

# **6<sup>th</sup> IRI International Educational Conference**

ŠTÚROVO, SLOVAKIA, 22-23 OCTOBER 2018

PROGRAM  
ABSTRACTS

International Research Institute s.r.o.  
Komárno, Slovakia

2018

Conference organized by  
**International Research Institute s.r.o.**

Place:  
Kultúrny dom, Hasičská 25, 943 01 Štúrovo, Slovakia

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# Conference Program

## 22 October 2018

9.00-10.00 Registration

Presentations in Sessions

Session No. 1. 10.00-11.40  <i>Culture, Nature</i>	<i>Chairman</i>  <i>Judit TORGYIK</i>	Antal-Mor SZUCS: Edutainment
		Dalma TÓTH, Gergely GYIMÓTHY: Summary of the significance of the white-water extracurricular class trips
		Ákos GOCSÁL: Acoustic aspects of spoken communication affected by music learning
		Viktória GERGELY: The use of TV game shows in grammar teaching
		Bálint FODOR: Nature as an educational setting in a Hungarian educational experiment

Coffee break

Session No. 2. 12.00-13.40  <i>Education and Society</i>	<i>Chairman</i>  <i>Levente SZÉKEDI</i>	Judit SZABÓNÉ-KÁRMÁN: Overcoming prejudice through education
		Judit TORGYIK: Roma Education – Some Good Examples
		Eszter GERGYE: Appearing of Roma, Gypsy languages' elements in different learning spaces
		Anita Szerencsés Attiláné LADNAI: Positive voices from Pécs
		Rita PÁSZTOR, Levente SZÉKEDI: Community and Individual Effects of Adult Education: A Case Study from Bihar county, Romania

### Coffee break

<p>Session No. 3. 14.20-16.20</p> <p><i>Special Pedagogy</i></p>	<p><i>Chairman</i></p>	<p>Monika DUKIC, Júlia MECSÉRI: The High 5! disability awareness program and its impact on its participants</p>
	<p><i>Renáta Anna DEZSŐ</i></p>	<p>Judit GOMBÁS: Benefits of inclusion in regular physical activity for students with disabilities and for their sporting communities</p>
		<p>Renáta Ildikó HEGEDŰS: Therapeutic possibilities of children with autism spectrum disorder. Attitude assessment of teachers and parents in Csongrád county</p>
		<p>Angéla IMRE, Péter GOMBOS, Ildikó BARANYI, Tünde BODOR-NÉMETH: How to teach reading comprehension? Similarities and differences in case of children with intact hearing and those with hearing impairment</p>
		<p>Adrienn ORAVECZ: Learning as an accomplishment for people with Cerebral Palsy through Conductive Education</p>
		<p>Renáta Anna DEZSŐ: Inclusive Education on Tertiary Level – Good Practices at the University of Pecs</p>

## 23 October 2018

### Presentations in Sessions

Session No. 4. 9.40-11.20  <i>ICT</i>	<i>Chairman</i>	Levente SZÉKEDI, Katalin GÁL: Digital Competences at the Partium Christian University, Oradea
	<i>Barbara SÁNDOR-SCHMIDT</i>	Attila KÖRMENDI: The impact of excessive smartphone using on adolescents' life
		Zsolt KRISTÓF: In-house developed virtual learning tools
		András KAUTNIK: The quality online supported learning from the researcher's perspective
		Barbara SÁNDOR-SCHMIDT: Using the emoti-coding method in early childhood education research

### Coffee break

Session No. 5. 11.40-13.20  <i>Children</i>	<i>Chairman</i>	Mária PINTYE-SÓS, Bence KAS: Early linguistic indicators of later reading achievement in kindergarten children
	<i>Klára KÁZMÉR</i>	Réka KISSNÉ-ZSÁMBOKI: 'Young Tree, Rainbow, Sunshine' – Kindergarten Educator Students Conceptions of Childhood
		Klára KÁZMÉR: Measuring reading comprehension levels among Hungarian secondary school students in Slovakia
		Veronika VÉGH, Gábor ELBERT, Henriette PUSZTAFALVI: University students' self-report study on eating disorders and the factors leading to obesity covered in high school Biology classes
		Gábor GYARMATI, Tibor János KARLOVITZ: A healthy lifestyle and the role and position of education in education in today's school system

### Coffee break

Session No. 6. 13.40-15.20  <i>Education and Theory</i>	<i>Chairman</i>	Kati MUNKÁCSY: Equity and curriculum
	<i>Beatrix FÜZI</i>	Réka ASZTALOS, Alexandra SZÉNICH: Students' disposition towards tools to support autonomous learning in tertiary education
		Krisztián URBÁN, Judit SZIVÁK: Teachers' profession: The challenges of designing a comprehensive theoretical model
		Beatrix FÜZI: Individual explanations for teaching mistakes
		Tibor János KARLOVITZ, Judit KÁRPÁTI-DARÓCZI: CSR in Education

### Coffee break

Session No. 7. 15.40-16.40  <i>History of Education</i>	<i>Chairman</i>  <i>Ilona SZÓRÓ</i>	Ilona SZÓRÓ: The clubhouses of reading circles in the first half of 20th century
		Zsófia NEMES-WÉBER: The Hungarian nursery teacher training and the role of nursery teachers in the society of the 20 <sup>th</sup> century
		István-Dániel SANDA: Hungarian Students' Peregrination to Foreign Universities in the 16-17 <sup>th</sup> Centuries

16.40: Closing Conference

# Abstracts



## **Students' disposition towards tools to support autonomous learning in tertiary education**

**Réka ASZTALOS, Alexandra SZÉNICH**

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European higher education institutions' self-access language centres often promote students' language learning and their autonomous learning by providing free online and paper-based materials for specific languages, as well as for learning to learn languages (for example self-assessment methods and strategy training). Students are also supported by personal coaching, workshops, tandem learning or conversation clubs. Language learning at the language centres can supplement obligatory courses or can be part of complementary language courses. Support is not only provided for students but also for teachers by fostering improvement in their methodologies.

At the Budapest Business School, at the Faculty of Commerce, Catering and Tourism, the heterogeneity of students' language levels and their ability to learn languages make it necessary to support their autonomous language learning to help them pass the obligatory language exams and prepare them to fulfil the expectations of the employers. The aim of our research was to map students' plans on scheduling language exams obligatory for their degree, students' language learning habits beyond university classes, their disposition towards autonomous language learning and their preferences for institutional support. The analysis of 238 questionnaires suggests that the majority of students do little to improve their language knowledge and are not prepared to learn autonomously. As for ways of institutional support, they would prefer an online language centre and personal language coaching in the preparation for a specific language exam.

