

9th International Conference for Theory and Practice in Education

26-27 NOVEMBER 2017, BUDAPEST, HUNGARY

PROGRAM
ABSTRACTS

Association of Educational Sciences
Budapest, Hungary

2017

Conference organized by
Association of Educational Sciences

Place: Pannon-Kincstar Kft.
Address: Budapest, district V, Str. Váci, No. 47.

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DOI: 10.18427/iri-2017-0128

ISBN 978-963-89392-9-6

PDF -- ISBN 978-615-5840-00-5

Conference Program

9th International Conference for Theory and Practice in Education

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26-27 November 2017, Budapest, Hungary

Venue: Pannon Kincstár – Humán Szakképző Központ,
47 Váci Street, Budapest, 5th district

26 November 2017 (Sunday)

Registration: 9.30-10.00 Room No. 308

Presentations in Sessions

10.00 – 11.40 Room No. 308

Session No. 1. <i>General Methodology</i>	<i>Chairman</i>	Stefan Miletiev : The subject "Physical Education and Sport" in the higher schools in Bulgaria
	<i>Edita Hornackova Klapicova</i>	Veronika Bocsi & Andrea Ujvárosi : Musical and Language Proficiency of Students Majoring in Singing
		Anikó Salamon & Zoltán Balázs Varga : The results of the eleven-graders in Mathematics in the Budapest Center of Economic Vocational Training
		Edita Hornackova Klapicova : Acquisition of Vocabulary and Meaning in Bilingual Children
		Adela Bradea & Valentin Cosmin Blândul : Teacher's perception of the use of ICT in the education of children with special needs

10.20 – 11.40 Room No. 301a

Session No. 2. <i>Teaching and Learning</i>	<i>Chairman</i>	Vesela Mircheva : Standards for the evaluation of pupils in initial educational age - power for effective education
	<i>Tamara Cierpiałowska</i>	Jakimov Goranco , Jelena Jurhar & Daniela Smilkovska : Self-evaluation aimed at creating school development policy - A prerequisite for quality assurance in the education of students with visual impairments
		Tamara Cierpiałowska : Learning (without) teaching. About the educational biographical potential in the andragogical perspective
		Andrea Fischer & Krisztina Majzikné-Lichtenberger : The Role of Feedback in Developing Reflective Competence

12.00 – 13.40 Room No. 308

Session No. 3. <i>Modern Educational Technologies</i>	<i>Chairman</i>	Elżbieta Kołodziejska : Whether and how to teach programming in school?
	<i>Veronika Végh</i>	Veronika Végh , Gergely Horzsa , Zsolt B. Nagy & Gábor Elbert : The prevalence of computer usage among Biology students in Hungary and their Edmodo usage frequency
		Yuksel Goktaş & Ozlem Baydas : The Differences between Prospective Teachers' Acceptances of Using Technology in the Future Classes by Their Departments
		Menelaos Tzifopoulos : ICT and new forms of learning: Greek teachers' perceptions of participating in a distance education program
		Petar Petrov : Conceptual model of a three-step approach for change management while implementing modern educational technologies

12.00 – 13.40 Room No. 301a

Session No. 4. <i>Teachers' Development</i>	<i>Chairman</i>	Davaajav Purevjav , Edit Katalin Molnár , Oyuntungalag Orosoo : Teachers' Problem Behaviours
	<i>Thongsay Phongphanit</i>	Thongsay Phongphanit : Causes of teacher burnout toward school board management in Laos
		Andrea Bordás : Teachers' professional development in Romania – narratives from inside the system
		Imre Fenyő : Professional Development in higher Education
		Maria-Katalin Domjan : Intrinsic motivation and factors associated to choosing teaching, as a career - a meta-analytic review

14.00 – 15.40 Room No. 308

Session No. 5. <i>Applied Education</i>	<i>Chairman</i>	Marc Depaepe & Annette Lembagusala : The unsolved paradox of educating Congolese girls - from colonial paternalism to Maoist-rebellion
	<i>Jennifer Healy</i>	Vassilis A. Foukas : Childrens' rights in Greek education (19th-20th c.): Gender, educational experiences, school life
		Éva Antal : Irony and <i>Bildung</i> in Feminist Educational Writings
		Marietta Bankó : Humour in the English language classroom
		Jennifer Healy : Understanding Language through Art

