

# **Conference on Theory and Practice in Lifelong Learning Experiences**

Program and Abstracts

9-10 May 2020

Großpetersdorf (Burgenland, Ausztria)

Sozial und Wirtschafts Forschungsgruppe  
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Conference on Theory and Practice in Lifelong Learning Experiences

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8 May 2020 (Friday)

Technical issues between 16.00-18.00 (Skype-invitation will be send in that time)

## Conference Program

9 May 2020 (Saturday)

Skype-meeting (because there is COVID-19 pandemia)

Place: Großpetersdorf (Burgenland, Ausztria), Quergasse 11.

8.00 Opening Conference

### Presentations

Moderator: Tibor J. KARLOVITZ

8.00-8.20

Presentation in German	Norberta SÁGI: Hat der Beruf Grundschullehrer eine Zukunft? Lebensbahnplanung von Studenten des Faches Grundschullehrer an der Pädagogischen Fakultät der JNU
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8.20-8.40

Presentation in German	Ildikó BORBÉLY: Stressabbau mit Achtsamkeitsübungen
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## 8.50-9.50

Session No. 1.	Ildikó SZABÓ: Using TEL Tools in Higher Education: methods, case studies, strategies and recommendations based on AduLeT-project
<i>ICT</i>	Tamás FÜLÖP: Importance of Online Public Collection Databases for Lifelong Learning
	Mária ADORJÁN: Focus on corpus-based EdTech: Experienced English teachers reshaping their pedagogic skill set

## 10.00-11.20

Session No. 2.	Florin NICHIFOR: The Sports Camp – Functioning Specific and Managerial Specific in the Globalization Context
<i>Sport and Health</i>	Veronika TÓTHNÉ VOJTKÓ: Olympic Education as an Innovation in the New Zealand Curriculum
	Cintia HORVÁTH: The Status of Health Education in Hungary
	Emese BORBÁS: Hospital School – Reintegration of Children with Chronic Illness

## 15.00-16.40

Session No. 3.	Krisztina NAGY: Mentor Support for Teacher Learning to Reduce Early School Leaving
<i>Career and Culture</i>	Brigitta ALMÁSI: Career Choice Issues at Örkényi Street Rural School
	Agnes STOMP: A New Direction for Vocational Training
	Emese K. NAGY: Importance of Intercultural Education
	László Pál GALUSKA: Vampirology, or The History of Haemophagia – Vampires for Readers?

## 10 May 2020 (Sunday)

16.00-18.00 Workshop:  
Experiences in Digitalization at the Schools  
Moderator: Tibor J. KARLOVITZ

# Abstracts



# **Focus on corpus-based EdTech: Experienced English teachers reshaping their pedagogical skill set**

**Mária ADORJÁN**

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The last two decades have seen enormous advancements in the theory and practice of language pedagogy, particularly in the field of computer-assisted language learning. Consequently, teachers who graduated before the age of information and communication technology might feel that their traditional pedagogical knowledge has become outdated. To tackle the challenge, they engage in various activities, such as taking part in ICT courses or attending EdTech conferences organised for language teachers. They might also pursue self-directed web-based lifelong learning. Their intended goal is to acquire a new set of skills for their professional and personal development.

Students on the MA in Teaching English as a Foreign Language programme at a Hungarian university were asked to reflect on their classroom practices and self-development methods. The aim of the focus group discussion and the individual interviews was to explore how technology is incorporated into their language teaching and learning. There was universal agreement among the trainees that using technology is essential and should be used on a regular basis. An important finding of the study was that most classroom teachers had heard about and used some widely known info-communication applications and learning tools, such as Padlet, Kahoot or Quizlet to create tasks, quizzes or polls.

It became also clear that the applications they mentioned had not been designed for language learning specifically. Teachers felt they lacked basic information about new vocabulary building reference materials, such as online bilingual and monolingual dictionaries, pronunciation guides, thesauri or collocation tools. None of them had tried using corpus linguistic or text analysis tools, either. Based on these findings, the part-time courses can be aligned more towards trainees' needs regarding language teaching and learning applications.

