

12th International Conference for Theory and Practice in Education

15-17 DECEMBER 2020, BUDAPEST, HUNGARY

**PROGRAM
ABSTRACTS**

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(Neveléstudományi Egyesület)
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(Neveléstudományi Egyesület, Budapest, Hungary)

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Conference Program

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Venue: H-1021 Budapest, Tárogató lejtő 15, Hungary (Online)

15 December 2020

Technical Preparation

(Optional – help with conference presentation for the Teams platform)

9.00-11.00

Lectures in German

16.30-18.00

16-17 December 2020

English Sessions

**Attention! All times is Central European Time
(CET = UTC+1)**

Presentations in Sessions

15 December 2020

Technical Preparation

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9.00-11.00

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16.30-18.00

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Norberta SÁGI (Hungary): Studieren in Zeiten der Corona.
Erfahrungen der digitalen Umstellung (JNU 2020)

Ilona HUSZTI, Ilona LECHNER (Ukraine): Motivierungsstrategien zum
Fremdsprachenlernen im Tertiärbereich während der Pandemie

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Csíkszenttamás

16 December 2020

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11.20 – 12.40

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17 December 2020

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Closing the Conference

Abstracts

Typology of Teachers' Learning Patterns in Trinity of Language Education Programs in Kazakhstani HEIs

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Teaching and learning quality are mainly dependent on the quality of teachers' competences in the required area of education. In the light of integration and modernization of educational reform in the higher education system in the context of Kazakhstan, teachers are in the primary focus of its implementation. Academic staff as core education agents are indulged in job execution by developing their teaching skills and competences in multilingual setting. While integrating multilingual education in Kazakhstani higher education institutions teachers encounter different kinds of challenges in terms of foreign language knowledge and teaching methodology as well as the lack of teaching materials.

Thus, this study is dedicated to the analysis of informal and non-formal learning typologies and activities of academics in Kazakhstani universities engaged in multilingual education based on a qualitative research method. Semi-structured and one-to-one interviews with twenty-seven academic staff as well as informal and non-formal learning events from higher education institutions demonstrate typology of learning activities. We strive to analyze and respond on their informal and non-formal learning and what kind of informal activities they are engaged in, identifying typology of learning patterns based on academics' learning activities based on the categorization of Matthews (2013). As well as discovering what kind of barriers they encounter and cope with difficulties in order to enrich their professional knowledge and competences and to stay motivated.

Recreation as Stress Management Options in Education

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Constant change is part of our daily life. The continuous transformation of the education system in itself carries numerous difficulties. Today, however, we face unforeseen new challenges. The global epidemic in 2020 has changed the process of traditional education overnight.

In our performance- oriented world, learners have to deal with more and more stressful situations. Increased curriculum, special lessons, parental expectations, anxiety caused by exams, worries about further learning and vision, can appear as a source of stress in their daily lives.

Numerous researches have already shown that long- term stress affects the human body, so it is important to prioritize prevention options in relation to stress management as an important factor in maintaining health.

It can be observed that during extreme stress effects, individuals almost inadvertently look for the forms of behavior that support relaxation and the restoration balance. In some cases, they prefer undesirable unhealthy solutions, such as smoking, alcohol consumption, while others use a wide range of physical activity, sports opportunities, meditation techniques, indoor and outdoor recreation opportunities that have beneficial effect on their health.

Recreation in common parlance is a culture of leisure, but its definition and impacts are much more complex. Among others, well-being serves creating well- being. It can also result in the refreshment and entertainment of the individual, and it can also be defined as active recreation with a regenerating effect.

Among the students of the Faculty of Health Sciences of the University of Miskolc, I examined which factors cause the greatest stress on them during their studies. What change the pandemic has brought about and what coping options they are using in their daily lives.

Examining these factors can help to get to know the groups of students more thoroughly, to make any necessary corrections and to make recommendations.

Developing and Assessing Digital Visual Literacy: Communication Creative Skills Research

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In the age of digital imaging, visual skills are employed online more frequently than through traditional genres and tools. Evidence-based curriculum development needs in-depth information about digital visual literacy: how children and adolescents gain and employ their visual skills for the expression and interpretation of digital messages. What is the difference in the thinking process between hand-drawing versus digital-drawing. This paper presents paper based and online assessment tasks of the visual communication creative skill cluster: Visual problem solving; Visual expression; and Symbolization (pictorial representation of concepts and actions/modality change). The activities induced by the test items involve interpretation, analysis, retrieval, and application of conceptual knowledge, and creative use of genres of visual communication. The heart of the research is the elaboration of a developmental and evaluative task system for the creative subskills of visual communication that can be used in curriculum design and evaluation. The two age groups examined are 5-6 and 7-8 Graders, the creative tasks correspond to the creative skill development focus of the curriculum. According to the *European Framework of Visual Competency* (Wagner & Schönau Eds., 2016; Kárpáti & Schönau Eds., 2019) and *Hungarian Visual Literacy Framework* (Kárpáti & Gaul, 2011, 2013; Pataky, 2016). The digital visual skill test integrated into the eDia platform developed by the Center for Research on Learning and Instruction at the University of Szeged will enable the online assessment of visual communication subskills in a classroom setting, taking less time than a paper based assessment. The tasks can be integrated into the art teaching curriculum, helping to identify developmental problems of visual communication creative subskills, and the identification of students with outstanding creative skills. This assessment tool will help educators to find out which subskills of their students need targeted development, as well as give them ideas on how to support youngsters on the road to more sophisticated and satisfying visual communication.

Competency-based Education and Foreign Language Competencies

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In this paper, the interaction between competency-based education and foreign language competencies is studied. The possible implementation of competency-based foreign language education at different levels of education is discussed, paying a particular attention to the teaching of the Russian language at the Department of Modern Languages at the University of Ghana. Using the experience from almost two decades of teaching at the Russian Section of the Department, the attempt to find solution to some of the problems, such as time frame, large class sizes, little motivation from the parts of the students and inefficient technological backup, among others are discussed.

Applying descriptive methods of analysis and the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) the paper gives practical steps to foreign language teachers on coaching students to achieve some of the major key competencies recognized by the International Bureau of Education of UNESCO, such as how to: identify and solve the problems; work effectively with others; collect, analyze, organize and critically evaluate information; communicate effectively; demonstrate understanding of the world as a set of related systems; and achieve full personal development.

The paper argues that foreign language learners, especially at the advanced levels, will not only benefit by acquiring the desired foreign language competencies, but also other major key competencies, since during a well-constructed teaching-learning process learners are exposed to most of them.

Driving Factors Behind University Students' Plans to Study Abroad: An Eastern Hungarian Case Study

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It is the aim of the authors, in this presentation, to shed light on the factors that play an essential role in, and thus promote, the international study plans of university students at a prestigious Hungarian university. As is true of all of the other Central and Eastern European nations, internationalization holds a place of the utmost criticalness in Hungarian higher educational establishments. It provides prospects and benefits in the academic sphere, as well as in the labor market, whilst also creating social inequalities. Student mobility is one of the chief visages of internationalization on the individual level, meaning that social inequalities, from this perspective, not only imply how students' participation in studying abroad or the lack thereof will later influence their careers, but also that the conditions and possibilities surrounding said participation in student mobility differ. The authors herein would like to examine these differences, as well as the promoting factors in existence at the very birth of the mobility process, that is, at the planning stage. In this research the Debrecen subsample (N=851) of the Debrecen University's Center for Higher Education Research and Development's PERSIST database was analyzed. The results of this investigation show a positive connection between the plans for studying abroad and factors like: the father's educational level, the language proficiency of the students, and the financial status of their families. With the aid of attitudinal variables the international mobility plans were also examined. Among the results gathered in conjunction with these plans, it was clearly seen that confidence in the higher educational institution, as well as affinity for academics came out negative, while adaptability ran positive.