## **Inclusive Education on Tertiary Level – Good Practices at the University of Pecs**

**Renata-Anna DEZSO**

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During teacher education modules of general educational-psychological courses need to focus on transversal values, attitudes, skills, knowledge and critical understanding regardless of the majors of student teachers in case we consider inclusion as an essential approach. These cross-curricular competences may be implemented via non-traditional educational tools.

Followed by an examination of the labyrinth of education-related competences this lecture first introduces such an example used in teacher education combining the use of an online database and the theory of multiple intelligences in order to target the Council of Europe competences for democratic culture. As teachers facilitate students in and outside their classrooms, they may be role models not exclusively as the expert of their majors but as those of a responsible and reflective democratic citizen.

Besides introducing a good practice above I also intend to share the first endeavours of colleagues and myself at the University of Pecs concerning a project on full university level regarding inclusive excellence. Our work started in 2014 with relevant research, next we published our findings in 2015, then we started sharing the proceedings and from September 2018 we began a two-years long project for „Inclusive University”.

## **The High 5! disability awareness program and its impact on its participants**

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In 2017, with the financial support of the national gambling association in Hungary, and with the professional help of the Council of Disabled People's Organizations (FESZT) and the Eötvös Loránd University Bárczi Gusztáv Faculty of Special Education, the Salva Vita Foundation announced a national call for proposal named "High 5!" program for primary and high school students. Originally this is an adapted awareness raising program which has been successful in Spain for 34 years.

Disability awareness programs play a key role in addressing attention to disability, tackling stereotypes, and helping to create students' long-term, positive attitudes in order for them to contribute to a more inclusive society. Versatile, well-structured and well-run programs can positively influence children's attitudes. The "High 5!" Program was specifically intended to serve this purpose, creating a bridge between people with disabilities, students and teachers in majority institutions. Not only regarding education and knowledge transfer, but also regarding the gain of personal experience, where each participant can benefit according to their capabilities.

The aim of the proposal is to get the growing generation to meet the everyday lives of people with disabilities through personal experiences and contact, thereby forming the attitude of young people to become open-minded, accepting, responsibly thinking and prepared members of a diverse society. The tender suggests the realization of a disability awareness program in which experiences can positively change the attitudes of students, destroying their prior prejudices, to create empathy and awareness. The main point of the tender is to share the personal experience of the applicant groups through the interaction with others as a good example and good practice.

The presentation will showcase the results of the attitude measurement carried out during the program - the efficiency of the awareness program.

## **Nature as an educational setting in a Hungarian educational experiment**

**Bálint FODOR**

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As the Hungarian educational system is constantly struggling with renewal, yet produces steadily degrading performance at global educational surveys and student assessments, some teachers have decided to stand up for their own beliefs – those that value and prefer student diversity and educational innovations over a centralized and rigid national curriculum. The creators of Conkers School (Vadgesztenye Iskola) based their newborn institution on their professional expertise, teacher-parent workshops, open-minded conversation and educational innovations, fusing Hungarian traditions with teaching methods that prepare students to successfully meet the ever-changing challenges of the 21<sup>st</sup> century.

As the school's name itself already suggests, its educational beliefs, methods and settings are inherently related to nature. The school is located outside the urban area of Pécs, a medium-sized, vibrant city of Southern Hungary. Conkers School can be found at the foot of the picturesque Mecsek mountain, just at the edge of a forest. Its location provides unique opportunities for the teachers and students alike to leave the man-made boundaries of traditional Hungarian education behind – both in the literal and the symbolical sense. Most subjects are thought outside the school walls, as they venture forth with their teachers on a daily basis for lessons in the forest or the mountainside.

Conkers School has started its first school year in September 2017. The teachers contributing to its foundation, however, are far from being enthusiastic idealists: they are long-time members of the “think tank” of an already successful elementary school. Conkers Schools is based on the methodological and practical innovations of an already existing state-approved Educational Program, and carries on the massive expertise and know-how accumulated during the recent decades. However, the opportunities provided by the school's natural environment have also inspired the teachers to think outside the walls and declare nature itself as one of the primary teaching environments of the Conkers students.

I am introducing Conkers School and give an insight into the unique ways and methods of how this educational experiment integrates nature into the teaching/learning process of its students. My work is based on semi-structured interviews with both teachers and students, as well as participating observations and content/document analysis of the institution. I am accompanying the teachers of Conkers School from its very first steps conducting participant observation as part of my PhD research.

## **Individual explanations for teaching mistakes**

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The presentation gives an account on my research focusing on the observation of the work of 25 primary and secondary school teachers and their personalized mentorship. During the qualitative analysis of the documents related to the project - interviews, notes on classes and their evaluation with the teachers - I paid particular attention to the examination of recurring problems, conflicts and pedagogical mistakes.

Three databases form the basis of my research: self-description of teachers, the opinion of 697 students and the observations of the mentor. Using three main indicators (effectiveness, teacher-student relationship, well-being of the teacher and students), the quality of the teachers' work was categorized (above average, average, below average). Teachers belonging to different categories showed different strategies to deal with recurrent problems and conflicts.

Educators working above average rarely face recurrent or regular problems. Should there be any, it is so negligible that it does not jeopardize the quality of teaching and education. Such teachers are inspired by these difficulties, are actively trying to solve them, and are glad to accept ideas to do so and their attempts to intervene succeed relatively quickly - within a few weeks.

Educators working average or below average, do perceive the problems in their teaching. However, they are often looking for a solution quite stressfully without any success. Therefore, mistakes become regular and decrease the quality of their work. Failure and the reappearance of problems are highly demanding for these teachers, who attempt to ease the tension by various defense strategies. They blame the students, parents, the staff, or they underestimate the importance of the error. The most interesting strategies are, however, individual explanations by which some teachers positively evaluate unresolved classroom situations and mistakes. For instance, some of them define themselves as a necessary negative, deterrent model, or attribute some kind of educational role and effect to the mistake. Some claim it is deliberate. The goal of mentoring is the reinterpretation of these explanations. My presentation will feature a number of case studies.

## **The use of TV game shows in grammar teaching**

**Viktória Gergely**

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The modern methodological literature deals a lot with the students' interests, the use of information and communication technologies. We all know the concept of a television game show, which is watched by many people as an evening entertainment.

The aim of my paper is to present the possibility of using TV game shows in the classroom and to examine the potential of its usability in teaching grammar by using the atmosphere of a game show. There is not a big difference between a teacher and a TV game show host. Both are asking questions and waiting for the correct answer.

While the TV game show presented in the media has a great publicity thanks to their technical potential, we highly recommend their use even in grammar teaching. The aim is to inspire active learning, to support student-centred attitudes and to acquire the knowledge in an easier way by using the concept of TV game shows. The purpose of teaching is not transmitting the knowledge one-way but transforming students' attitudes towards learning from a passive recipient into an active participant. Therefore, it is necessary to create the right conditions for students to take part in the learning process, individually or in groups, but in any cases responsibly and actively.