This study will outline why language teachers on the MA for TEFL course feel dissatisfied with the general ICT courses they are offered, and what specific knowledge and skills they want to acquire in order to feel competent in the 21<sup>st</sup> century language teaching context.

# **Career Choice Issues at Örkényi Street Rural School**

**Brigitta ALMÁSI**

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Traces of rural schools may still be found in the rural area near Cegléd. Currently, two peripheral institutes provide school education, one of which is situated in Budai Street, the other one in Örkény Street (formerly named Ugyeri School). The latter was established in 1910 and is located 7 km from the city centre.

The infrastructural development plan of the institute was submitted to Pályázati Előkészítő Alap (Project Preparation Fund) by the Self-government of Town of Cegléd. The production of the conception was carried out in 2004, which was given a permission in 2005 due to Nemzeti Fejlesztési Terv (National Development Plan). The improvement of the school building started in 2006 and the new wing was inaugurated in September 2007. Present study aims to examine how different forms of talent nurturing and integration of weaker students are implemented in the Örkény Street building of Várkonyi István Primary School.

Supporting Roma students in their further studies is considered the main mission of the school. For this reason, in 2018 it joined Komplex Alapprogram (Complex Basic Programme). My research will examine and analyse the development activities in the school. The research methods applied are document analyses and structured interviews with the management of the school. The relevance of the research is supported by the fact that although a great number of Roma families live in the area whose talented children attend to Örkény Street school, only few of them are admitted to secondary schools.



# **Hospital School – Reintegration of Children with Chronic Illness**

**Emese BORBÁS**

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In the mid-2000s in the European Union between 20 and 40 percent of the population over the age 15 has a longstanding health problem and a quarter of these children get long-term medical treatment. The length of hospital staying is variable, and previous researches (e.g. Byrd, 2005, 2006) have shown that there is a strong correlation between longer hospital staying and academic achievement. Although hospital school services have been well established in Europe for at least half a century now very little is known and have been written about the role of hospital teacher and hospital education in the recovery process. In Hungary currently there are few researches about the development of sick children. The 26/1997. (IX. 3.) NM decree for school health care provides for the responsibilities of school physicians and nurses in the separate education and co-education of children with chronic illness. In practice, because of the lack of information and specialist the service is not appropriate.

As soon as children are diagnosed with serious diseases, they stop schooling. Interrupted schooling and reduced contact with social network of peers caused by long absence from school result in decline in academic achievements and unstable emotional status. Significant medical conditions can negatively impact several aspects of child development, from comprising academic achievement (cognitive functions) to reducing quality of life and self-esteem.

In such situation, in parallel with healing, the importance of attending school and maintaining good peer relationships became paramount, hospital teachers can help during this process. As opposed to school teachers, hospital teachers maintain the educational continuity in a very unique setting. In the mainstream schools many teachers did not know how the illness impacted the students learning, lacked knowledge on how to support students returning back to the classroom. Multidisciplinary rehabilitation teams have developed different interdisciplinary collaborative approach to school re-entry that seeks to address potential obstacles parents and children may face as they reintegrate into school and social environments.

In my research I make case-study with multi-case holistic plan. The aims of this research to know the national and international hospital teacher training; find the main points of the pedagogic training in the curriculum where the prospective teachers learn about hospital teaching and collect the national and international reintegration programs. The final program-collection will be a data base what can help for the reintegration team to find the best program for the sick children.

# **Stressabbau mit Achtsamkeitsübungen**

**Ildikó BORBÉLY**

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Die Achtsamkeitsforschung ist in den letzten 20 Jahren. Heute wird Achtsamkeit in Krankenhäusern, Schulen und an vielen Arbeitsplätzen angewendet. Die Methode wurde entwickelt von Jon Kabat-Zinn, um besser mit Stress umzugehen und chronische Schmerzen zu behandeln.

Bishop et al. (2004) stellen fest dass Achtsamkeit keine Entspannungstechnik ist, sondern eine Art mentales Training, das die kognitive Verwundbarkeit verringert.