Career Motivation of Students who will Become Teachers

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Some countries recognise not only the importance of teachers in their societies, but also their influence on how the next generation will be, and support their work with a long-term education policy perspective. The last few years brought changes in Hungarian-populated countries's educational systems, which drained to decrease teachers social esteem and social status, and made them feel disheartened, weary and turn away from public affair and schooling. In these conditions lots of teachers left their jobs in Romania, finding other honored occupations. Even this context hadn't eliminate the spirit of choosing teaching as a career in young people and their intrepidity to learn to meet this profession's requirements and practice appropriate skills, afterwards to find a related job.

This research investigates the motivational factors of choosing teaching as a career, motivations which lead to the interest for this profession and the commitments for becoming a teacher. We analyzed this issues using Watt & Richardson's (2007) Factors Influencing Teaching Choice Scale's open-ended question. We followed to explore these factors on a sample of 331 students who will become elementary and preschool teachers in Romania.

The results show that the most important motivations in choosing teaching as a career are related to: love for children, being with children, teaching of children / children's education, emotional feedback they perceive from children, their own childhood eagerness. Some other pointed motivations are: personal abilities, social utility, social influence / influence of next generations, helping / supporting children, good example what they got.

Relationships between oral health, health behaviours and health education in disadvantaged population

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Objective: The present study aimed to survey, as to how oral hygiene and periodontal health were influenced by body weight, overweight and lifestyle factors among elementary school children in disadvantaged population.

Material and methods: In two disadvantaged settlement in Abaúj county we examined 128 pupils (mean age: 11,12±2,48) at the elementary school. After registering their DMFT and dmft data (WHO,1997) and gingival status, the pupils filled in questionnaires on their oral hygienic, nutritional habits, and their lifestyle, circumstances of life. The ratio of gender was 45/55 (female/male).

Results: 40,65 of pupils answered the lack of wired water at home,47,6% of children's mother are unemployed,69,7% live in a big family (more than 3 siblings). In the whole examined population the DMFT value was 5,8±2,1(mean±S.D). Of the pupils we questioned 13,5% in examined settlements do not relax themselves during the night. Body weight ($p = 0.007$) has an effect on night rest, pupils with higher body weight are more tired in the morning. The number of meals also influences the rest at night ($p = 0.03$). 34% of children in the study population often, 43% sometimes eat or drink sweets or soft drinks after toothbrushing. The prevalence of poor oral hygiene and poor dietary habits was observed in children who spent more time in watching television, and using computer games. Among pupils, where the lack of wired water at home, DMFT value is higher ($r = -0,222$). Higher DMFT values were observed among alcohol consumers ($p = 0,064$). 66.7% of pupils saw that their parents regularly wash their teeth, but students with high DMFT value didn't see their parents to do it ($r = 0.454$).

Conclusions: There is association of lifestyle factors with oral hygiene in pre-adolescent children. Sedentary lifestyle, with improper health behavior, has a negative impact on the oral health of children. The present data suggest that the level of health education need to raise in public education, especially in disadvantaged populations.

Teaching Methods and Styles: The Psycho-Philosophical Aspects

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Education, be it formal or informal, directly or indirectly affects and permeates every phase of life. Teaching which serves as the conveyor belt of formal education observes a very practical and professional methodology. Methods and styles vary from one jurisdiction to another and also from one academic discipline to the other.

This study explores the complexity as well as the overlapping interconnectivity among teaching methods with special concentration on the transfer of linguistic skills from Russian, a Slavonic language in the Indo-European Family, into Ewe, an African language of the Niger-Congo Family. The study defines the methodological approaches and also the psycho-philosophical factors indispensable to the realization of set goals in teaching.

The study sets out to address three main challenges: 1) The most convenient methods and styles for a given discipline 2) The psychological interface for language education and 3) Philosophy as a *sine qua non* of language education as the latter is in a constant state of flux. The study will analyse the most prominent and impact-laden methods and styles for effective language transfer and acquisition. Also, a holistic and detailed overview of educational psychology in knowledge transfer shall be tackled. Finally, the study shall establish whether or not philosophy potentially complements the methodology employed in language education activities.

To address the above issues, the study shall critically research the two languages, i.e. Russian and Ewe, establish linguistic differences, possible similarities and determine the most effective methods for qualitative interlanguage teaching.

The findings and empirical results from this study shall enhance not only successful and result-oriented classroom activities, but also serve as a bastion of motivation-building mechanism in the overall language education.

The research shall unequivocally reveal that a well-defined and clearly-structured methodology mechanism for teaching as well as the psycho-philosophical analyses in language education are complementary to each other.

Institutional management challenges and regulatory practice during the COVID-19 epidemic emergency at John von Neumann University

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In 2020, the emergency situation caused by the global coronavirus epidemic posed very serious challenges to the sectoral management of Hungarian higher education and universities. In the spring of 2020, in line with government measures, Hungarian higher education institutions also had to establish an extraordinary operating and educational order. The transposition of legislation and sector management measures into institutional practice has been an unprecedented, complex task for the institution's educational, legal, labour, operational and communication disciplines.

From the point of view of management, it was not only the introduction of a ban on visiting institutions, the closure of colleges, the organization of distance learning, the postponement of student events and professional and scientific programs, or the stoppage of international relations. With a view to protecting the health of staff, students and partners, institutional management has a major role to play in organizing the functioning of university decision-making bodies, such as the Senate, committees, maintaining institutional relations, and the introduction of "home office" workflows, including the issuance of diplomas without language exams. This period was characterized not only by the lack of community events (school year opening, graduation ceremony, university days, freshman camp, freshman ball), but also by the decline in institutional revenues.

The institutional regulation created in connection with the management of the emergency situation was successfully implemented at the John von Neumann University, keeping in mind the infrastructural endowments of the university, its operational characteristics, the performance of its basic tasks in higher education and research, its practice-oriented trainings and its enrollment processes. In the spring and summer of 2020, the process of changing the model of maintenance and reorganization stipulated in the legislation had to be successfully implemented under the conditions determined by the epidemiological regulatory environment.

The planning of the new academic year - calculated with the new wave of the pandemic - could be started based on the experiences of the previous period, the good practices developed by the lecturers and professors, the implemented infrastructural developments and the results of the distance learning survey among students.

In the course of our research, we examined the characteristics of the sectoral management regulatory environment, the correlations and effects of special operational parameters developed through legislation, and focused on the analysis of the higher education organization, institutional management and operating environment based on institutional characteristics.

Examination of the Roots of Teacher Role Model

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The need for mentoring and its positive effects on teacher candidates and beginner teachers are clearly visible. While for experienced teachers, professional and mental support is needed and desirable as well.

