# Pedagogy BA Comprehensive Examination Scenario for 2nd-Year Students (for students admitted from 2022 onward)

**Date of the examination:** June of the given academic year (on the assigned exam days). In Neptun (the university's online study system), the written and oral parts appear as a single exam day. Schedule: written exam 9:00–10:30 (in the assigned room); the oral exam begins at approximately 11:00, following a break of about 30 minutes. Students are asked to arrive at the assigned classroom for the written exam by 8:50.

**Purpose of the Examination**

The comprehensive examination is a major exam covering the core courses of the first two years. Its purpose is for students, before starting their specialization, to demonstrate their knowledge of the fields of study that are most important for their degree. This means the knowledge they gained in the main courses of the core curriculum, which lead to general knowledge of the field (see Examination Topics). Students also show their knowledge through their development portfolio. They explain and evaluate their own work samples, link them to the Pedagogy BA competencies, and show that they know the professional literature.

**Content of the Examination**

The comprehensive examination consists of a written and an oral part. The written part covers primarily the content indicated by the colloquium requirements. Its purpose is for the student to demonstrate the theoretical knowledge acquired during the core curriculum.

For the oral exam, students prepare a portfolio documenting two competency areas. One competency area is the one in which they feel strongest. Here, students answer questions such as: "What are my strengths in this pedagogical competency? What concrete experiences have I gained? What facts (e.g., activities, reading the professional literature, work samples, learning experiences, feedback received) support this?"

The other competency area is the one in which the student would most like to develop (in which they see their greatest weaknesses). The student indicates what they would like to develop, what their learning goals are, and what learning opportunities are available to them for this purpose (e.g., teaching practice, feedback from instructors, fellow students, and mentors, additional courses, reading the professional literature, searching for good examples, etc.). Portfolios are uploaded to the Teams platform by the specified deadline. Each portfolio is evaluated by an instructor, and students receive the evaluation along with questions related to the portfolio before the exam.

Students upload their pre-prepared portfolio presentation (PPT presentation) to the Teams platform assigned to the exam (Pedagogy BA Comprehensive Examination/File/PPTs) no later than one day before the exam. The evaluation is made easier because instructors can preview the presentations prepared for the oral exam in advance (having already evaluated the portfolios). The presentation may be a maximum of 10 slides (7–8 slides recommended).

**Procedure of the Examination**

**Written Examination**

The written exam takes place between 9:00 and 10:30 on an online platform. It is held in the assigned computer lab.

- Students have 90 minutes to complete the written exam.
- Students can start filling out the test between 09:00 and 09:15 on the given exam day; from that point, 90 minutes are available.

- All questions on the test are on a single page, so at the start of the exam we recommend reviewing them; there are various question types, including multiple-choice, matching, true/false, and essay questions.
- If any technical difficulty arises during the exam, please notify the colleague supervising the written exam.

Evaluation criteria for the written exam: The written exam is worth 100 points. You need at least 45 points to pass. If your result is below 45 points, you cannot take the oral exam and must retake the written part. You can do so within the current examination period. The committee evaluates the tests after the exam and notifies students of their results.
If the student passes the written exam, they take the oral exam, during which they reflect on the professional development achieved so far in the program in relation to the 2 competency areas selected from their development portfolio

**Conducting the Oral Examination**
The exam begins at approximately 11:00 in the assigned classroom. Students open their pre-prepared presentations and orally present their portfolio, in a maximum of 10 minutes, and answer the questions received in the evaluation. Students listen to each other's presentations, which ensures transparency. Students may propose in advance the order of presentations for the oral exam; if they do not, the committee goes in alphabetical order. If necessary, the committee may schedule a break. At the end of the exam (depending on the number of students), the committee takes a short break, evaluates the students' performance, then tells students when the results will be published, announces them, and records them in Neptun.
It is important that anyone with special requirements for taking the exam (extra time, other equipment) notify the program coordinator in advance by email.
During the oral exam, the student demonstrates their pedagogical knowledge and readiness in connection with their development portfolio. Through the interpretation of the products related to the 2 competency areas selected from the portfolio, and through their answers to the questions asked, they reflect on their professional achievements and summarize their learning experiences. In interpreting the evidence of development, the student is expected to combine and use their theoretical and practical knowledge, and to set new learning goals.
**Evaluation:**
**Criteria for evaluating the written portfolio:**

1. Linking the evidence of professional development to the competencies, and interpreting its role in the development of the given competency
2. Demonstrating solid knowledge and a critical attitude in the interpretation of professional development and documents, clear use of concepts, familiarity with the literature, and professional language competency (points available: 10 points)
3. How deep and detailed the reflections are (the complexity of the analysis of the individual developmental path based on the competencies) (points available: 10 points)
4. How the student reflects on their own views, independence, and taking responsibility (points available: 10 points)
5. Quality and layout of the portfolio (points available: 10 points)
6. Overall impression of the portfolio (this may reflect the evaluators' personal professional opinion of the portfolio as a whole) (points available: 10 points)

**Total: 60 points**

**Criteria for evaluating the oral discussion:**
Here, the two examiners may each award up to 20 points, as follows:

1. Focused, organized, comprehensible presentation style; up to 5 points
2. Answering the questions received; up to 5 points
3. Presentation and interpretation of the competencies; up to 5 points
4. Overall impression; up to 5 points

**Two examiners score, 2 × 20 points = 40 points**
**Oral part: 60 + 40 = 100 points**
**Final Result of the Examination:**
**After the oral exam, the committee announces the result based on the average of the scores of the two exam parts (100 + 100 divided by 2). The grade is determined according to the same score thresholds as the written exam.**
Written score (out of a maximum of 100):
Oral score (out of a maximum of 100):
Added together and divided by two:
**Score thresholds for grade conversion:**
0–45 points: fail (1)
46–57 points: pass (2)
58–69 points: satisfactory (3)
70–84 points: good (4)
85–100 points: excellent (5)

**Examination Topics**

1. The development of the modern school system in Europe
2. Laws and rules governing primary and secondary education in Hungary in the 19th–21st centuries, with particular attention to the process of introducing compulsory schooling and its social effects
3. Attempts to reform school education at the turn of the 19th–20th centuries. Reform pedagogy efforts in Hungary.
4. How society shapes education, and possible interpretations of inequalities. Integration/inclusion and segregation. Selective and comprehensive schools.
5. School life and school culture: how we can study and understand them. The school as a (learning) organization, organizational characteristics, and organizational types. The school's network of partners.
6. Educational models, and the process, effects, and methods of education.
7. Settings for teaching and education. Primary and secondary socialization, and the various places where people share knowledge
8. Students' path through school – the phenomenon of dropout and ways of addressing it
9. The transformation of thinking about learning and knowledge, and scientific approaches. Changes in the concept of school knowledge: the emergence of the concept of competency and how its meaning has changed
10. Education adapted to individual characteristics – Students and groups who need extra support, and students with special educational needs

**Pedagogy BA Competencies:**

1. Commitment and responsibility for continuous professional self-development and learning

2. Supporting personal development in institutions engaged in various social, cultural, and educational activities
3. Recognizing, examining, and scientifically analyzing pedagogical phenomena and problems
4. Recognizing and creating pedagogical situations, and shaping and creating learning environments
5. Supporting pedagogical developments, innovations, and development projects in communities and organizations
6. Working and organizing activities with different groups in society
7. Supportive and trustworthy professional communication