According to my experiences, if the lesson is based on a quiz, students are actively listening and responding carefully to the questions. They also prefer to process the parts of the curriculum which would seem boring for them when being taught by using traditional teaching methods. After the theoretical review, I introduce some specific ways of applying the TV game shows in grammar teaching by presenting concrete ideas of adaptation of "Who Wants to Be a Millionaire", "Jeopardy", "Wheel of Fortune" and other examples.

## **Appearing of Roma, Gypsy languages' elements in different learning spaces**

**Eszter GERGYE**

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According to the Hungarian Nationality law -accepted in 2011- there are 13 officially accepted nationality and 14 officially accepted languages of these nationalities in the country. Roma are accepted as nationality and also their languages: Boyash and Romani are on the accepted languages' list.

The Boyash and Romani speaker Roma population is a minority in the country what dangers even more these languages and speeds up the process of language shift (from the minority languages to the majority, Hungarian). Providing strong status for these languages could serve the relearning of these minority languages and strengthening the identity of Roma minority. Presenting of Romani and Boyash language elements in different formal spaces (what are accepted by the majority as well) could provide a certain prestige to these languages. A Roma student who could meet their mother tongue or their parents', grandparent's mother tongue in formal places they might would rather think about it as a value than something to be ashamed of. Literature on Linguistic landscape is usually using the definition of Landry and Bourhis, what says that official road signs, advertisings, street names, government buildings' written signs, etc. form a settlement's or a region's linguistic landscape.

Examining linguistic landscape of a place provide information about the relations between the appearing languages and their speakers' relations, statuses. Schoolscape (linguistic landscape of schools) focusing on the formal learning spaces: what is written on the classrooms' doors, which languages are used in general in the school.

The aim of this research is to examine the linguistic landscape of formal, informal and non-formal learning spaces in Baranya county in Hungary, where Roma population is highly represented. The research is focusing on how the Romani and Boyash languages are appearing in learning spaces if they so, and what are the reason that they could or could not appear. In addition, what are the effects if they have appeared so.

This presentation is about the first stage of the research, giving a short overview of the starting points and results.

## **Acoustic aspects of spoken communication affected by music learning**

**Ákos GOCSÁL**

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Music learning has a wide range of effects, called transfer effects, that contributes to the development of the individual. It is not only the instrumental skills that a music learner acquires, but his/her personality traits and psychological qualities and abilities may also be affected by music learning. One field of transfer effects is related to the communication skills. Previous studies have demonstrated that music learners' auditory skills are superior to non-musicians. Musicians have enhanced skills in discriminating small differences in melody, intensity or timber of sound, in addition to being better at focussing attention to the sound source. Less is known is about possible effects on speech production. The purpose of this presentation is to find differences between speech samples obtained from musicians and non-musicians. 10 professional musicians (students of the University of Pécs, Faculty of Music and Visual Arts, majoring in instrumental performance, with at least 10 years of music learning) and 10 age-matched non-musicians read the same text. Non-musicians' speech samples were obtained from the BEA database (Hungarian Academy of Sciences, Research Institute for Linguistics). Tempo and stress parameters were measured in the speech recordings using the Praat software. Statistical analyses (Mann-Whitney's U-test) demonstrate no difference between the two groups, suggesting that, as far as the measured parameters are concerned, mechanisms related to reading aloud are not affected by music learning. Shortcomings related to the research include the relatively low number of participants and the quasi-experimental nature of the research. Further experiments are therefore suggested.

## **Benefits of inclusion in regular physical activity for students with disabilities and for their sporting communities**

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Participation rates of individuals with disabilities in PA (physical activity) are worldwide low. In few countries are thus these numbers regularly monitored, and Strategic planning, on how physical activity levels of the population with disabilities can be increased, is also sporadic.

This paper highlights an urging necessity of boosting sport participation among students with disabilities. Regular PA is an essential means of improving both physical and mental health and overall well-being. Children with disabilities have lower levels of cardiorespiratory fitness and higher rates of obesity than typical children, and decreased muscular strength is also characteristic. Physiological and mental benefits of PA are widely known, but most adults who are in daily contact with children with disabilities (parents, therapists, teachers etc.) are only in part, or totally unfamiliar with the numerous and specific beneficial effects of sport on children with disabilities. Sport has the potential to ease chronic side effects of a disability. Success on the track gives youths a feeling of satisfaction, increased self-esteem, and according to various research, facilitates the acceptance of the disability.

Providing children with disabilities inclusive participation in school-based physical education, and in extracurricular sport activities are equally important. Their participation, on the other hand, gives as much to their community as to themselves, as it fosters cooperation, fellowship and supports the process of natural inclusion of the child with a disability in the sporting community.

## **A healthy lifestyle and the role and position of education in education in today's school system**

**Gábor GYARMATI<sup>1</sup>, Tibor János KARLOVITZ<sup>2</sup>**

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The houses have so many habits. Every people interpret health as so many way. This work does not address the question of what health is, because it is partly a question of faith, partly determined by main opinions of the given age. I want to respond to what this is like in today's school system, when it comes out at all and how much the students are concerned about. I am also looking for answers to the question of how much this question is asked in each higher education institution (especially medical education) and the question about this? What methods, how could this be emphasized in schools, taught, at what age is this place at all? The role of parents is most obvious because of common meals, movement, and attitude, but teachers and trainers may also have the authority to influence it. In addition, the human character and worldview may change with age, so it can be shaped even in adulthood. The experience in the Hungarian school system is that this question is in the background, the school leaves this question to the parent. Parents shape their children's health according to their habits, belief systems and other aspects. Unfortunately, in our country, mass sport is pushed into the background vs competition sport, but the health-related disadvantages of the competition sporting character show that it is not the solve. So, we do not necessarily have to be certain that the latter is a solution for young people. Soul health is also an important aspect of health. 20-21. century's psychological problems and solutions show that there is a large lag behind. How much do art, relaxation, and stress management modes occur in today's educational system? And then we have not even talked about real religious and religious life in everyday life. Which can be a great help to a man, but the question is whether this good practice in school would be direct education or rather exemplification.

## **Therapeutic possibilities of children with autism spectrum disorder. Attitude assessment of teachers and parents in Csongrád county**

**Renáta Ildikó HEGEDŰS**

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Autism spectrum disorder differs from the atypical samples in many aspects. These differences affect the mutual communication, the social understanding and contacts, as well as the field of the flexible behaviour-organisation. There is a huge variety of therapeutic methods for people with autism spectrum disorder both in Hungary and abroad. That is why it is so difficult for parents and for specialists to choose a therapy.

The goal of the research was to explore the attitudes of those children's parents and teachers who are affected by autism spectrum disorder in Csongrád county. Our questions were concerning the question how accessible, affordable and useful the therapies are. Furthermore, this research wanted to present the applied and available therapies.