Es hat sich gezeigt, dass Achtsamkeit in einer gesunden Bevölkerung wirksam ist, Stress reduziert und das psychische Wohlbefinden verbessert. Weiterhin führte Achtsamkeit in einer gesunden Bevölkerung zu einer Verringerung der Häufigkeit und Intensität negativer Effekte.

Bishop et al. (2004) schlagen ein Zwei-Komponenten-Modell der Achtsamkeit vor. Eine Komponente ist die Selbstregulierung der Aufmerksamkeit (das Umschalten der Aufmerksamkeit, beinhaltet die Flexibilität der Aufmerksamkeit, die Fähigkeit, plötzlich von einem Subjekt zum anderen zu wechseln). Die andere Komponente ist eine akzeptierende Offenheit für Erfahrungen (wir sind uns einfach der Gedanken, Gefühle und Gefühle bewusst, die während des Bewusstseins entstehen).

Achtsamkeit ist eine Art anhaltende Aufmerksamkeit, eine fokussierte Wachsamkeit auf der Gegenwart. Die Gedanken und Emotionen, die erscheinen, werden als Wellen wahrgenommen, die während des Bewusstseins entstehen.

Das Üben von Achtsamkeit trägt im Allgemeinen zur Verbesserung des psychischen Wohlbefindens bei. Der neurologische Hintergrund für die Wirksamkeit von Achtsamkeit ist die Neuroplastizität, die Entstehung neuer neuronaler Synapsen und die hebbsche Lernregel (häufiger verwendete neuronale Verbindungen gestärkt werden).

Forschung der letzten Jahre zeigen eine präfrontale Kortexaktivität bei Achtsamkeitspraktikern und der Amygdala-Aktivität wird durch Achtsamkeit Übungen verringert.

# **Stress Reduction with Mindfulness Exercises**

**Ildikó BORBÉLY**

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Over the past 20 years mindfulness research has exploded. Today mindfulness is used in hospitals, schools and in many workplaces. The method was developed by Jon Kabat-Zinn to better deal with stress and treat chronic pain.

Bishop et al. (2004) state that mindfulness is not a relaxation technique, but a kind of mental training that reduces cognitive vulnerability. Mindfulness has been shown to be effective in a healthy population, in reducing stress and increasing psychological well-being. Furthermore, in a healthy population mindfulness led to a decrease in the frequency and intensity of negative effects.

Bishop et al. (2004) propose a two-component model of mindfulness. One component is the self-regulation of attention (switching attention, involves the flexibility of attention, the ability to switch suddenly from one subject to another). The other component of the model is an accepting openness to experience (we are simply aware of the thoughts, feelings and feelings that arise during consciousness).

Mindfulness is a kind of sustained attention, awareness focused on the present. The thoughts and emotions that appear are perceived as waves that arise during consciousness.

Practicing mindfulness generally improves psychological well-being. The neurological background for the effectiveness of mindfulness is neuroplasticity, the emergence of new neuronal synapses and the Hebbian theory (the more frequently used neuronal connections are strengthened).

Research of recent years shows prefrontal cortex activity by mindfulness practitioners and amygdala activity is reduced through mindfulness exercises.

# **Importance of Online Public Collection Databases for Lifelong Learning**

**Tamás FÜLÖP**

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It is now generally accepted that the recognition and presentation of documents, material relics and cultural treasures of national and local historical importance held in public collections, as well as programs to introduce and present them (exhibitions, unusual history lessons, pedagogical activities, family history research events) to contribute to the development of national and local identity and the strengthening of cultural identity.

Over the past two decades, Hungarian public collections have made significant strides in making their cultural values researchable and accessible to the needs of the digital age.

In addition to widening access to cultural goods and conveying values, these digital content also play an important role in education, training, intellectual recreation and Lifelong Learning, in addition to supporting scientific research. The methodology of the utilization of public collections databases and digital collections for educational purposes is basically determined by the different infocommunication and research methodological qualification of different generations and social strata, the motivation of users of digital public collections content and their culture consumption attitude.

