIVERSITY				
Rejtő Sándor Faculty of Light Industry and Environmental Engineering	*Faculty*	**Product Design**		*Intitute*
English title of the course:	**Learning methodology**		*Neptun code:*	**RTXTM1EBNF**
Hungarian title of the course:	**Tanulásmódszertan**		*Credit:*	**4**
Type (mandatory/optional):	**Compulsory**	*Study form:*	**Full-time**	*Semester:* **1**
Programme:	**Industrial Design Engineering, Environmental Engineering**			
Course coordinator: **Prof. Marianna Halász Ph.D.**		*Lecturer:*	**Dr. Edit Csanák DLA**	
Prerequisites (including code):	(-)			
Weekly classes (L; Cw; Lw)	*Lecture:* **1**	*Classroom work:* **2**	*Laboratory work:* **0**	
Assessment type:	**Term mark**	*Language of the course:* **English**	*Timing:*	Lect: THU: 11:40-12:25(D.4.410) Cl. work: THU 12:35-14:15(D.4.410)

Curriculum:
The aim of the course is to prepare students entering higher education to learn effective and efficient learning strategies, to develop individual conditions for self-regulated learning. Students will learn techniques for tuning in to learning, learning and resting while learning. They develop individual and cooperative learning skills. They will learn to deal with learning difficulties in a conscious way and to form success-oriented learning attitudes. Students will gain comprehensive and practical knowledge of factors influencing learning effectiveness, effective learning methods, effective ways of obtaining and organising information online, learning support interfaces and constructive career development. The main aim is to develop competences that will help students to succeed in the subjects they have studied and to prepare for exams.

Detailed schedule of the course:

Lectures:

Week	Topic	Lecturer
1.	Learning challenges in the information society (formal, non-formal, informal learning). The need for a change in learning strategies in higher education, the development of self-regulated learning. **(Assessing our learning style; HW1)**	Dr. Edit Csanák
2.	Shaping our learning environment. Online group work for developing a personal learning environment.	Dr. Edit Csanák
3.	Characteristics of youth and adult learning, previous learning experiences. Self-assessment of our learning motivation (goals, interests, values, attitudes), and capacities (knowledge, skills, abilities) through questionnaires (**online survey - Complex Learning Diagnostic Assessment and Self-Assessment; HW2**)	Dr. Edit Csanák
4.	Simple learning techniques. Note-taking techniques. Techniques for independent processing of larger materials. Reflections on learning.	Dr. Edit Csanák
5.	Seminary test I. Identifying learning difficulties. (Readings)	On-line
6.	Learning strategies (techniques for tuning into learning, specific methods, relaxation techniques). Known and frequently used learning techniques in the field of technical education.	Dr. Edit Csanák
7.	**Break (National Holiday)**	**(-)**
8.	Using mind maps. Learning about software and their use in learning and teaching **(Making a mind map for a unit of learning material; HW3)** Speed reading, flash reading. Watching, analysing, and evaluating professional videos. Individual experiments to master the methods.	Dr. Edit Csanák
9.	Understand time management, methods, online techniques **(Daily, weekly, monthly learning schedules; HW4)**. Effective and efficient exam preparation techniques.	Dr. Edit Csanák

10.	Co-operative learning techniques (team learning, PBL, IBL, project groups). Development of professional and soft skills at university. Development of group techniques in the online space.	Dr. Edit Csanák On-line lecture (MS Teams)
11.	**Break**	**(-)**
12.	Designing the learning process. Preparation for lectures, exercises, consultations. E-learning. Integrated learning methods. eLearning and mLearning strategies. Discussing experiences, sharing good practices.	Dr. Edit Csanák
13.	Strategies for successful learning (role of Neuro Linguistic Programming (NLP) techniques). Use of methods (e.g. goal setting, communication techniques, reflection, reframing failures), impact on personal development. (Readings) **Seminary test II.**	On-line
14.	Supplementary tests and submissions. Evaluation of the semester	On-line

Mid-semester requirements:

Attendance:

Participation in lectures is mandatory, as set in the Studies and Exams Code (TVSZ) rules. Maximum 3 absences are allowed!

Test papers, measurement records, reports, etc. (number, date):

1th week	1st mid-term assignment (HW1)
3th week	2nd mid-term assignment (HW2)
5th week	Seminary test 1 (Online, Moodle)
8th week	3rd mid-term assignment (HW3)
9th week	4th mid-term assignment (HW4)
13th week	Seminary test 2 (Online, Moodle)
14th week	Supplementary tests (Online, Moodle). Evaluation

Method of obtaining the signature/completion of the semester:

Completion of 2 online tests (Moodle) with at least a satisfactory grade (2). Individual development and submission of the four mid-term assignments via Moodle not later than week 13. The grade is based on the simple mathematical average of the submissions.

Professional competencies:

− The ability to see and manage the phenomenon of learning in a complex way, and to use effective communication techniques.
− Ability to make adequate use of a varied and up-to-date toolbox of learning methods, based on individual needs.
− Ability to learn independently.
− Ability to work in a cooperative way, preferably by listening to the opinions of colleagues under his/her control, in order to solve problems and make management decisions.
− Ability to implement lifelong learning.
− Ability to continuously develop his/her skills by participating in organized training in his/her field.

Literature

1. Nick Rushby- Dan Surry: The Wiley Handbook of Learning Technology, Wiley-Blackwell, 2016, ISBN: 978-1-118-73643-2
2. John Branch - Paul Bartholomew - Claus Nygaard :Technology-Enhanced Learning in Higher Education, Libri Publishing Ltd., Oxfordshire, UK, 2015, ISBN: 9781909818613
3. Terri Pantuso -Sarah LeMire - Kathy Anders: Informed Arguments: A Guide to Writing and Research, Texas A&M University, 2019
4. Chunfang Zhou: Handbook of Research on Creative Problem-Solving Skill Development in Higher Education, Paratext, 2017, ISBN: 9781522506430
5. Teaching materials created by the lecturers uploaded to the Moodle System.