At the initiative of a school, we are examining the work of teachers for the fourth year in a row and providing mentoring support if needed. The study of teachers' work relies on the perspectives of students, the teacher and the mentor, and a comparison of these three viewpoints highlights the strengths and, in some cases, the weaknesses of the work of the teacher examined. So far, 39 teachers from the school have participated in the program, and their activities have been evaluated along three main indicators: student acceptance, teaching effectiveness, and the atmosphere of working together. If intervention seems necessary due to the exploration, teachers can enter a 'tailor-made' mentoring process. (Fúzi, 2018) At the beginning of this, the roots of the problems need to be found to solve them or cope with them. Approximately 20 percent of the examined teachers, we identified such problem that required some urgent intervention.

The problems were mostly identified at the level of the teacher role model (Fúzi, 2015). It is frequent among beginning teachers that the role model of the teacher is less developed, but for teachers with a longer career, an ambivalent role model or which does not fit the individual character and is not elaborated in some elements can be observed. An undeveloped, but even the role model that can suppress personality can be an obstacle to effective classroom work and balanced relationship with students.

According to the literature, the experiences gained as students, the samples of our teachers, and the experiences gained in the early years of teaching are of outstanding importance. (Dudás, 2006; Falus, 2001) Therefore, we sought to uncover the true causes of the problems of teachers in need of mentoring through semi-structured life story interviews, which was successful in most cases. The cases made it possible to develop a purposeful method to explore experiences of mentored teachers, but even of teacher candidates and beginning teachers.

The presentation aims at providing a systematic overview of some special teacher role models and the method implemented in their exploration and mentoring. These methodological elements will be embedded, among other things, in the special further training of mentor teachers that is planned by the research group of the Károli University of the Reformed Church.

St. Augustine's Aspects of Disability

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The opinions of early Christian church fathers about disabled children and adults cannot be said to be uniform. We can discover a number of discrepancies in their perception. In our recent study, we would like to introduce the standpoint of St. Augustine (Aurelius Augustinus Hipponensis, 354-430). St. Augustine and other church fathers have dealt with children and adults who can be classified into various classes of disability. However, it is worth taking an outlook to the perception of the church father and philosopher St. Augustine. He took a major impact on the attitude of other church fathers and on the official position of the church of the 5th and 6th century. Several ideologies of the Middle Ages were originated from it. That is why we can view him as one of Christianity's most influential philosopher. Our aim is to explore in what form, quality and quantity disability, particularly physical disability and its concept appears in Saint Augustine's aspects. Thereby we can map the mental image of the given age about physically disabled people. In the study, according to the nature and content of the available source material, we use the method of classical source exploration, source analysis, and source interpretation. After critical analysis and comparative interpretation of the source texts, we provide an extensive summary. We describe St. Augustine's paradoxical approach through his thoughts about the origin of the human soul and through the presentation of his teaching as a follower of St. Paul.

Comparative analysis of the effect of parents' educational level living in Eastern and Western Hungary on their secondary school children's health awareness and behavior

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The health-related values and habits of high school students have been mapped in a number of national and international surveys, which have shown that they are inadequate. The family, as well as educational attainment, has a strong impact: low educational attainment correlates with lower levels of health awareness and more detrimental behaviors. The aim of this presentation is to present the impact of parents' education on students' health awareness and health behaviors, and to present regional differences. The research involved high school students living in the county capitals of Eastern and Western Hungary (N=354, NEast=109; NWest=245). During the data collection, students completed closed-ended questions as well as a questionnaire with a 4-point Likert scale. Descriptive statistics, two-sample t-test, and analysis of variance were used for data analysis. In the case of students living in Eastern and Western Hungary, it can be stated that there is a similarity in terms of health-related values and habits: the most important factor is considered to be adequate fluid intake for health, while the avoidance of alcohol consumption and participation in screening tests are the least important. Regarding the effect of the mother's education, it can be stated that the higher the education of the mother living in Western Hungary is, the more important her child considers social relations ($F=6,41$; $p<0,000$) in terms of maintaining health, while those living in Eastern Hungary it can be stated that the higher the mother's education is, the more important it is for the children to rest ($F=8,752$; $p<0,000$) and to drink fluids ($F=3,651$; $p=0,029$). In the case of the father's education, it can be said that the lower the father's education in families living in Eastern Hungary is, the less important harmonious human relations are for children ($F=8,833$; $p<0,000$), which is also manifested in their habitual system ($F=4,907$; $p=0,009$) and, surprisingly, the more they avoid smoking ($F=3,347$; $p=0,039$). In contrast, in the case of families in Western Hungary, we did not find any significant difference between school grades in terms of the influence of the father's education on their child's health awareness and health behavior. Based on our results, it can be said that education affects not only the individual's system of values and habits related to his or her own health, but also his or her child. Regarding our study of territorial differences, we consider the influencing effect of the father's education to be our most outstanding result, which encourages us to further investigate its influencing role from several sides.

Motivierungsstrategien zum Fremdsprachenlernen im Tertiärbereich während der Pandemie

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Das Bildungswesen auf allen Stufen wurde im März 2020 durch die Covid-19-Pandemie weltweit vor gewaltige Herausforderungen gestellt. Am 12. März wurde auch in der Ukraine Quarantäne verhängt. Infolgedessen wurden unter anderem auch die Bildungsinstitute geschlossen, um die Verbreitung des Coronavirus im Land zu verlangsamen. Die schlagartige Umstellung auf Fernunterricht hat viele LehrerInnen frustriert, sie konnten nur schwer mit der neuen ungewöhnlichen Situation zurechtkommen.

Die Umstellung auf den Fernunterricht hat ebenso das Lehrpersonal des Lehrstuhls für Philologie der Ferenc Rákóczi II. Ungarischen Hochschule von Transkarpatien völlig unerwartet getroffen. Bisher gab es nur Präsenzunterricht, deshalb waren wir auf den Fernunterricht nicht vorbereitet. Diese Tatsache hat uns dazu bewegt, eine Umfrage darüber durchzuführen, wie der Fernunterricht auf die LehrerInnen und SchülerInnen/StudentInnen gewirkt hatte. Unsere Forschung haben wir anhand von vier Online-Fragebögen im Kreise von vier verschiedenen Zielgruppen in Transkarpatien betrieben. Unter den Informanten waren 63 Schüler und 65 Sprachlehrer im Sekundarbereich, bzw. 95 Bachelor- und Masterstudenten und 18 Sprachlehrer im Tertiärbereich.

Wir haben unter unseren Kollegen ebenfalls mittels eines Fragebogens Informationen gesammelt. Dabei wollten wir herausfinden, inwieweit der Fernunterricht ihre Tagesroutine beeinflusst hat, wie sie unter den ungewöhnlichen Umständen ihre Studenten motivieren konnten, welche neuen Unterrichtsstrategien sie verwenden mussten, um sich an die Anforderungen des Fernunterrichts anpassen zu können, wie sie die Leistung ihrer Studenten wirksam und objektiv bewerten konnten.

In unserem jetzigen Vortrag wollen wir auf ein wichtiges Teilergebnis unserer umfangreichen Forschung eingehen. Wir haben nach der Antwort auf die Forschungsfrage gesucht, wie die HochschullehrerInnen ihre StudentInnen zum Fremdsprachenlernen im virtuellen Raum motiviert haben. Alle Befragten haben darin übereingestimmt, dass das Lehrmaterial interessant und unterhaltsam sein soll, damit die StudentInnen ihr Interesse, ihre Motivation nicht verlieren. Die LehrerInnen haben ihr Bestes getan, um den Unterricht interessant zu machen, sie haben z. B. kooperative Lernmethoden verwendet, spielerische Übungen angeboten, sie haben versucht weniger theoretische, umso mehr praktische Aufgaben zu stellen usw. Um die Antworten der LehrerInnen zu validieren, haben wir auch das einschlägige Teil des Fragebogens für Studenten in die Analyse eingezogen. Aufgrund dessen ist festzustellen, dass die Hochschullehrer die Schwierigkeiten in diesem Bereich überwunden haben, da sich 86 Prozent der befragten Studenten mit den Motivationsstrategien ihrer Lehrer zufrieden waren.