The data were collected online. The specialists, the teachers and the parents filled in the questionnaires voluntarily. The forms were filled in by 216 people. The analysis was carried out based on the questionnaires that were filled in an assessable way.

62% of the people who have filled in the questionnaires were specialists, 38% of them were parents. The strategy of the research was descriptive-revealing, the data were analysed with the help of Microsoft Excell and SPSSv20 programs.

As a result of this research it can be ascertained that the application of different therapies is widely used among people /patients suffering from autism spectrum disorder in the investigated field. The majority of both target groups, that is 72% of the parents and 67% of the specialists agree on the point that there are sufficient therapeutic methods available in Csongrád county. Parent's opinion regarding the affordability of the therapies differs from that of teachers. 87% of the parents and 41% of the specialists are of the opinion that these therapies are affordable, but both the specialists and the parents entirely (100%) agree on the fact that these therapies are useful and help children, parents and teachers alike.

## **How to teach reading comprehension? Similarities and differences in case of children with intact hearing and those with hearing impairment**

**Angéla IMRE<sup>1</sup>, Péter GOMBOS<sup>2</sup>, Ildikó BARANYI<sup>1</sup>, Tünde BODOR-NÉMETH<sup>1</sup>**

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Hearing – in the case of intact intelligence, hearing and sight – shows a very close connection with the mother tongue. This means that in order to be able to learn how to read, a proper level of mother tongue knowledge is required. Within this, speech perception and comprehension processes play a decisive role. Today in Hungary there are around 700,000 people who have some level of hearing disability. According to topical literature, hearing which is not intact has an influence on speech perception and comprehension processes. Does this mean that it influences the quality of reading comprehension? In this process, there are some key facts which relate to the level, discovery and actual initiation time of the impairment, and eventually the level of improvement (due to, for example, an implant).

Our previous research examined the comprehension of children of different ages and varying levels of hearing impairment. A case study was carried out for each person. For the research, we used a reading test, which we prepared for three different age groups, and for each group there was one belletristic and one non-belletristic text. Research has shown that the reading comprehension of hearing impaired children is much weaker than the reading comprehension of children with intact hearing. Our present paper focuses on the background of the question: what are the similarities and differences in the development of the reading comprehension of the two groups? What kind of methodological steps are needed for developing a sufficient level of vocabulary, grammar and minimalizing the disadvantage of hearing impaired children in reading comprehension? – The paper analyses the methodological background of these questions.

## CSR in Education

Tibor János KARLOVITZ<sup>1</sup>, Judit KÁRPÁTI-DARÓCZI<sup>2</sup>

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The Corporate Social Responsibility (CSR) nowadays appears not only in world of entrepreneurial segments. In the pedagogy we usually think that CSR is charity activity of the companies what results are useful for schools, teachers and students.

We have worked out a four-levels model of CSR for education among entrepreneurs, and then analysed some of homepages. Our focus is based on so-called '*Ethical Responsibilities*' of Carroll's Pyramid model, but in our presentation, we examine all possibilities. We probe to show our model how works from a quite different view point.

In our model we divided to four parts of educational activities in companies. One of them are internal trainings for skill development. It is necessary for the company. In the second case the company has benefit from the employee's educational program – it means that they have interest to finance these. In the third version the employee's and company's interest meet, however the entrepreneurs can not directly benefit from the educational process. In the last (fourth) case the company gives support for something (e.g. sponsorship, cooperation, grant agreement). The companies often say that these are exactly their CSR, however, from the other side, this is a little bit similar with their advertisement activities.

In the Carroll's Pyramid model for CSR the fundament is *Economics Responsibilities*. It is required by society, and the most important in this level is to be profitable. The next level is *Legal Responsibilities* (to obey laws and regulations). Third level is *Ethical Responsibilities* (request is to do what is just and fair), and the highest level is *Philanthropic Responsibilities* (desired by society – to be a good corporate citizen). We are attempting to match these two models to each other.

## **The quality online supported learning from the researcher's perspective**

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In my presentation we do not think about learning supported by online devices as the teacher sharing pieces of information, online platforms, or students using their mobile phones in class for collecting pieces of information from interfaces such as YouTube or Wikipedia.

Learning in an online environment means that the teacher in organising the process uses LMS (e.g. Moodle, Canvas) and/or such applications for promoting community learning such as Padlet, Mentimeter, Kahoot.

On the one hand it means that they organise the lesson with these devices, on the other hand it means that they create such an online environment where physical attendance is not necessary for community learning.

Preparing for teaching in an online environment will be a more and more determining task of teacher training. Therefore, it is important to research this field practically. Creating online learning environment and choosing the appropriate online supporting devices, methods for students in the continuously changing world of technical and methodological paradigms, should happen along appropriate quality criteria.

In the presentation we will address the topic of which methods would be practical to choose in order to research the field mentioned above, which methods revealing data analysis can lead to the desired result: the active and effective experience of online learning process for students as well as teachers.

## **Measuring reading comprehension levels among Hungarian secondary school students in Slovakia**

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In my presentation I aim to present the results of a reading comprehension survey carried out among Hungarian secondary school students living in Slovakia. Reading comprehension is one of the basic skills which we need not just at school but in everyday situations as well. Many researchers have already explored the reading comprehension levels of Hungarian students living in Hungary but we have little information about those students' reading comprehension level who are living in other countries, e.g. in Slovakia. The respondents of my research will be secondary school students from the first and the fourth grade. We chose these age groups to reveal the possible differences in reading comprehension skills of students who have just started their studies carried out in secondary schools compared to those learners who are finishing their studies in this school year. The number of respondents in each school is determined by the total number of learners in each grade of the given school. In the survey we use two types of tools: a questionnaire and a reading comprehension test. The questionnaire asks the respondents about e.g. their language usage at home, reading habits, etc. The reading comprehension survey consists of tasks connected to three texts based on the PISA survey from 2009. Our test was created by using various text types and question types. One of our goals is to contrast the reading comprehension skills of secondary school students with the skills of primary school students to see if there is any difference between them or not.

## **‘Young Tree, Rainbow, Sunshine’ – Kindergarten Educator Students Conceptions of Childhood**

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The aim of our research is exploring the attributes of kindergarten educator students about conceptions of childhood focusing on historical and postmodern features. Our further goal is to discover contrasts between conceptions and experiences in pedagogical practice related to the reality shock. Theoretical and conceptual framework is based upon paradigmatic changes of childhood and the papers dealing with the challenges that facing beginning teachers. We used for our work studies on mentoring beginning teachers. Our work is based upon papers focusing on qualitative methodologies and metaphor analysis and researches on pedagogues' conceptions about childhood. We used a qualitative research methodology within an interpretative paradigm, metaphor analysis participating with students in Kindergarten Education BA training program (N=82). Our Students' metaphors provide pictures about their thoughts of childhood and their role as educators. Metaphors were compared with the requirements of National Curriculum of ECEC. We found that conceptions of students about childhood reflected the complexity of postmodernism. The contradictions of idealistic features and real experiences (obtained by practice) increase the risk of reality shock. According to our work kindergarten teacher training institutes need to work out innovative and reflective training contents to decrease the risk of reality shock that students need to face with.