These online cultural content with proper preparation and methodological training provides an excellent opportunity for the adult and older generations to spend their leisure time actively, learn from old age, and create community. In my study, I would like to highlight these possibilities.

# **Vampirology, or The History of Haemophagia – Vampires for Readers?**

**László Pál GALUSKA**

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Vampires undoubtedly interest people. Their figure is not only frightening but also attractive. They can encourage members of Generation Z to read. In our presentation, we follow the process by which the vampire as a cult figure appeared in fantasy literature. Such a form of faith comes into the consciousness of mankind when the concept of the blood-soul - and thus the prohibition of blood - appears in human culture, along with the animist religions. The vampire insures his own existence by kidnapping the blood-soul as he could not exist on his own - he is dead. Other forms of soul are associated with its figure, eg. the shadow-soul. The vampire has no shadow and no reflection. (In Francis Ford Coppola's famous film, his shadow lives a life of its own, as evidence of the presence of evil.) Since he has no soul of his own, there is no conscience, as is the case with a real parasite. There are no lovely mosquitoes, cute leeches, kind fleas - so there are no friendly vampires. The vampire is not a good guy whose skin glows slightly and catches you if you fall, but he/she is a always hungry walking dead. We interpret the cultural history of vampires, examine their appearances in some discourses, and eventually accompany them on the path from the dark chambers of horror to the castle of fantasy. The vampire is no longer a specter but an idol also signalling a change in our traditional moral perception and the global value crisis. Is this good for us?

# **A New Direction for Vocational Training**

**Agnes STOMP**

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One of the determining factors of the competitiveness of the Hungarian economy is the training of qualitative technicians. Several researchers have already formulated that how closely education and the economy interact. I find it important to summarize these interactions in order to understand the topic clearly. I consider it important to analyze the purpose of the education system and the most significant functions of institutional education, because they together determine the competitiveness of education.

The legal basis of the changing vocational training system was the 120/2015. (V.21) government decree. It provided that the public education institutions providing vocational training – which had been maintained by Klebersberg Institutional Maintenance Center (KLIK) before – seceded from KLIK and since 1 July 2015 they have been operating in the organizational form of Vocational Training Centers. The transformation of the education system has followed the changes in Hungary with significant social and economic consequences in recent years, therefore I present those processes in the economy that have raised awareness of the need to transform vocational and adult education. The importance of the restructuring is highlighted by many problems of the current system of vocational training as well which need to be remedied so that the training of qualitative technicians become one of the key factors of the competitiveness of the Hungarian economy. The challenges of the current system and the consequences of economic processes have led to the development of Vocational Education Training (VET) 4.0 strategy that defines the systemic renewal and further development of vocational education training. To achieve it, the government adopted Act LXXX of 2019 on vocational training which introduces the new vocational training system from 1 September 2020. In line with European trends, vocational training is entering a new development path in the next decade under the new Vocational Training Act.

As a concluding part of my study I will review the objectives of the new VET system, the three pillars of the development of VET and the new basic system of vocational training that will be introduced from 1 September 2020.

# **The Status of Health Education in Hungary**

**Cintia HORVÁTH**

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The interpretation of health has changed a lot, no surprise it has been defined in various ways by scholars. The most accepted – which reflects the complexity of health – is by the World Health Organisation (WHO, 1946): “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Today, we can say that health is dynamic, functional (which we can interpret as a process instead of a passive, static status), concentrate on life and a kind of resource. School, as it is a secondary place for socialization, plays an important role in educating children: teachers have a significant impact on students’ value and habit system, thus teachers also influence their health education, healthy lifestyle and health promotion behaviours. The Health Education Programme (which is part of every Hungarian school’s Pedagogical Programme) describes the main principles and regulate how teachers should accomplish health education both inside and outside the classroom. Several Hungarian and international studies examine the state of Hungarian students’ health. According to Health Behaviour in School-aged Children (HBSC) the state of health among Hungarian school-aged children is insufficient and lags behind compared to other countries in the research: less than a quarter of them are active enough according to the WHO’s recommendation. European School Survey Project on Alcohol and Other Drugs (ESPAD) found that Hungarian school-aged children do not have a positive health behaviour. Compared to the international average, among Hungarian schoolchildren smoking and alcohol consumption is more frequent. In our research we examined teacher’s impact on schoolchildren’s health behaviour. 11 and 12 grade students took part in our survey (n=109). For data collection we used self-administered multiple choice questionnaire. Based on the results we state that there is no considerable teacher influence on students’ subjective health condition, not even in the case of PE teachers – parents and friends are much more likely to affect them. These results inspire us to conduct further research.