14.00 – 15.40 Room No. 301a

Session No. 6. <i>Teachers</i>	<i>Chairman</i>	Rossitsa Penkova & Petar Petrov : Linking secondary and higher education - a factor for improving the quality of education
	<i>Petar Petrov</i>	Renáta-Anna Dezső : Transversal Democratic Competences in Teacher Education
		Janina Kostkiewicz & Dominika Jagielska : Concept and critique of ideology in the writings of Polish pedagogues from 1918-1939 - introduction to the issue
		Beatrix Fúzi : The relationship between the quality of the teachers' work and the teachers' model of their role
		Faik Özgür Karataş , Sevil Akaygun , Canan Cengiz , Fatih Orcan , Burcin Turan Bektas , Suat Celik , Pelin Yilmaz : Determining the Principal Aspects of Scientific Literacy: A Delphi Study

27 November 2017 (Monday)

Presentations in Sessions
10.00 – 11.00 Room No. 311

Session No. 7.	<i>Chairman</i>	Mária Lubinszki : The possibilities of existential interpretation horizons in the professional training of special education teachers
<i>Special Needs</i>	<i>Joanna Kossewska</i>	Joanna Kossewska : <i>Anthropomorphic robot</i> as assistive technology device in special education. Attitudes of acceptance by Polish professionals
		Jan Viktorin : The activity of staff of the school counseling center in inclusive environment of mainstream schools

12.00 – 13.40 Room No. 311

Session No. 8.	<i>Chairman</i>	Édua Rostás & Mária Illésné Kovács : Open up opportunity to step together: examine usability of the CLIL based NyIT method in disadvantaged adult learning groups
<i>Disability</i>	<i>Édua Rostás</i>	Kateřina Šimčíková : The diagnostic process of individuals with mild intellectual disability
		Szandra Lukács & Judit Mészáros : Hearing impaired children and ASD: The importance of early identification and intervention and its role in further development of life
		Beatrix Sélei : Teachers' and educators' attitudes towards disability
		Eva Doležalová : Opinions of the general public on inclusive education

14.00 – 15.20 Room No. 311

Session No. 9.	<i>Chairman</i>	Andrea Bence Fekete : Research? Learning? Exploring? Individual knowledge acquisition
<i>Theory of Education</i>	<i>Tibor Janos Karlovitz</i>	Beatrix Vincze : Theoretical and practical models of Hungarian Life reform movement
		Éva Remek : Conflict Analysis Methodology for Security Policy: Case study on German OSCE presidency - "Renewing dialogue, rebuilding trust, restoring security"
		Slavica Pavlović : Extracurricular activities (not) marginalized in the school reform in Bosnia and Herzegovina

Abstracts

Irony and *Bildung* in Feminist Educational Writings

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According to Richard Rorty, the ironist “[she] has radical and continuing doubts about the final vocabulary she currently uses, because she has been impressed by other vocabularies, vocabularies taken as final by people or books she has encountered” (*Contingency, Irony, and Solidarity*, Cambridge UP, 1989, 73).

The context of the present paper is given by my research on philosophy of female education and the questions of female *Bildung* in the 18th and 19th centuries in England. I have been studying not only works of educationalist and philosophical concerns – for instance, Mary Wollstonecraft’s and John Stuart Mill’s writings –, but also literary works such as the *Bildungsromans* written in the related period.

In my research, utopias are also significant and though the genre “remained the almost exclusive preserve of male authors” till the late-Victorian period (Beaumont, *Utopia Ltd.*, Chicago, 2009, 106), female utopias appeared from the 1870s. While the novels of upbringing display the process of individual development, female utopias are to show the possibility of social development, laying special emphasis on education.

Female writings – either literary-utopian or educational-philosophical – seemingly rely on the framework and theoretical background of well-known male works so that they should present a critical and ironical reading while also raise the questions of social solidarity and (e)quality in individual *Bildung*. In my presentation, I will mainly highlight several strategies of feminist rhetoric, taking my textual examples from Mary Wollstonecraft’s anti-Rousseauian *A Vindication of the Rights of Woman* (1792) and Elizabeth Corbett’s feminist utopia, *New Amazonia* (1889).

Humour in the English language classroom

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The paper places humour and language education into its focal point, in general, and narrows down to linguistic humour and teaching English as a foreign language (TEFL), in particular. It primarily aims to examine and highlight some issues regarding the overlaps between them, i. e. linguistic humour and the process of teaching and learning English as a foreign language.

Humour is considered a part of human existence. Some go as far as to consider it to be a measure or a strong sign of intelligence. Undoubtedly, scientific studies have shown that sense of humour correlates with intelligence. Likewise, it is easy to agree that humour is something positive, it adds something positive to our existence and lives, and that humour is closely linked to laughter, which is also something positive. It is generally considered proven that laughter has a wide range of positive health effects, for instance it reduces blood pressure, relaxes muscles and relieves stress. Humour and laughter have also been found to increase motivation and facilitate learning. These in themselves should provide enough evidence for us to integrate humour and linguistic humour into the process of teaching and learning in general. In the case of foreign language education, it might as well be seen an obligation to exploit the potentials of and the possibilities offered by humour and linguistic humour either inherently present or deliberately brought into the classroom.