## **The impact of excessive smartphone using on adolescents' life**

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Excessive smartphone usage is a growing problem among adolescents. These devices offers a wide range of activities which are attractive for young people. Adolescents use them for entertaining purposes (playing video games, watching movies, surfing on the Internet or listening to music ), or for keeping contact with others (callings, communication via community sites, text-based contacts). Because the friendships and the relationships often organize around smartphones avoiding them may result social exclusion or even isolation. We must research this field because these devices have a great impact on adolescents' life and it seems that excessive smartphone usage is very similar to other addictions (for example video game addiction or smoking). Other technological addictions such as community sites addiction, video games addiction and even online sex addiction are parts of cell phone usage. Main addiction symptoms can be identified in the most cases. Our question is that which impact does smartphones have on young people regarding learning, social relationships and personality development?

*Methods.* In this presentation we would like to introduce an adolescent case about excessive cell phone usage and discuss it based on the current literature.

*Results and discussion.* Based on our case common addictology symptoms can be identified such as preoccupation activities, tolerance, withdrawal symptoms, denial, relapses and the client fulfills the requirements of the main addiction models. Smartphone activities have a significant negative impact on our clients' life in many fields: jobs, academic performance, relationships. She uses her cell phone to cope with stress and negative emotions.

## **In-house developed virtual learning tools**

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In our days, the need for distance learning is increasingly spreading in education, especially in higher education. At present, electronic textbooks, tests, file sharing systems are widespread, complemented with communication interfaces such as chat or forum, but there are lots of new tools that can meet e-learning based education needs.

These platforms provide a much more modern environment, their use is generally easier or more effective than widespread ones. Virtual environments are a good example of these modern platforms. Virtual reality is a computer interface that allows users to use a computer-generated three-dimensional space, using their senses through a special device to interact with each other or the medium. The advantage of virtual environments is that even the students can formulate, so the education process can be customized, the tools meet the needs of the students, their opinions can be taken into account when designing each object.

Second Life is a three-dimensional virtual environment established by the Linden Lab. While learning in virtual space, it is important to have the convenience, the fun and the sharing of experiences. This also means that institutions, organizations, and companies involved in different education can design and operate much more effective educational programs and web interfaces that bring them many new students and users, so they can be more prominent on the Internet.

From the year 2010 I created three Second Life based virtual learning environment for the students at the University of Debrecen, Faculty of Health. During these processes I developed several virtual learning tools also. When designing these devices, I considered that the appearance has to be user-centered. In my lecture I like to present all of my virtual learning devices and I will also describe how I implemented and used the tools at the educational processes.

**Positive voices from Pécs**  
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In my essay I introduce how to work the teaching methods in Pécs, Institute of Education. I summarize some of researcher work's of pedagogical approach teachers' didactics. From the didactics of research raining through the opinions and feedback and the end of reflexion to evaluation. At last a I made my conclusions.

My research questions and slowed answer's are: What is the pedagogical approach of didactics at university of Pécs? The problem-solving skills and life-long (self-regulating) learning, which brings key competencies to the forefront, became determining. Requirements and consequences were drawn for both cognitive and constructive theories during improvements. What are the characteristics of assessment culture? As a result of the research, guidance and an evaluation form was created and could help the professional self-reflection and professional socializing process of teacher candidates. What is the role of students in the teaching and learning process? Inclusive approach, cooperation, and team-work became important and were strengthened by adequate fieldwork. By planning and evaluating studying, all these established pedagogical seminars connected to the individual coherence school practice a sin University of Pécs. Furthermore, Arato made (based his research) suggestion are needed to establish new pedagogical styles at higher education at the University of Pécs, Institute of Education. The aim of the research was to collect and express the proposals of students, teachers and mentor teachers for development and cooperation.

## **Equity and curriculum**

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I would like to talk about, especially with regard to high school education, that the design of curricular content has a very strong impact on equal opportunities. My first examples are what I just mention: In the six-year-olds we assume that since they have paper on schooling, they also speak the cultivated Hungarian public language. But they do not.

At the university entrance examination, a foreign language exam will be taken, which, of course, is useful, but the secondary school does not prepare for it. And who can go to a private teacher?

The main topic of my talk: almost every university requires strong mathematical knowledge, mainly mathematical analysis, but this area is not a part of the secondary school curriculum. Who can go to a private teacher? Or also at university, if a student needs help?

We - in Hungary - do not teach analysis for the majority of students, because, it was been good in the past, it will be good afterwards too. In addition, Hungarian mathematicians say that students of secondary schools are too young to learn a substantive analysis that is why it begins later, just in higher education.

Instead of postponing, we started teaching elements of analysis in elementary and in secondary school. Basis of our work is theory of Dienes Zoltán, Varga Tamás, Pólya György. Based on our experiences we would like to test our method on a large sample.

## **The Hungarian nursery teacher training and the role of nursery teachers in the society of the 20<sup>th</sup> century**

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In my presentation I would like to review a short period of Hungarian nursery teacher training in which I focus on the practices of teacher training of the middle of the 20<sup>th</sup> century.

The school reports of *Matild Éva Rostás*, a nursery teacher in *Szentlőrinc*, from the period between 1949 and 1952 are used as primary source along with the interviews with her. Moreover, the changes in legislation also help to explore the political expectations and goals and to get a deeper understanding of the period.

During my study I use contemporary sources to investigate the emphasis on practical training. Considering the evolution of institutes dedicated to nursery teacher training, it can be seen that changes in legislation indicates a continuous professional development which can be detected numerically in the study of the training period. As this profession gained recognition, the amount of practical activities and skills increased, along with the growth of the theoretical, methodological and psychological knowledge. The significance of practice was unaltered during times; it rather showed a growing trend.

During this study it is unavoidable to deal with the emancipation and employment of women in the 20<sup>th</sup> century, for this reason I use secondary sources to present the Hungarian social history and the employment of women of this period parallel with the evolution of nursery teacher training.