# **Importance of Intercultural Education**

**Emese K. NAGY**

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Nowadays, we can hear much, all over the world, about the concepts of ethnicity, multiculturalism, multicultural and intercultural education, which emerge in Europe primarily in connection with immigrants. There is a growing number of studies that analyse and present these concepts and their interrelations.

First of all, I make a distinction between the concepts multicultural and intercultural. According to the definition proposed by UNESCO, the term multicultural refers to mutual coexistence and understanding between different cultures in the same society, whereas the term intercultural is used in the sense of intercultural interaction. In my study, I conclude that it is about a paradigm that aims to improve social coexistence, to develop cooperation, reciprocity and partnership. As regards education, it is worth starting from the idea that the intercultural education of different linguistic and ethnic groups in multicultural societies living in the same area is primarily a matter of school organization and not so much a matter of preparing a curriculum.

In my study, I try to demonstrate that the structure of multicultural institutions is one of the most decisive factors in people's mental attitudes and their progress in learning. My goal is to draw attention to the fact that the curriculum hidden behind the system is often more effective than the official curriculum. The official curriculum is only a supplement, whatever it contains: whether it is about human rights or multilingual education, it is only secondary to the most important message of the hidden curriculum.



# **Mentor Support for Teacher Learning to Reduce Early School Leaving**

**Krisztina NAGY**

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My research under the Új Nemzeti Kiválóság Program focuses on a specific aspect of teacher organizational learning: How can the mentors working in the teaching staff support the learning of colleagues in order to reduce student drop-out rates?

Pupils' early school leaving, drop-out, and fighting against thereof are major internationally recognized educational policy problems. Teacher learning and professional development are of paramount importance in this respect, as many studies have proven that the quality of teaching is the main factor influencing the effectiveness of education, and that teachers are the main factor influencing student performance and thus play an important role in fighting against student drop-out.

The professional development and learning of novice and experienced teachers and its support are the key to quality teaching, and that is why, based on the international literature on the topic, it is becoming increasingly important to understand and research teachers' personal learning, to understand and research the role of support in learning.. Numerous studies have focused on the learning of teachers in organizational, practice and learning communities, with mentors playing an increasingly important role beside the school leaders, while the mentors' supportive, help-to-learn role is extended not only to newcomers, but also to experienced teachers in some education systems. This is not yet common practice in Hungary, so we have little knowledge of mentoring support for teacher training, including the support to prevent early school leaving.

Objectives - Research questions: Understanding teachers' learning goals: How does teacher learning focus on supporting student learning and reducing early school leaving? / Sample: Teacher narratives (development plans) created in the framework of the EFOP competition provide a model for the research. / Method: The research follows a qualitative methodology; its method is narrative analysis. / Results and applications: The preliminary results show that teachers learn in order to reduce pupils drop-out rates. These learning activities focus primarily on teaching their subjects, methodological and teacher competencies. Observation of and discussion with colleagues play an important role in this learning process, while the formal role of mentors doesn't seem to be as significant.

My research not only interprets teacher education within formal education and organizational frameworks. The results provide an opportunity to develop a more sophisticated system of teacher support, which is more closely related to personal learning particularities. The results can serve as a basis for renewing mentoring and leadership training programmes.