In the introductory part the paper discusses ambiguity and unambiguity in language, then aims to provide a classification of the linguistic and the non-linguistic forms of humour. Linguistic forms of humour are presented in detail and supported with examples. Humour is not only an entity or phenomenon, but is a field that is subject to broad scientific interest. Thus, some of the relevant findings of the related sciences, such as linguistics, medicine, neurology, psychology, sociology, pedagogy, are discussed and analysed. And last, in relation to teaching English as a foreign language, the humour of both the source and the target language, its roles and functions, and how it is inherently present in and can be integrated into the teaching process are discussed in the paper.

Research? Learning? Exploring? Individual knowledge acquisition

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The world around us had gone through radical changes in the past decades, thanks to the rapid development of science and technology. The amount of new information increased; and the scientific researchers have created an incredibly huge knowledge base, which is expected to be acquired verbally by the next generation. However, this method cannot be applied in real life, as it does not result in applicable, useful knowledge for getting by in the world. The development and modification of learning skills did not follow the boom of the other areas. In the teaching materials verbal knowledge is still the most significant, which does not require thinking and creativity from the students during acquisition; what more, sometimes even the pedagogues do not like those students, who apply unique problem-solving strategies. Making the knowledge applicable does not happen via passive reception, but rather via active learning based on individual thinking and experiences. The primary aim of school would be to develop high-level competences, but traditional schools are not yet able to fulfill these requirements and meet these goals. It is a general task in the education of pedagogues to help the teachers of the future acquire the modern educational toolbar, which meets the requirements of our present time and may successfully be applied among the students of nowadays.

Research based learning/teaching is a pedagogical method, which enables students to experience the process of knowledge-creation. Learning, which is stimulated by research will be student-centered, and is a way to self-controlled learning. During the process the research skills of students will develop, which make them motivated for lifelong learning. Research-based learning is an advantage for pedagogues as well, as it makes the integration of teaching and research possible, which increases the feeling of success.

This method of knowledge acquisition may be applied already from the age of 10; and it enables and prepares children to get along creatively in our knowledge-based society, which requires the individual search and use of information and sources, sensitivity towards problems and a general knowledge of research methods. During the lecture I will introduce the working group of young researchers, where children learn the basics of research step-by-step and show how the roles of students and teachers change during the individual discoveries. Dunántúli Mandulafa is a scientific competition of 10-19-year-old young researchers, where they show their first ever presentation and make their first scientific publication – considering the abilities originating from their age, certainly.

Musical and Language Proficiency of Students Majoring in Singing

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Nowadays a fundamental expectation for singers to perform vocal pieces in the original language. The practice and the training of singing in the original language have got a long history in Hungary and these are embedded in the traditions of the training courses and institutions. But is undisputable that the composer's intensions can be best interpretate only in the original language so language skills are essential for the singers.

The aim of our study is to give an overview about language and musical skills of students in musical traning courses and we try to outline the effects of the sociocultural background in these fields. We would like to show the main patterns of the language proficiency (the number of langugage they they speak and levels of the language skills) and we also analyse the efficiency of language learning. The institutional language courses and the practices of interpretation in the original language will be analysed as well.

Our questionnaire was used in this analysis in the spring of 2017. Students from six higher educational institutions were the respondents (Liszt Ferenc Academy of Music, University of Debrecen Faculty of Music, University of Szeged Faculty of Music, University of Pécs Faculty of Music and Virtual Arts, University of Széchenyi István Faculty of Art, Instutute of Musical Art, University of Miskolc Bartók Béla Institute for Music). The number of the respondents were 90 and from the answers a database was created with the help of SPSS 19. Programme. Percents, means and chi-square statistics were used.

We have verified our hypothesis which refers to the effects of students' sociocultural background because these variables (parental education, economic capital, type of the settlement) have formed the chances and forms of the music learning (e.g. the starting date of the learning music) and language skills. Students from small villages had started their musical education later and they are underrepresented in our sample. Naturally the type of the settlement can shape the opportunities for language learning and this variable remains in close relationship in the number of language exams. Students with higher parental educational level were overrepresented in our sample when we compare our data with the national database.

If we analyse the patterns of the language proficiency the central position of the English is obvious but this pattern is not in line with the expectations of singing in the original language because the main body of vocal literature is composed in Italien, French, Russian and German. In our opinion this gap should be covered by the institutions as well and these requirements should be incorporated in the curricula.