Evaluation of Fluoride in Water from Drinking Wells and its Effects on Human Health for Educational Curriculum

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Fluorine is an element that represents about 0.3 g/kg of the Earth's crust and it is not available in the elemental state naturally because of its high reactivity. Fluorides are categorized as one of the inorganic compounds of Fluorine. The existence of the fluoride in water and soil has brought worldwide attention as a result of its great impact on human health. According to WHO, the recommended value of fluoride that exists in drinking water is considered 1.5 mg/L when consuming 2 L water/day. Fluoride is known for its uses in industry and it has a major role in human health, for instance, it strengthens teeth and bones as they are absorbed into the blood through the gastrointestinal tract and hence move through the blood and tend to collect in areas high in calcium, such as the bones and teeth. Furthermore, kidney patients who drink water containing a high level of fluoride are unable to excrete and effectively get rid of fluoride from the body. Thus, fluoride is built up to four times more in the bones and their blood putting kidney patients are at higher risk of getting fluoride poisoning. The study intends to determine the concentrations of fluoride in water from drinking wells, implement a comparison between the results achieved with WHO standards and SSMO standards, examine and study the relationship between fluoride levels in drinking water and their effects on teeth, bones, and kidneys. This study utilizes a chemical analysis and questionnaires. The study was conducted on multiple samples of drinking water during 2016 from 11 locations in Khartoum, and Omdurman. A questionnaire was distributed to 100 participants from different educational backgrounds. According to the chemical analysis of the samples taken from Khartoum, the values of Fluoride were ranging from 0.1 mg/L and 0.77 mg/L. Whereas, the results collected from Omdurman were ranging from 0.3 mg/L and 0.56 mg/L. As the chemical analysis showed that almost all fluoride values contained in water from wells were less than the recommended concentration for inhibiting tooth decay. In conclusion, it is important to educate people about diverse chemical analyses and to assess Fluoride drinking wells before supplying to people. Also, carry out the fluoridation process to raise the fluoride concentration. In case of having high levels of fluoride, using the defluoridation process can help to reduce it.

The effects of family background on foreign language learning motivation among Hungarian and Ukrainian secondary school students in Beregszász

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The *subject matter* of the present research paper is the correlations between English language motivation of secondary school learners and their family background in Transcarpathia. It has for long been a topical issue in general pedagogy and in language pedagogy as well, whether the learners' social background has any impacts on their learning motivation directly.

The *object* of the research is the learners and their family background. Thus, the relevance of the topic under analysis is obvious and considerable.

The *practical importance* of the research results lie in that it offers information about the theme of the influence of family background on learners' foreign language motivation for both novice and experienced teachers. The paper ensures an opportunity for them to draw conclusions about their own situations or contexts and compare them to the cases described in the paper. The *pedagogical implication* is that by doing so, the teachers may improve their own ways of motivating pupils to learn English.

The *scientific novelty* of the obtained results can be considered twofold. On the one hand, the research conducted yielded valuable results on the investigated topic for the general knowledge about relations between language learning motivation and family background. On the other hand, the reader can get insights into the situation among Transcarpathian Hungarian and Ukrainian teenagers, thus the findings fill the gap in this respect.

How to Assess Limited Parental Abilities?

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Parental education can be conceptualized and theoretically grounded in many different ways (Kadera, 2013). In assessing parenting practices, the parents' willingness and ability to raise their children must be evaluated. In this context, empirical research analyzes several dimensions of parenting skills (e.g., Jacob and Zeddies 2020). Parental support as one dimension of parenting skills refers to the willingness and ability to offer the child basic learning opportunities and to support it in coping with upcoming developmental tasks (Hammesfahr 2019). This review focuses on limited parental abilities and its consequences for the well-being of the child. Empirical findings confirm the links between supportive, positive parent-child interaction and higher problem-solving competence, generally better communication and development of fine motor skills (Araujo et al. 2019). Lack of parental support is in turn related to educational failure, including truancy and school absences (Fahrenheit 2020). Furthermore, the stimulation content of everyday family practices ("home literacy environment") for the linguistic and cognitive development of children was investigated (Wirth, Ehmig, Drescher, Guffler, & Niklas, 2019). In this review, the juridical, pedagogical and psychological perspectives are explained. Finally, the implications for effective child protection and the strengthening of parenting skills are discussed.

Exploring the Educational Needs of Academics in two Greek Universities towards their Teaching Practice

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Higher Education or University Pedagogy seems to be one of the most explored research fields in Educational Sciences during the recent period. In Greece University Pedagogy started emerging as a research field during the last decade, following the foundation of the Greek University Pedagogy Network and the establishment of Centers for Teaching and Learning in two peripheral Greek universities, namely the Democritus University of Thrace and the University of Patras. For the actions undertaken to enhance the teaching skills of academics and university teachers detailed registration of their existing level is needed. In this paper, we will present the first research project in Greece concerning the mapping of the field and the needs analysis of university teachers. This research, funded by European Union (National Strategic Reference Framework), was conducted in the aforementioned Greek universities, in September 2020. The main axes of the research include the investigation of certain dimensions of the role of academic teachers and the registration and analysis of their educational needs towards the amelioration of their teaching practices. More specifically, issues explored in this study include teaching methods and techniques used by academics in their everyday practice, the grade of integration of new technologies in their teaching, the possible needs for differentiation of their practices and the degree of responding to their students' needs. In this paper, the first findings and results of this research project for some of the above axes will be presented with an emphasis on the implications for the field of University Pedagogy.

Internationalisation at Home: Its main elements, and institutional practices at Hungarian Higher Education

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The presentation focuses on the concept of Internationalisation at Home (IaH). Moreover, it explores relating to the IaH what practices are implemented at higher education institutions in Hungary. Over the past two decades, Internationalization at Home – following initial critical reflections –, has become a widely known institutional approach in higher education. At the end of the 1990s, debates around higher education urged the renewal of internationalisation: developing the approach of IaH was one of the key answers for these debates. Although IaH is not conceptually well-defined, some of its elements are well identifiable, such as the institutional strategy, curriculum, and international student integration. The presentation is based on small-scale research that aimed to examine some of the key institutional practices such as mentoring or buddy programmes, integration of domestic and international students in classrooms, and social and community programmes to integrate international students into university life. The research employed qualitative methodology: in 2019, I conducted nine semi-structured interviews at two (purposeful sampling) universities. The research shows that Internationalization at Home is a well-known concept but less common practice. Some elements (international student integration, intercultural competence development e.g.) are present in Hungarian higher institutions in various ways, and with no strategical emphasis.

Complex Instruction Program as a method to prevent early school leaving

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The aim of this study is to present the content elements of the Complex Instruction Program (KIP) developed at Stanford University and it was adapted in Hejőkeresztúr school, Hungary. We point out that the Complex Instruction Program is a method that supports school operation and ensures the implementation of the program in schools through the professional support system. Teachers support pupils and students during their most sensitive period in skill development, develop their personality, and lay the groundwork for their subsequent studies, thus making a crucial contribution to their development. We summarize how the Complex Instruction Program provides teachers with professional-methodological help, professional support, and innovative recommendations for this work.