# **The Sports Camp – Functioning Specific and Managerial Specific in the Globalization Context**

**Florin NICHIFOR**

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The purpose of the research is to analyze the elements of cultural specificity of *the Oglinzi Târgu Neamț sports camp, Muncel sport camp and Arted Durau (Romanian sport camp)*, with a focus on the following aspects: the activity of the manager and of the managerial team, employees' attitude, the behaviour of clients (children, students, young people, teenagers, athletes), the mental, behavioural, and attitudinal conditions in the context of globalization. Usually considered by children and teenagers the most exciting and attractive space, *the camp* attracts people every year, thus "producing" the most beautiful and intense memories. The camp is the place where the clients look for sports activity, relaxation, entertainment, and rest. At the same time, it becomes, for a shorter or longer period, a special institution, a community. For any client, the camp means emotion, surprise, knowledge, meeting expectations. The client also has the possibility of developing practical (sports) and communicational skills, of getting used to the spirit of teamwork, of expressing and developing new creative skills, of getting in contact with the customs, traditions, and culture of the area.

This paper aims to identify the influences of cultural specificity upon the managerial decision flows within a sports camp. This influence is analyzed from the perspective of cultural dimensions, elaborated by G. Hofstede, F. Trompenaas, and Ed. Hall. This effort represents a pilot research aiming to elaborate methodologies for assessing the intercultural management of the sports camps in Romania. The purpose of this research is to identify the composing elements of the cultural specificity within a sports camp, regarding the activity of the manager, of the managerial staff, and the employees' attitude. We started the research from the hypothesis that there exist and that we can analyse the elements referring to the dimensions elaborated by the above mentioned authors at the level of a sports camp. The qualitative and quantitative analyses will illustrate the dynamics of cultural influences upon the managerial side of sports camps within the geo-cultural area of Moldavia, Romania.

The research sample comprises 14 subjects, representatives of the managerial staff for the pilot camp that we studied. The group is divided into two categories: the low experienced managerial staff (aged 20-40) and the high experienced managerial staff (aged 41-60). The subjects of the two categories were applied the H2 2006 questionnaire, used to assess the organizational culture, after Hofstede's model (with an Alpha Cronbach index of reliability of at least 0.65 for each of the five factors). The results were then quantitatively and qualitatively analyzed using the SPSS – version 17 statistical analysis program.

# **Hat der Beruf Grundschullehrer eine Zukunft? Lebensbahnplanung von Studenten des Faches Grundschullehrer an der Pädagogischen Fakultät der JNU**

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Der Mangel an Arbeitskräften in den pädagogischen Berufen und die Tatsache, dass eine Großzahl der frisch diplomierten Pädagogen nach einigen Jahren Berufserfahrung den Beruf an den Nagel hängt, beschäftigen die Öffentlichkeit und die für die Ausbildung zuständigen Universitäten in Ungarn immer mehr. Die Fachleute fordern eine Wochenzahlsenkung für Schüler und eine Gehaltserhöhung für Lehrkräfte, um sie in der Schule zu halten. Ist der Beruf GrundschullehrerIn zukunftslos?

Die Pädagogische Fakultät der Neumann János Universität startete im September 2019 ein Pilotprojekt, in dem eine Art duale Ausbildung der Grundschullehrer erprobt wird. Dies zeigt schon frühe Ergebnisse, die zum Thema des Beitrags relevant zu sein scheinen, was Berufssozialisation betrifft.

Der Beitrag stellt die Motivationen von Abiturienten für eine pädagogische Ausbildung vor, dann werden Alumni-Daten der letzten 10 Jahren analysiert, welche die Charakteristiken der Lebensbahn von berufsausübenden GrundschullehrerInnen (Weiterbildung, Beschäftigung, Einkommen) darstellen. Es werden die Ergebnisse von Fragebogenerhebungen bekanntgegeben, die zeigen, welche Berufspläne die StudentInnen des ersten Jahrganges und die absolvierenden GrundschullehrerInnen der JNU haben, und mit welchen Erwartungen diese in die Berufswelt starten. Zu bedenken ist, wie die Universität sie bei der Entwicklung ihrer beruflichen Kompetenzen und Fertigkeiten unterstützen kann, mit dem Ziel, dass die Berufsanfänger eine langfristige Karriere als LehrerInnen planen können.