## **Learning as an accomplishment for people with Cerebral Palsy through Conductive Education**

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Cerebral Palsy is an umbrella term used to describe a group of disorders that primarily affect a person's ability to move and maintain balance and posture. The motor disorders of cerebral palsy are often accompanied by disturbances of sensation, perception, cognition, communication, and behaviour, by epilepsy, and by secondary musculoskeletal problems. The major motor centres: the cerebellum, the motor cortex and basal ganglia are damaged at the early stage of the developing brain before, during or shortly after birth. Cerebral Palsy belongs to the most common neurological disorders in childhood. The brain damage that causes cerebral palsy is permanent and nonprogressive, however patients born with cerebral palsy often experience more limitations in their day to day activities as they grow older. Due to the fact that infants' brains are very flexible during early childhood that leads to an increased capacity of learning and provides an improvement of cerebral functioning which cannot be reached to the same extent and with the same ease as the babies grow older. This was the very basic theory of *András Pető*, the founder of Conductive Education. He emphasized that patients with a severe brain damage still have a capacity to learn new things especially if they are working towards a fixed goal. Conscious active learning is very important in Conductive Education. Through this very intensive, repetitive and goal-oriented learning progress new coordination and other important functions can be achieved. As they grow older this ongoing learning not only enables them to reach their potential in their mobility, but also plays a key role to integrate and cope with difficulties in mainstream education and be successful in many other areas of life. During the summer structured interviews were made with young adults who took part intensively in Conductive Education training and as a result later they could go to normal education.

## **Community and Individual Effects of Adult Education: A Case Study from Bihor county, Romania**

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The complex transformations of our era necessitate the continuous development of human resources via adult education programs, performed within or outside the formal school system. Our study analyses a special adult education training program aiming at the formation of social and civic competencies, organised in a rural settlement situated in a disadvantaged region of Bihor county, Western Romania. The program provides means for individual development and self-recognition, it indirectly contributes to local community development. Objectives of the training programs: community development through strengthening the participants' soft skills, improvement in terms of equal employment opportunities for the active aged population, overcoming social mobility barriers.

Our analysis focuses on the training program and the participants. We outline time management and methodological aspects of the program, such as the flexible feedback system connecting learning needs and educational offer, the training methods adapted to the particularities of the targeted disadvantaged group, schedule and planning issues.

The activities organised in the September-May 2018 interval involved a socio-culturally heterogeneous group of 45 persons; participants differed in their age, occupation and level of schooling. Nevertheless, most of them were socio-economically deprived, having problematic family context, displaying learning difficulties and lack of knowledge, quite a few of them being in shortage of time. Our study analyses demographic, social, occupational characteristics of the participants, with an emphasis on the learners' motivations and expectations. Outcomes are assessed by determining participants' reactions, satisfaction with and the perceived utility of the program. The study is based on qualitative techniques: semi-structured interviews, focus groups and participant observation.

The case study ends with a summary evaluation of the training program, with recommendations on dropout reduction and involvement enhancement solutions. The overall outcome of the program was positive, so it could be considered a best practice showcase. These programs are motivators for disadvantaged categories (partially) lacking formal education and with scarce learning resources, participants get familiar with the learning process, they experience success, cognitive, psychological fulfilment. Moreover, these programs contribute to improvements in the social functioning of the local community.

## **Hungarian Students' Peregrination to Foreign Universities in the 16-17<sup>th</sup> Centuries**

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Due to the lack of Hungarian universities, students from the territory of historical Hungary attended European universities in smaller numbers from as early as the 12<sup>th</sup> century onwards, but it was thanks to the spreading of the Reformation in Hungary that new, unprecedented opportunities opened up for students desiring to continue their education on the highest level. Looking back at the five hundred-year-history of the Reformation, we can claim that it is impossible to even count and list the names of those Hungarian clerics, politicians and scholars who had gained most of their education at foreign universities.

A numerical evidence of the strengthening of Hungarian Protestantism is that from the middle of the 16<sup>th</sup> century onwards, more Hungarian students enrolled into Protestant institutions of higher education than to Catholic universities. The vast majority of the peregrines of the 16-17<sup>th</sup> centuries returned home and utilized their knowledge learned the distant universities. They considered it their moral duty to do so. Despite the historical vicissitudes, students from multi-denominational and multi-national Hungary made it to all the science centres of contemporary Europe. From the end of the 16<sup>th</sup> century, members of different denominations brought home state-of-the-art knowledge from different universities.

Even though no universities were operating in Hungary at the time, thanks to the peregrination of our scholastic ancestors, our country did not lag behind the rest of Europe with respect to culture and education even during the hardest period of Ottoman occupation following the division of the country into three parts. Upon returning to Hungary, the students adopting the spirit of the Reformation became schoolmasters and Protestant pastors and devoted their lives to preserving our nation by promoting mother-tongue education and preaching in Hungarian.

## **Using the emoti-coding method in early childhood education research**

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Research on emotional and pedagogical examination of early childhood often poses great challenges to educational researchers. Qualitative and combined research methods provide deeply structured and broadly diversified opportunities. These methods provide a new perspective for early childhood emotions in understanding and cognition. In the last decades many of the successful researches were out as well as in early childhood education and in general or middle school education. which used qualitative research methods for educational science researches. Based on these positive results, I chose this methodology for my ongoing research. During my previous research I recorded 160 game activities in different preschools (Pécs, Beregovo) which is almost 500 minutes of audio-visual data. In these videos, I used my self-adaptation preschool educational method known as '*Everybody Intelligent in Different Way*', based on the Project Spectrum method. Within the framework of this pilot research, I try to provide information from a specific segment of my existing multi-code data with a qualitative data analysis program. During this process, I use emoti-coding (visual icons and symbols that show emotional functions). The Intra-coding ensures the principle of triangulation during coding method. (Additional observation possibilities are repeatability, stability and reproducibility). My goal is to reveal the evaluation and reception of the activities and the exploration of the deep emotional and pedagogical content.

## **Early linguistic indicators of later reading achievement in kindergarten children**

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Literacy is a relatively new development in the evolution of human cognitive abilities, thus, our brains are not innately pre-wired to reading. This biological-cultural gap can be bridged only by explicit instruction that modifies the operation of the underlying visual and linguistic neural structures. Literacy development relies on very different fundamental abilities, some of which are genetically determined while others are shaped by early experiences. Therefore, the process of reading acquisition is very vulnerable as it depends on the early development of different cognitive domains.

The main questions of the current research are: (1) What characterizes children at risk for reading disorders in Hungarian kindergarten children? (2) What are the early linguistic indicators of poor reading development?

Our short-term longitudinal study followed 148 children from kindergarten to 1<sup>st</sup> grade through the initial processes of learning to read. We explored the relationship between earlier linguistic skills and later reading achievements by measuring a particular set of linguistic abilities in kindergarten age and reading performance in the first semester of first class. We examined the accuracy and fluency of reading performance on different levels such as letter-sound recognition, word- and nonword reading and reading comprehension. We formed four groups of the children based on ranks in letter and word reading efficiency in 1<sup>st</sup> grade.