Currently, more than 20,000 students and nearly 2,000 teachers from nearly a hundred Central European, primarily Hungarian schools are participating in the program.

Ungarischsprachiger Unterricht außerhalb des Mutterlandes: die Lage der Bálint Vilmos Grundschule in Csíkszenttamás

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In unserer Studie untersuchen wir die Gegebenheiten und die Lage einer ungarischen Bildungseinrichtung, der Bálint Vilmos-Grundschule in Csíkszenttamás (Tomesti), in Rumänien. Einige Dozenten der Szent István Universität (Gödöllő) organisieren seit Jahrzehnten Dorfforschungslager im Karpatenbecken. Im Sommer 2019 fand der Lager im Komitat Harghita, im Dorf Csíkszenttamás statt. Universitätsdozenten und -forscher zusammen mit Schülern und Gymnasiasten führten eine Umfrage durch, liessen 300 Fragebögen ausfüllen, sammelten statistische Daten, führten Interviews, und auch ein Online-Fragebogen wurde sowohl von Schülern in Csíkszenttamás als auch von Schülern in Gödöllő ausgefüllt.

Die Bálint Vilmos-Grundschule in Csíkszenttamás ist eine unabhängige juristische Person, die ausschließlich innerhalb des ungarischsprachigen institutionellen Netzwerks tätig ist. In Bezug auf die Sprache des Bildungsortes ist sie nur ungarischsprachig. In unserer Studie befassen wir uns mit den Arbeitsbedingungen von Lehrern und Schülern, und mit den Möglichkeiten und potenziellen Schwierigkeiten der Bildung, mit besonderer Rücksicht auf den Sprachunterricht.

Während der Dorfforschung stützten wir uns einerseits auf Fachliteratur und Internetquellen, andererseits besuchten wir die Schule, liehen Fotoalben aus und führten Interviews mit der Schulleiterin und mit einigen Lehrern. Der andere Teil unserer Forschung bestand aus einer vergleichenden Studie, in der wir das Weltbild der Schüler der Sekundarstufe in Csíkszenttamás und in Gödöllő verglichen haben. Csíkszenttamás ist ein Dorf im Szeklerland, das über eine Grundschule verfügt, während das Gymnasium in Gödöllő, in einer entwickelten Kleinstadt in Ungarn zu den besten Mittelschulen des Landes gehört. Die Untersuchung basierte auf einem Fragebogen, der in beiden Schulen von Schülern ähnlichen Alters in den Klassen 5-8 online ausgefüllt wurde. In unserer Forschung haben wir auch unsere aus früheren Dorfforschungslagern stammenden Erfahrungen benutzt.

History of the Development of Swimming Education in Hungary

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Introduction: Throughout historical times there is a huge significance in the mastery of swimming movements in the development of swimming education. While first off, this was a method of obtaining food, now it has a recreational and safeguarding purpose alongside with its tremendous health benefits. The many-sided nature of swimming is the reason, that after many decades of trying swimming occurred in the public educational systems, bringing forth opportunities so every child can take in this sport.

Methods: Changes in time and environment influence the educational needs and implications of swimming movements to a great degree. To acquire a historical review, we will analyze the occurrence of swimming, its significance, its functions, and at the end its presence in the public educational system. We analyzed the written documents that circumscribe the teaching processes of swimming, examined who were the first pioneers whose efforts contributed to the manifestation of swimming in public education. Following up on all this we studied the spatial changes of the process, its systems of equipment, location, and the role of swimming education in public schools.

Results: The execution of swimming movements and their functions show a historically diverse picture. Nowadays the top priority function is the protection of health, the nurturing of talented athletes, the recreational, preventive, and rehabilitative mode of actions. Throughout the periods of history, the change of environmental factors facilitated the educational process of swimming movements, it can be proven that the environmental factors influence the outcome of teaching processes to a large degree. Because of the change in spatial factors the methodologies the equipment and the results are improving. All these elements led to the conclusion that swimming education should take place as soon as possible in early childhood considering schools and physical education.

Protestant Education following the Trianon Peace Treaty

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As long as one hundred years after the inequitable peace treaty, neither our nation, nor our Protestant denominations, which are so proud of their schools, have managed to work through the grief. In our study, we examine the effects of this complex set of problems on the education system. The “Happy times of peace” (1867-1914) were an era of peaceful progress for all, including Protestants. Their once-renowned schools flourished again and the newly-established ones attained a level that we can be proud of to this day.

However, researchers are faced with shocking statistics. For example, the one million one hundred and eighteen thousand members belonging to the Augsburg Confession Lutheran Church in Hungary, which did not include the Saxons living in Transylvania, were reduced to five hundred and forty-eight thousand souls and over half (52 %) of church members remained outside of the new national borders. The number of congregations shrank from six hundred and fifty-seven to two hundred and forty (37 %). These facts are essential for our study because the majority of congregations also operated schools. The ratio was similar for institutions of secondary and tertiary education: only thirteen out of thirty-four (38 %) remained. Of the three theological academies, which had ensured the training of pastors, only one remained, namely in Sopron, thanks to the referendum held in 1921. Our analyses have led to the following conclusions: on one hand, we must move beyond the slogans “*no, no, never*” and “*everything back...*”, which now ring empty and can only provoke helpless and bitter anger, and on the other hand, we must take full account of the losses as well as the positive aspects of the era between the two world wars.

In our paper, on the basis of the revealed data, we aim to make factual summary statements about Protestant education during the two decades following the imposed peace treaty (1920-1940).

A Handbook of Comics Studies in the Digital Age

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In the last two decades, Hungarian comics research has intensified, and the number of academic and critical texts on comics has significantly increased. At least seven doctoral dissertations on comics have been or are being completed at a minimum of four universities in Hungary, institutionally tied partly to media studies and partly to literary research groups and departments (as of 2020). One of these research groups is the Comics Studies Research Center established at the Faculty of Arts of the University of Pécs (UP) at the end of 2017, under the aegis of the Department of Communication and Media Studies of the UP, where courses on comics studies have been offered in almost every semester since 2007, resulting in a number of relevant seminar papers and BA and MA theses. The department has also been conducting doctoral and postdoctoral research in the field of comics studies. Since its establishment in 2017, the Research Center has been regularly organizing comics studies seminars for UP students. Some of these courses are open to all students at the university. The seminars are characterized by cross-cultural and interdisciplinary co-thinking and exchange of ideas, due to the linguistic-cultural diversity of the participants, as well as their different professional backgrounds. Students from various countries in Africa, America, Asia and Europe, some of them with important comics cultural backgrounds, participated in the seminars, enriching the discussions not only through their own media cultural routines, background and embeddedness, but also through the versatile perspectives, thought patterns, and attitudes arising from their critical and artistic education. In addition to the discussions at the conferences organised by the Comics Studies Research Center, these comics studies seminars were the main source of inspiration for the research project *Creating a Handbook of Comics Studies* from 2018, the aim of which is to create a comics studies hand-book in Hungarian. At first, we introduce the issue of digital comics (studies) with the help of a rough overview of the research history of the French-Belgian-Swiss bande dessinée, which will be followed by a more detailed discussion later. Finally, the first blueprint of the comics studies handbook will be compared with our experience in digital comics (studies), and then we revise certain aspects of the blueprint.

