

CURRICULUM PARTITION AND REQUIREMENT SYSTEM

Academic Year 2025/26/1

Obuda University										
Rejtő Sándor Faculty of Light Industry and Environmental Engineering					<i>Faculty</i>	Product Design			<i>Institute</i>	
<i>Name of subject</i>		Student tutorial				<i>Neptun code:</i>		RTXHT1MBNF		
<i>Name of subject in Hungarian:</i>		Hallgatói tutorálás				<i>Credit:</i>		3		
<i>Type (compulsory/optional):</i>		compulsory		<i>Educational type:</i>	Full time		<i>Semester</i>		3	
<i>Faculty</i> <input type="checkbox"/>			Industrial design engineering BSc, Environmental Engineering							
<i>Course coordinator:</i>			Prof. Dr. Halász Marianna			<i>Lecturer</i>	Virág Tóthné Némethy			
<i>Required preliminary knowledge (incl. Neptun code):</i>			(-)							
<i>Weekly teaching hours</i> <input type="checkbox"/>		<i>Lecture</i> <input type="checkbox"/>	0		<i>Laboratory work:</i> <input type="checkbox"/>		2		<i>Laboratory practice:</i> <input type="checkbox"/>	0
<i>Exam type (ce; e; tm):</i> <input type="checkbox"/>			Term mark	<i>Language of course</i>		English		<i>Course placement in class schedule:</i>		THU:14:25-16:05 (D.FSZ.R/2)
Educational Aim:										
<p>The aim of the course is to provide tutoring to a student or a small group of students in an individual, personalised way. The practical lessons are designed to develop individual learning pathways, independent learning, subject-specific skills, communication and social competences, and to help students meet subject requirements by explaining and practising the subject matter of a particular subject, in order to reduce drop-out rates.</p>										
CURRICULUM										
Topic of lecture:										
<i>Week</i> <input type="checkbox"/>	<i>Topic</i>								<i>Teacher</i>	
1.	Getting to know your tutor/tutee.								Virág Tóthné Némethy	
2.	Identification of tutoring problems								Virág Tóthné Némethy	
3.	Specific discussion of learning outcomes with the supported student								Virág Tóthné Némethy	
4.	Applying communicational, interactional and conflict management techniques in tutoring sessions.								Virág Tóthné Némethy	
5.	Developing a tutoring plan Planning the tutor's activities, considering the specificities of the supported student.								Virág Tóthné Némethy	
6.	Motivating the tutee.								Virág Tóthné Némethy	
7.	Break								(-)	
8.	Understanding the learning style of the tutored student.								Virág Tóthné Némethy	
9.	In-person or online support								Virág Tóthné Némethy	
10.	Methods and techniques used by the tutor.								Virág Tóthné Némethy	
11.	Break								(-)	

12.	Reflection and assessment techniques.	Virág Tóthné Némethy
	Closing the tutoring/mentoring activity, summarizing and documenting the support results. Presentation.	
13.	Closing the tutoring activity, summary and documentation of the results	Virág Tóthné Némethy
14.	Evaluation.	Virág Tóthné Némethy

Mid-semester requirements:

Methods of qualification:

Documentation of the 14-week-long tutoring activity in Moodle. Submission of the tutoring plan (2-3 pp.). Submission of the mid-semester evaluation summary (1 pp.). The mid-semester mark is determined in 50% by the quality of the implementation of the 14-week-long tutoring activity. 25% of the grade is the mentoring plan and the remaining 25% is determined by the effectiveness of the tutoring programme.

Method of obtaining the signature/completion of the semester:

5. week	Development and presentation of a tutoring plan
12.-13. week	Documenting and presenting mentoring activities.

Mid-semester requirements:

Documentation of the 14-week-long tutoring activity in Moodle. Submission of the tutoring plan (2-3 pp.). Submission of the mid-semester evaluation summary (1 pp.). The mid-semester mark is determined in 50% by the quality of the implementation of the 14-week-long tutoring activity. 25% of the grade is the mentoring plan and the remaining 25% is determined by the effectiveness of the tutoring programme.

Professional competencies:

- Ability to listen to others sympathetically and give meaningful answers.
- Ability to ask questions that help to self-discover the other person's abilities, personal qualities and aspirations.
- Ability to create a climate of trust that supports the learning/acquisition/catching-up process.
- Ability to take into account the confidentiality of the mentored person.
- Empathic and cooperative.
- Ability to help a less experienced student to correct minor mistakes and prevent major mistakes.
- Ability to make a consistent, effective and efficient professional impact in the mentoring relationship.
- Ability to recognize the needs of the mentored, even if the mentored cannot articulate them.
- Believes in the positive impact of mentoring, especially in the area of professional identification, and is willing to help others.

Literature:

1. Catherine A. Simon - Stephen Ward: A Student's Guide to Education Studies, Routledge, 2020, ISBN 9780367276690
2. Charles Neil: The Tutorial Prayer Book: For the Teacher the Student and the General Reader (Classic Reprint) Forgotten Books 201 ISBN: 978-1331693697