Our preliminary results suggest that the group of children with the poorest reading outcomes have not only been significantly weaker in phonological processing tasks but in a number of language skills according to measures in kindergarten age. Poor readers showed significantly lower levels than children with average reading outcomes in phonological, lexical and morphosyntactic tasks such as nonword repetition, nonword discrimination, word repetition, rapid automatic naming, sentence repetition and the use of grammatical morphemes but not in phonological awareness. Our results in Hungarian are mostly in concordance with the international literature while some of the differences are explained by task-specific reasons. Results suggest that reading outcomes in 1<sup>st</sup> grade children might be predictable based on a screening test measuring linguistic skills at different levels of language. This result makes the early identification and development of children at risk for reading disorders possible.

## **Overcoming prejudice through education**

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According to the early scholars of social pedagogy, the human mind – once a theory is set up (either because it is generally recognized and people believe in it, or because it is comfortable), forces everything else to re-confirm that statement: and even numerous and convincing examples that prove the opposite are left ignored, scorned or rejected through fierce and unjust prejudice – rather than sacrificing the authority of the original conclusion. According to Allport – a prominent figure of social psychology – preliminary judgements become a prejudice if they can not be changed by new ideas.

Prejudices are based on various subjects; they can be sexual, religious, economic, cultural, sanitary, political, even gastronomic. These are mainly focused only on the behaviour or attitude of a certain person. But when it is focused on a group of people, it often generates inequality, seriously damaged interactions, threat, discrimination, even violence. It is fundamentally destructive to the life of the concerned minority and the whole society. It is essential to avoid the formation of inter-group prejudice, and to develop acceptance at universities as well. Courses in the topic of Romology were introduced by me at the Debrecen Reformed Theological University from the academic year of 2016/2017; every student must complete these courses for three semesters (future teachers, Calvinist churchmen, seminary teachers). The necessity for these courses is clearly supported by domestic researches on prejudice; according to a survey, teachers are moderately prejudiced, one third of them are highly discriminative, 14% of the students of teacher training are obsessively prejudiced or racist, and only 7.4% is unprejudiced, open-minded, and tolerant. A nationwide random survey performed in 2016 identified that three-quarters of the population is prejudiced against Gypsy people, 70% of the students are prejudiced, and 10% of them is strongly radical. The Mission Department of the Reformed Church performed a nationwide survey among clergymen in 2012-2013, and the results show that among the 700 communities, 54% of the clergymen lacked specialized experts for the mission between Gypsy people, and 60% lacked the help of a prepared associate worker.

Over the two years I have taught hundreds of students in subjects of Romology, and I conducted a research about the development of their prejudice at the beginning and at the end of the three compulsory semesters. According to the questionnaires and scales measuring the degree of social separation, prejudice among students hit a serious rate of 26% in September 2016 which decreased to 8% by December 2017. Positive attitude (marriage, friendship) increased from 44% to 55%. In my lecture I aim to present the period between September 2016 and December 2017 – the combination of theory and practice –, the viewpoints of students and the reason for their change.

## **Digital Competences at the Partium Christian University, Oradea**

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The underlying problem motivating our research is the seemingly paradoxical situation of Romania, where a relatively good Internet coverage, a good broadband (mostly urban) digital infrastructure is coupled with a low overall level of digital skills. Generally speaking, only 29% of Romanians has basic or above basic digital skills, whereas the EU average is almost double (57%).

The authors' objective is to conceptualize and contextualize the various meanings of the terms digital competences, digital skills and digital literacy and to apply certain sociological tools to assess the digital competences within the Partium Christian University of Oradea, Romania. The researchers opted for a somewhat restrictive usage of the term digital literacy for grasping a compound of cognitive and technical skills being employed in the process of using IT&C devices, completed with the specific knowledge and usages of digital learning technologies. Digital competences were conceptualized using the General Technology Competency and Use framework, developed by the Canadian researcher *François Desjardins*.

The empirical research consisted of an online survey (May 2018) of the teachers, students and administrative staff of Partium Christian University of Oradea (N=260), using an extended version of the EILAB Digital Competency Profile questionnaire (University of Ontario Institute of Technology, Faculty of Education). Questions related to three aspects of ICT-related activities (frequency, confidence, device), grouped in the following dimensions: epistemological, informational, social, technical.

Findings show that the digital skills of the target groups are rather average, the distribution of computer-related cognitive, technical skills being somewhat skewed toward a proficiency in the simple point-and-click, visually generous softwares, in the detriment of the complex task-solving expertise required by the job market. Moreover, students and teachers are not adequately familiar with the digital learning technologies, online courses are seldom used at the university. A prospective report based on the survey should provide an earnest evaluation regarding the integration and the utilization of digital tools in the university learning process and could contribute to the development of a special digitalization strategy of the university.

## **The clubhouses of reading circles in the first half of 20th century**

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In the first half of the 20th century the associations of agrarian society had wide spread social and cultural activities. They realised all this under relatively moderate material opportunities, mostly based on the members', the sympathisers' and the district's local population's sacrifices. It was a difficult task for reading circles and farmer's clubs to provide the necessary financial background for their activities. They did not have significant external resources, did not receive regular support from the government. The most substantial part of the assets was the association's clubhouse. After the establishment of the social organizations, they made big efforts in order to acquire a building of their own. In many places, the members of the association have built the clubhouse themselves, working together. In the 1940-ies, most associations had a separate home, which were also the cultural and social centre of the district

All the buildings had a banquet hall that was inevitable for holding the community events, the general assemblies, the celebrations, the balls, and the courses. There were generally 2 smaller rooms available; one of them was the library or reading room. The other was the club room or gaming-room, where the members were talking, playing billiards or cards in the evenings. The association's club-houses were usually surrounded by various stading. Most frequently they included a cook-house, a car-shed, a wood-shed, a wine cellar, and an ice-pit. The associations' members paid close attention to keep the buildings neat everywhere. They made efforts that the circle evokes recognition and appreciation in people going by even with its outlook. In 1949, after the establishment of communist dictatorship the associations of agrarian society were dissolved. The clubhouses of reading circles were given to left-wing organizations or co-operatives. However, they were not used for cultural purposes. In a short time the buildings were broken and its equipment was lost.

## Edutainment

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Our goal is to prepare children between the age of 6-7 for the process of learning reading. The method chooses to use tales and special applied form of music as a motivational system. It invites the children into a magical tale world where letters are impersonated by loveable balloons and exciting fairy tale characters. The stories are accompanied by musical sound effects in order to create emotional elevation.

The 4 key points of the method. 1. *Phoneme isolation*. The method provides the opportunity to the 6-year-old children to shape the mental representation of isolated phonemes which is crucial in order to associate them to visual objects (graphemes).

2. *Separating vowels from consonants*. The vowels are symbolized by different coloured, faced balloons all of which have a certain emotion while the consonants are represented by fairytale figures. The two groups are effortlessly separable thus the children 'unconsciously' learn to categorize the phonemes to vowels and consonants.