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Girls' education during Second World War in Pécs

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The topic of my doctoral research is state of the education during World War II, focusing on how Baranya County secondary education institutions responded to the events of World War II, and how the war hindered pedagogical work. For the present study two Catholic girls' secondary schools in Pécs were selected. These two institutions are the St. Elizabeth Roman Catholic Girls' High School and Roman Catholic Teacher Training Institute in Pécs.

In my research, I would like to present how the life of the girls' secondary schools in Pécs was affected by the Second World War in general. How did the institutions adapt to the war, what were their responses to the challenges of the war? When and in what way did the war make life more difficult for schools? Is there a turning point in this? What did the students and teachers think about the war?

In addition to the above, general questions regarding the schools, I will also address the specifics of girls' schools in this paper. The different way of thinking about gender roles in that era brings an important question up; what peculiarities girls' schools have in connection with war? So, I want to examine whether the war-related responses of girls' schools fit the image of women of that era? Furthermore, I am going to explore the extent to which the war responses of girls' schools differ from those of boys' schools. This is an interesting question because there was not coeducation at all, though the content of the teaching was almost identical.

The time interval of this study is the academic years between 1939/40 and 1944/45. As my primary research method, I have analysed several school notices from this era. The advantage of this type of source is that the notices provide detailed information on all the notable events of a given semester in connection with student's life and pedagogical work.

Introduction to the Project: Reading Communities from Paper Books to Digital Era (READ-COM)

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The European Commission offers opportunities for those initiatives that seek to generate changes in society in the territory of the European Union through the ERASMUS+ Programme to support education, training, youth and sport. Specifically, the so-called "Key Action 2: Cooperation for innovation and exchange of good practices" is applicable in the education environment and it is proposed for universities and other educational and training centres. In this sense, groups of professionals from different countries can come together to pursue a common goal, following the guidelines of the European Strategy 2020, and create synergies of collaborative work.

Within this framework, the project "Reading Communities from Paper Books to Digital Era (READ-COM)" was presented in the aforementioned call for proposals in 2019. This project is made up of a consortium of 8 partners from 5 European countries who are seeking to develop reading skills in the school and family environment, characterised by the great cultural and linguistic heterogeneity. From a methodology based on cooperative work, the main objective is to create an educational App for interactive use and self-managed by students, aged between 3 and 12, which facilitates the development of their reading skills, guided by teachers at school and families at home.

To this end, the project has been planned in three phases, each of which corresponds to a year of work and an intellectual output. At the end, a report on the reading learning process in Europe will be obtained (Summary of curricular narratives), a didactic guide (Education in reading Toolkit), and an interactive educational App to promote reading learning. These three intellectual outputs have two main results:

1. The use of tangible products to be reproduced or adapted in other contexts (satisfaction surveys, evaluation reports, catalogue of good practices, educational resources to promote reading and encourage reading habits and attitudes towards language learning).
2. The creation of a network in different European countries which promote habits and attitudes towards reading in children, involving university students, families and teachers, and guaranteeing the optimum development of reading skills throughout their school lives.

Shame-free education-theory

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Although several studies have shown and proven the assertivity, productivity and undeniably positive effects of reassuring education and positive feedbacks; negative feedbacks, public shaming, mean comments and other forms of bullying are still present in Foreign language classes. Classroom anxiety and psychological blocks are created problems, not born with characteristics of any student. The anxiety that is present in most language learners when they are asked to present their knowledge orally, as in speak in class is nothing other than the manifestation of the teachers perfectionism where no mistakes are allowed or there would be negative and quantifiable consequences. In my paper I would like to present a hypothesis which entails a controversial approach to language education. A shame-free, anxiety free classroom environment can produce anxiety-free speakers, free spirited learners with -cannot succeed without-presentation skills from the early age of 6. Using techniques of basic psychology, positive feedbacks and the bald assumption that ab ovo-everyone speaks English they just have not had the chance to meet the how yet- but the moment they are shown how to do it, they can do it-as a workshop kind of thinking if you will. Lack of (unnecessary) expectations, lack of fear, lack of anxiety, lack of blockage allows and endorses the language learners to experience a language as a tool to have fun, make friends, learn about a new culture, become more instead of a tool to get a good grade or avoid verbal or physical abuse or other forms of punishment. I believe our students are our mirrors. If we are strict and rule following, they will be like so. If we are loose and rule breakers, they will become so. What if the right way is the aurea medias as always?

Secondary School as a Type of Institution in Hungary between 1867 and 1918

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This presentation attempts to reveal the distinct features and structural conceptions of the Hungarian secondary school as a type of institution. The research is based on relevant education acts, regulations, articles, curricula, and (academic) literary sources. As part of the review, references are also made to the structures and tasks of secondary schools for girls. During the analysis of official documents, we focus exclusively on the laws concerning secondary education (Act of 1883 on secondary schools and its amendment in 1890) and the curricula of secondary schools. Regarding the curricula and their direct antecedents, we highlight only those documents that contain statements and references in connection with the definition and type of institution of the secondary school (curricula from 1868, 1871, 1875, 1879, 1884, 1899, 1916, 1918, as well as “Organisationsentwurf” from 1849 and a regulation on grammar schools from 1861). Building on the examined sources, it is widely accepted that there were two types of secondary schools, eight-year grammar schools and eight-year secondary schools for sciences and modern languages, at the time of the Austro-Hungarian Empire. However, in the second half of the observed period, at the beginning of the 20th century, the tripartite structure and competences of the types of secondary school for girls were also identified. Different institutional roles and priorities emerged as a result of the clear focus on acts, regulations, and other documents of the studied time period. This offers an excellent opportunity to both examine the Hungarian secondary school system more broadly and interpret it in a wholly complex way.

The Roma Inclusion Policy of the European Union: Challenges, Solutions and Results in Education

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This presentation takes a look at the education situation of Roma across Europe and discusses the Roma Inclusion Policy of the European Union.

Access, attainment and success of Roma people in education and lifelong learning is one of the most urgent public policy issues in Europe. According to empirical data Roma people are the most underrepresented group in schools and other educational institutions. Policy makers across Europe face the challenge of reversing the disadvantaged situation of the Roma minority. To fulfil these requirements some European countries have taken determined steps. There are more and more policies and programs to develop attainment and success of Roma in European education and lifelong learning. These were mostly developed in the frame of the European Union, which put education and lifelong learning in focus of its policies from the 1990s to achieve political and economic goals like economic growth and social cohesion. Education and lifelong learning have also become the main strategy for improving the situation of the European Roma minority. Through its *Open Method of Coordination* process, which is implemented further in the Programme *EUROPE 2020*, and following the program of the *Lisbon-Agenda*, the European Union tries not only to establish a common strategy for Roma inclusion in all member states, but also to coordinate, to fund and to monitor their achievements. According to the goals of the *European Union's Roma Integration Strategy* there are a variety of policy measures, initiatives, programs and projects in the member states. In the host of European countries, Roma integration policy is focussed on either increasing the social disadvantaged situation of Roma or on their recognition as a cultural minority. Despite the great number and diversity of the hitherto activities at national, regional and local levels to increase the attainment and success of the European minority in education and lifelong learning, especially their continued segregation in education is a warning sign that the results are still unsatisfactory until now. The goal of Roma inclusion hasn't been fulfilled yet and there is still a long way to go to achieve the inclusion and the social advancement of the whole European Roma minority in education and beyond.