# **Using TEL Tools in Higher Education: methods, case studies, strategies and recommendations based on AduLeT-project**

**Ildikó SZABÓ**

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The AduLeT (Advanced Use of Learning Technologies in Higher Education) project (2016-2019) sought to support higher education (HE) lecturers in technology-enhanced learning (TEL) via the community of practice approach to equip and to empower HE lecturers with TEL methods, TEL tools and best practices. Hence, one of the first initial research action plans was to investigate the current status of TEL in HE and barriers to adoption for HE in Europe. Based on the fact that lecturers mainly have low skills in the advanced use of ICT within teaching or do not have enough time, the main objective of the AduLeT project was to provide lecturers an environment with helpful information for their teaching. This environment should give them better support, an easy to access information pool with a set of well described TEL tools as well as suitable Teaching Methods for these TEL tools. The AduLeT project aimed to enhance lecturers to get to know about an advanced use of learning technologies. In order to support the lecturers, the AduLeT project developed a Community of practice (CoP) (<https://cop.adulet.eu>), which includes all the results of the project such as the collection of teaching methods the collection of TEL Tools, the collection of case studies, the results of the AduLeT survey carried out in the partner countries focusing on the barriers about the basic use of TEL at higher education institutions as well as publications. Teaching methods are described in a template that was reviewed in several iterations with the main target group of lecturers and made a new one based on feedback. Guidelines for the effective use of TEL tools were described with a new developed template (TTT), which was reviewed as well revised. Case studies include a collection of strategies, support concepts and facts about TEL, the goal of which was to provide a simple and accessible way to get started with the application of teaching methods and TEL tools in practical education. Therefore, Case Studies were collected including guidelines, examples and best practices from lecturers of the participating universities. Furthermore, the consortium summarized existing Strategies and Support for TEL. There was a survey enriched by modern research technologies, tailored to the partners' needs and performed at each partner university, which aimed to understand the barriers adopting TEL in different countries. It provides further insights into reasons why educators are hesitant to include TEL-based teaching methods and Tools into their daily teaching practice. For this purpose the AduLeT-project has identified the current barriers at each participating university based on a study using Group Concept Mapping (GCM) as well as its analysis of the barriers towards the use of TEL in higher education across several universities in Europe.

# **Olympic Education as an Innovation in the New Zealand Curriculum**

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According to the New Zealand Ministry of Education (NZME) “the Olympic Movement encourages the blending of sport, culture, and education to help people improve their own lives and those of all people everywhere.” Although the International Olympic Committee describes how to achieve Olympic values education, it is too vague and countries in the world differ in putting it into practice. In this paper I examine and analyse New Zealand’s case, as it is very unique: since 1999 Olympic Education has been integrated into Health and Physical Education in the national curriculum. The aim of my study is 1) to highlight the pioneer status of New Zealand in integrating Olympic education into its curriculum; 2) to analyse the resources and programmes offered by the NZME; and 3) to discuss other scholars’ views regarding this innovation. The method for my research was document and content analysis which involved examining the curriculum and Olympic education resources and reviewing other researchers’ works. As for result, I found that the following sources are provided as guidance: in *Curriculum in Action: Attitudes and Values: Olympic Ideals in Physical Education*; on *PE Central* webpage: *What works in Physical Education*; and an education programme named *Game On!* When implementing Olympic education the NZME made acceptance compulsory for every school. Scholars (e.g.: Kohe, Lenskyj, Culpan) debate on the proper content and methods and offer a constructivist approach in teaching. Olympic education can be learnt outside school (lifewide learning), and it is suitable for any age group (lifelong learning). As for the future I assume that New Zealand is going to change its current practice and widen the application area of Olympic education instead of keeping it in Health and Physical Education.