3. *Phoneme-grapheme association*. Week by week during active play in a fantasy world they evolve association between one phoneme and a figure (balloon or character) as a preformation of the actual grapheme-phoneme correspondence. They feel curiosity and excitement about the stories with the balloons and the tale characters meanwhile they learn phoneme-grapheme correspondence.

4. *Preparation for reading syllables*. Within the framework of active gaming and the fantasy world, children can be trained for one of the most difficult mental operations of the reading process which is reading syllables. They decode visual objects (balloons and figures) as graphemes which is the preformation for reading real syllables. The cognitive process is equivalent in reading syllables (consisting letters).

*Measurements*. Although the method develops the reading abilities during kindergarten we have examined the effect in elementary school as it is intended to preform reading technique. Two groups have been measured both of them comprises of 17 children. All of them have been between the age of 6 and 7. They were given reading tasks such as reading 1) vowels 2) consonants 3) mixed letters (vowels and consonants) and 4) syllables. The focus group read vowels 2.3 times, consonants 2 times faster, the mixed (c and v) reading range was 1.8 times faster, while they read syllables 2,6 times faster than the control group.

The same examination showed that the control group produced significantly more mistakes in their reading processes than the focus group. It happens to be outstandingly hard for the control group to read syllables which is a difficult moment in reading indeed. In this particular unit, the focus group produced almost equivalent as in the previous units that suggest it was not significantly harder for them.

## **Roma Education – Some Good Examples**

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In the European Union it is essential to support social inclusion on such areas like education system, health care, housing and labour market. In different European countries there are several successful programmes and initiatives that aims are to develop of the Roma children's education and help to create the inclusive society where every child can get appropriate, proper conditions to their learning process. In my presentation I will look at some good examples of them. In education we can highlight the children-friendly initiatives that build on minority children's own culture, traditions, habits and their talent, positive values, as well. To build of these initiatives, it is necessary to have openness, flexibility, tolerance, to provide support and pay attention of the agents' social and cultural characters, traits.

More researches have showed that extracurricular activities can help to reach better school performance among those children who come from deprived social background and from ethnic minority group. Further significant aspect is to prepare the educationists to teach in multicultural environment and improve intercultural skills and methodological and social science knowledge. Innovative methods are based on complex scientific background, are involved interdisciplinary paradigms.

## **Summary of the significance of the white-water extracurricular class trips**

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This study is about the extracurricular education in connection with white-water trips as a class-camp. We discuss so kind of topics such as the environmental education in the nature, the role of observation at the natural habitat and the benefits of river-by camping while doing sports and being educated at the same time.

Extracurricular trips are wide-spread in middle-Europe, however many schools do not prefer them for many reasons, or even do not think of how useful can be a camp if it is not at an accustomed place, like at country sides or at the woods. It is true, that close to any water (river or lake) there is a big responsibility on the pedagogue's shoulders because of the water-sort-accidents. It also means more pre-work with the children and their parents in order to make sure that their behaviour and knowledge will be appropriate in sticky situations. Despite of these facts, we would like to attract attention to the benefits of river-by camps, as it is a good opportunity to make the students get to know to the landscape's flora and fauna (including the native species) by their own experience.

We want to answer to the questions like 'What kind of pedagogical and educational methods are proposed to use at these kinds of trips?'; 'What could a white-water trip give to a pupil which is out of the extracurricular platitude?'; 'How does a white-water trip connects to the environmental education in primary school?'

Last, but not least, this study contains the special project method of the extracurricular white-water trips enhancing the consequence of the complexity of subjects.

## **Teachers' profession: The challenges of designing a comprehensive theoretical model**

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Teacher profession has been in the center of academic debate for decades, partly due to the numerous existing theoretical approaches, partly due to its implications for teaching practice (Kennedy, 2005; Hargreaves, 2010). Today, as a result of these debates, we can talk about the paradigm of 'mature profession', which reflects the general agreement on the stable status of teaching being a profession (Sachs, 2016). However, this academic agreement does not mean that different researchers share the same opinion about the content of teachers' profession. Their views mainly differ in who or what they consider in control of the profession, leading to a debate over the factors that trigger changes in the content of the profession (Evetts, 2011). Whether it is the teacher who is in the absolute center of the profession, or the wider environment (including the school and the educational system as well) that defines its direction is still the topic of academic debate. The different approaches have serious implications for empirical research as well, as they can influence how researchers attempt to analyze teachers' professional development and practice. The same challenge occurred when the *Research Group for Organization, Teacher and Teacher Education* of ELTE's Institute of Education executed the detailed analysis of the master-teacher category in the Hungarian educational system. The research group aims at analyzing how policies of the educational system influence the roles teachers construct for themselves, while also trying to understand the effect master-teachers might have on the exact same system. Such complex research goals require a clear but adaptable theoretical framework, which includes all the influential theoretical approaches. A proper theoretical model is able to indicate the role of the individual teacher and all the great systems (school, educational system, society) and also express the dynamic interaction between these layers. The real challenge of such undertaking originates from the difficulty of integrating several, sometimes conflicting theories that might work with different sets of terminology. The presentation attempts to demonstrate a possible way and all the challenges of creating a comprehensive theoretical model of teachers' profession through incorporating the most widespread approaches, thus producing a stable, yet flexible theoretical framework for empirical analysis.

## **University students' self-report study on eating disorders and the factors leading to obesity covered in high school Biology classes**

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The two open-ended questions discussed in this study were part of a complex questionnaire aimed at surveying the health knowledge gained by university students in their high school Biology classes.

These topics are especially salient nowadays for several reasons. First, the prevalence of eating disorders among teenagers is worrisome; however, education can play an important role in reducing the number of affected teens by raising awareness of eating disorders. Secondly, teachers can play an important role in obesity prevention by educating their students on healthy lifestyle choices, which is a central issue in the medical profession as well. Biology lessons are an excellent opportunity for health education since such topics can be embedded in the curriculum with ease. Although health education is treated as a high-priority issue in educational policy documents, it is not only large-scale awareness-raising campaigns or projects that can bring about a positive change. The teachers' individual contribution, active participation and conviction when spreading knowledge and awareness about healthy living is essential to effective health education.

In the present study 181 university students were asked what type of eating disorders and what factors leading to obesity were covered in high school Biology lessons. According to the results, both male and female students listed an unhealthy diet and lack of exercise as the main causes of unhealthy weight gain that were discussed in Biology class, but hormonal and genetical problems were also mentioned. As for eating disorders, anorexia nervosa and bulimia nervosa were mentioned together most often.

The results of this study can give teachers information on how to make health education more focused and more informative in the Biology curriculum, thereby supporting students in leading a healthy lifestyle.



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