“Let them use it, but teach them how to do it.” The Importance of the Healthy and Conscious Internet Use

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In recent years, the Internet has become the most important platform for communication, recreation, and information seeking. We are using it for working, studying, playing, even for shopping, paying the bills and taking the appointments. The possibilities are endless. The children now grow up in this world where the existence of the Internet is natural and unequivocal part of their lives. They have been even called as ‘digital natives’ because most of the children and teenagers are fairly familiar with the using of the Internet and any other technical devices.

There is enormous number of researches about the disadvantages of the Internet. The harmful consequences are the appearance of depression and loneliness because of the social comparison, the isolation, the phenomena of the cyberbully, and the Internet addiction. The Internet has dangerous parts, and the most efficient way to prevent them is the education. Zero tolerance is not an option in our digital world; we cannot get around the use of the Internet. Therefore, it is important to teach the children the proper and conscious use of modern devices, such as the computer, tablet, and smartphone at early ages while the children are sensitive to this information.

The change of the approach to this topic is needed. Next to the negative effects of the online world, there are also beneficial parts of the Internet which should not be neglected. The digital intelligence and the digital competences will become a part of the education in the school and even at home. The parents should stand up as a mentor and the family should watch the online contents together. To do so, even the parents should be up to date about the contents and applications; however it is always a possibility to ask the children to talk about their interests.

Software training: How does practice type influence learning from videotutorials?

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Software videotutorials are a powerful teaching tool for learning software applications. Despite the widespread use of instructional video, the corresponding empirical research on appropriate design principles for learning complex software applications is minimal.

The main goal of software learning is the acquisition of procedural knowledge. As educational tools, videotutorials provide instructions for performing tasks through software. From the standpoint of design principles, there are two general theoretical frameworks in the literature, the Cognitive Theory of Multimedia Learning and Demonstration Based Training.

This work focuses on practice as a design principle. Practice is typically used in the demonstration of procedures when the recipients are mainly novices. As a learning method, practice involves the learning of skills by observing a model and its subsequent application. Practice is one of the most critical components of the application of declarative knowledge in activities for the acquisition of procedural knowledge. The aim of practice is twofold. On the one hand, it focuses on guiding users to complete a project. On the other hand, it supports the learning process, providing the appropriate resources to the trainees in the implementation of exercises and future projects.

This study investigates the effect of a special variant of practice, namely Stepwise-Viewing Based Practice (SVBP), on learning software through videotutorials. At the same time, it explores possible indirect effects of practice on other mediators of learning mental effort, self-efficacy, flow, and motivation.

One hundred and fourteen undergraduate students from a Nursing Department in mainland Greece participated in the study. A single-factor repeated measures design was used. During the intervention, the students watched three videotutorials that covered complex procedures of a Non-Linear Editor video editing software. After viewing each videotutorial, the participants carried out a series of tasks involving declarative, procedural, and transfer knowledge.

The results indicate that SVBP positively influenced learning ($d = 0.87$). In addition, SVBP served as a catalyst considering that it improved self-efficacy ($d = 0.71$), flow ($d = 0.92$) and motivation ($d = 0.83$). On the other hand, the findings did not support the hypothesized effect of SVBP on mental effort.

Situation Overview of Health Consciousness

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COVID-19 pandemic has increasingly directed the attention to the health education of the population, the importance of health consciousness and its role has been appreciated.

In Hungary, several provisions are aimed at supporting the preservation of public health. These aspirations are covered by not just the primary prevention activities of the health care system, but education also has a significant role on the field. In a holistically viewing approach, the effects of these directions and the way these effects manifest in terms of health behaviour should be examined.

The study has searched the answer for how these efforts are utilized in the knowledge, and how much they affect people's health consciousness.

The authors approach this much researched area from different aspects - including but not limited to - with the aim of searching for innovative solutions. Relying on their research, they would like to point out the areas which should be emphasized more, or which are still justified to be highlighted, such as the issue of smoking which can be described as a habit, a behaviour form significantly harming the health of primary school students. It has also been highly experienced in the case histories of women giving birth to premature children. Besides these, their research performed among university students shows a similar tendency. The analyses suggest that, in several cases, the conscious formation of activities and behaviour forms defining the health of the next generation is a difficult task, and professionals should make further progress in order to improve the health status and chances of life of the affected people to reach better global quality of life.

**Studieren in Zeiten der Corona.
Erfahrungen der digitalen Umstellung (JNU 2020)**

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Das Jahr 2020 brachte große Herausforderungen im Schulwesen. Am 11.03.2020 wurde der Kontaktunterricht in Ungarn landesweit eingestellt, und sowohl die Dozenten und Professoren, als auch die StudentInnen mussten sich den neuen Verhältnissen anpassen. Der Unterricht lief weiter und die erbrachten Leistungen mussten unter den Umständen kontrolliert und bewertet werden.

Vielen anderen Institutionen ähnlich, hat auch die JNU die studentischen Erfahrungen der digitalen Alltage durch einen Fragebogen gesammelt. Die Erfahrungen betreffen die Vor- und Nachteile des Online-Unterrichts, die Veränderungen in der Zeiteinteilung, sowie die Veränderungen der Lerngewohnheiten, der Kosten und der Einstellung zum Lernen.

Bereits 2014 wurde es in der Strategie des zuständigen Ministeriums festgehalten, dass die Anzahl der Kontaktstunden gesenkt werden sollte, da sie die Leistung der Dozenten und der Studenten verringern, sie wenig Raum für Innovation und Forschungen frei lassen, und das selbständige Lernen quasi verhindern. Die Zeit der Corona scheint den nötigen Schub gegeben zu haben, an den Lehrmethoden zu ändern. Nicht nur die Unterrichtsmethoden, auch die Methoden der Leistungskontrolle und Leistungsbewertung veränderten und entwickelten sich in diesem Jahr radikal.

Um den Herausforderungen gerecht zu werden, gibt es noch zu tun: unter anderem sollen jetzt nach der eingeübten Social Distance Möglichkeiten für Kooperation, Gruppenarbeit im virtuellen Raum gefunden werden. Die Arbeit lohnt sich: das Interesse an Distance-Learning nimmt zu, dem Lernen stehen nun wirklich keine Grenzen mehr im Wege.

Establishing the Theoretical Framework and Approach of an In-service Mentor Training Programme

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Providing ongoing professional support and in-service training for school-based mentors are rather neglected areas in the field of further education of teachers. Meanwhile, conferences and workshops attended by mentors regularly shed a light on such special further training needs. Practising mentors often lack professional support and thus express a desire for receiving it in the fields of developing mentoring skills, sharing experiences and supporting mental health. In response to these needs, our research team at Károli University plans to implement a pilot in-service training program for practising mentors, which is based on and supported by extensive theoretical-empirical studies.

At first, our research team has critically studied and thoroughly reviewed professional literature on mentoring competencies, especially focusing on the theoretical elements of and different approaches to effective mentoring. Having conducted a meta-analysis, a special matrix has been developed to visualize the interconnectedness of various theories and models discussed by different authors in the field of effective mentoring. As a result, the intersections in the matrix highlight the most significant theoretical elements and indicate the crucial mentor competencies as well.

Based on the results of the meta-analysis it is suggested that teacher beliefs, teacher identity, commitment and the development of sense of vocation largely depend on what approach is used during mentoring. While mentors share their knowledge, reinforce and support trainees and beginner teachers, it is of utmost importance that their approach should be process-based and solution-focused in order to deepen and develop their trainees' professional identity, sense of vocation and commitment. Thus, the pilot course intends to further develop those defined and prescribed mentor competencies that would ensure the above outlined approach in mentoring, including the development of a coherent mentor identity.

The content of the 10-month training course to be launched in 2021 have been decided based on a detailed analysis of literature. Each session will focus on further developing crucial mentor competencies to ensure the coherence and effectiveness of mentoring practice in the field of personal and professional support and integration into employment. Moreover, the method of the trainings intends to enhance not only sense of vocation but also personal and professional commitment. The effectiveness of the training course will be measured and assessed with questionnaires and group interviews at different stages.

Our team will present and discuss the mentor image and those desired mentor competences that form the content of the pilot training course, based on our research analysis and professional experience.

Out-of-school: The Education of Chronically ill Children

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The fast-paced world – in which we have to live in – places a heavy burden on working parents and families, to provide a healthy environment for their chronically ill children, who are at the school age. In the XX. century, the most common form of education for these people were various residential institutions (school sanatoriums and hospital schools). In order to make it easier to let the affected children remain with their families in their usual environment more and more opportunities have emerged in recent years aimed at educating those children, who have to be out-of-school.

Our aim is to briefly present some methods used to educate ill children in several countries (European and non-European), and give a picture of the history of the out-of-school education in Hungary.

Our original intention was to conduct a large-scale research on the subject involving doctors, parents and children, but in the situation caused by coronavirus, we did not have the opportunity to do so, hence only a pilot research was conducted. As such, results of the pilot research will be presented. During the process the affected families were asked some questions, through an online questionnaire:

- Which diseases require out-of-school education?
- Which alternative teaching/learning methods have they heard of?
- Which methods are used by them?
- Which methods would they use if they could choose any of them?
- Can children keep in touch with their peers?
- Which communication channels are used by them?
- What is the educational, emotional and social impact of absenteeism on the children?

Finally, based on the responses obtained in the research, outline a possible method that could be a suitable option for chronically ill children when they have to be out-of-school will be outlined.

Education of Gifted Students in Hungary

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Gifted education programs in Hungary are diverse and they aim to adapt to the individual needs of their students. More programs can be found with a goal to help all students develop their potential, including disadvantaged kids from families with bad sociocultural background. These gifted education programs take the students' whole background, including their home environment into account. Our research studies students of three Hungarian gifted education program. Our focus is on the parental bonding, aspirations (goals set), the satisfaction with life and the self-evaluation of those students who enrolled into these gifted education programs. The first program is the Arany János gifted education program (named after a XIX. century Hungarian poet) for high-school students with poor sociocultural backgrounds. The program's goal is to help the students stay in school and to help them to get professions or higher education. The second studied program is the Hungarian Junior Templeton program, which targeted young people between the ages 10 and 29 with cognitive abilities and motivation that is higher than average. The aim is to deliver to them different types of trainings, courses and activities through a whole year - to help them connect with one another, to network and to learn from one another. The third group is students of a music education program called Snétberger Musical Talent Center, who are mainly disadvantaged students from families with bad sociocultural backgrounds. In this program the students go through intense courses during their school breaks, which lasts for weeks. The main aim of this research was to get to know the differences in the programs and the students of the various programs, their aspirations, their self-esteem, satisfaction with life and their family background (parental bonding). Our results showed that there are differences between all factors, and the family background has an effect on these three components. Our long-term goal is a longitudinal research, to follow these students through many years, collecting data about their success.

The Development of Student Conductors' System of Views in the Course of Conductor Training

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Introduction: As known from previous studies, teacher candidates have relevant views related to the training in respect of themselves and their future profession already at their entry to the training, and the quality of their subsequent pedagogical practice is influenced by their personality, their technical knowledge and the role model they play as well as the balance of those. My motives for choosing this subject matter included the consolidation of recent societal expectations for supporting integrative and inclusive education which has an impact on the role and the task of conductor training and the circumstance that view studies that are widely applied in teacher research are lacking in studies directed at conductors.

Aims: I examined student conductors' system of views and its formation as follows: 1) Views concerning the *conductor profession*, including those in respect of a) the conductor's role and activity, b) general and personal factors determining the choice of career as a conductor, c) acceptance of diversity and special educational needs, d) integration and inclusive education, and 2) views concerning *conductor training*, including those in respect of a) the perception of conductor training and b) whether conductors' skills can be acquired.

Methods, tools: I chose mixed methods and adopted the *embedded mixed methods design*. For assessing the hypotheses of the study I used the *questionnaire* (self-designed 1 to 5 Likert scale), the *concept map* and *metaphor creation* as well as the *semi structured interview*. For analysing the attitude scale I employed an SPSS application, for the *content analysis* of the metaphors, concept maps and interviews I used my own category coding system as well as MAXQDA, a software supporting qualitative text analysis.

Results, conclusion: Students' concept of the conductor change during the training, interpretations stressing educational, managerial or creative features emerge in addition to the emphasis on the supportive, assistive and interdisciplinary character of the job. There were changes also regarding the conductor's activity; candidates highlighted complexity and the presence of interdisciplinary competences.

Regarding the acquisition of the conductor profession, views supporting individual and independent experiences and learning from practical situations and from each other became more explicit. Students' views regarding inclusive education and integration changed to a small degree. Beliefs regarding general and personal choice of career did not change, students decide for the conductor profession primarily because they are committed to the it and like working with children.

They are sensitive towards recognising and accepting individual needs and special educational needs already at entry to the training. The views of candidates and qualified professionals partly diverge in respect of conductor training and the role of certain contents in the process of becoming a conductor, especially regarding the emphasis on the role of conductive pedagogical contents.

Teaching English for Special Purposes in Higher Education

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This study aims to discuss some questions related to teaching ESP in higher education. As a result of the Bologna agreement, teaching ESP has received increasing attention at universities and colleges in Hungary. English for specific purposes (ESP) is teaching English to meet the needs of foreign language learners in different disciplines. ESP utilizes the methodology of the specific disciplines. It fosters the acquisition of the vocabulary, grammar, study skills, genres necessary for the learners to use English in professional situations. ESP courses provide students with an overview of the following areas: efficient writing, reading and speaking skills in special English disciplines. ESP teaching also endeavours to develop general language competence, professional and ethical responsibility, and the courses are designed for intermediate and advance level learners.

However, there is a variety of challenges ESP teachers have to face when attempting to achieve these goals. First of all, ESP teachers must acquire the knowledge in the subject area in several ESP courses in a tight time frame. Designing several different ESP courses requires a lot of time, energy, special tutoring and resources. The success of the courses partly depends on how the selected teaching material meets the students' needs. Teachers must make a decision about how much the curriculum should focus on the content subject and how much on the language. If the students' language competence does not reach the intermediate level, the course focuses more on developing language skills.

Another challenging issue is teaching mixed ability groups. In such groups, neither advanced nor less able students can make progress. Creating homogeneous groups might be a solution to this problem. The low level of the foreign language skills stops learners from fully completing the course criteria, and it leads to decreasing motivation. ESP teachers' role is to encourage students to learn ESP. It is also essential to make the goals of the course clear for the students. The vocabulary taught must be authentic and useful; the curriculum must concentrate on learning outcomes rather than only on theoretical issues. In addition, application of online platforms and teaching methods in the learning process enhances students' motivation.

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