Teachers' professional development in Romania – narratives from inside the system

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The presentation allows us to look inside the Hungarian teachers' world living in Romania, which world is largely influenced by pauses, losing of goals, start overs of Romanian educational reforms (Jigău, 2009; Stark, 2014; Zoller, 2014, 2015; Bordás, 2015). In the light of the social constructivist theory, we study teachers' professional development by applying the theory of informal workplace learning (Eraut 2004), situated learning (Rogoff, 2005). When examining professional development, we differentiate three levels, based on the model of situated learning (Rogoff, 1995). In this paper we present the micro-level of individual teachers' professional development, which can be examined in individuals' notions, in construction of their own professional identity.

We applied the qualitative interpretative research method, analysed group, pair or individual interviews conducted with 51 Hungarian teachers in Romania, with the Atlas.ti 6.1 software. During the analysis we found the narratives that teachers articulated of their own professional development, and the discourses that prevail in closed teacher communities. Narratives are not the re-telling of some teachers' concrete stories but are made of repeating actions, motivations, story elements that are typical of the reality construction mechanisms of the teacher communities involved.

The result of the individual-level research shows us how teachers live, create and interpret their own professional identities in the light of continuing professional development. In the construction of teachers' professional identity, three dimensions occur. Among the formal contexts of the professional dimension, further trainings, of the informal contexts, everyday pedagogical practice dominate the making of identities. The effect of prescribed institutional methodological meetings, district or county pedagogical and methodological gatherings is more powerful via the informal channels than the formal ones. Strongly correlated with the professional dimension, the elements of the personal dimension also occur, namely, the personality traits that teachers assess as the most important: self-confidence, self-assurance, self-knowledge, tolerance and flexibility. Although the elements of the career dimension (qualification, promotion exams, specialised professional roles) are the most visible and eligible socially in professional development, their role in the making of identity is expressed only via their actuality.

Teacher's perception of the use of ICT in the education of children with special needs

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The new information and communication technology (ICT) has the role of providing young people access to a wealth of information from many areas of knowledge and also the opportunity to easily communicate with others. Unfortunately, not always the information coming through the virtual environment is well structured, which sometimes makes the information irrelevant and less useful. For people with certain deficiencies, access to correct information and effective communication are essential for their functional recovery and proper integration into society. In Romania, in recent years, a special attention has been given to integrate children with special educational needs (SEN) into mainstream education. However, not all teachers feel prepared to work efficiently with such children, to adapt their working strategies to each individual child. Since the outcome should be the same for all children, and since we talk about equal opportunities in education, equipping schools with these access technologies should be a priority. That, however, is not enough. There should also be teachers who are trained to use these technologies and who understand their role in providing information, in communication or within therapies with corrective-compensatory and formative roles. Therefore, the purpose of this research was to identify teacher's level of training in the use of new ICT in the education of pupils with special needs and to adapt the curriculum to their needs. The sample consisted of 215 professors who teach in pre-academic learning system in Bihor, Romania. The instrument used was a questionnaire having 76 multiple choice items administered online by the end of 2016. The research results show that, even if they want to support inclusion of people with visual impairment using ICT in teaching / learning, most teachers do not have professional skills in that field, not knowing how to use educational software or to adapt scholar curriculum for this category of students.

Learning (without) teaching. About the educational biographical potential in the andragogical perspective

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In the twentieth century, with the emergence of new psychological concepts (for eg. E. H. Erikson's psychosocial development or R. J. Havighurst's the concept of development tasks), development has been perceived as a lifelong process. In the human sciences there is an approach that assumes that "development does not end with the attainment of adulthood, but with the process of transforming the behavior and mental structure of man in the dimension of the whole of life." So since life is a lifelong development, it is also a lifelong learning process, as it is one of the main drivers of development.

The willingness to understand the essence/character of the process of human learning has inspired researchers for years. It's worth to notice, that in spite of the numerous conclusions of a definitional nature the questions pertaining to the very process of learning remain without unambiguous answers. The andragogues' thinking has for years focused upon the activity and the role of an individual in lifelong learning and the immediate relation between individual life experience, the learning process, and biography. Not only do the scholars notice the educational potential of individual life experience (learning in one's life), but they also see the value of reflection on biography, which becomes the source of biographical learning. The present paper constitutes a voice in the discussion on learning and biography. The presented information pertains to such subjects as: understanding biography in the andragogical perspective, the biographical learning process.

The unsolved paradox of educating Congolese girls - from colonial paternalism to Maoist-rebellion

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Our approach is a historical one, which might be of help to understand the complexities and ambiguities of the pedagogical mentalities in the course of the twentieth century. As is usually the case in historical research the groundwork has to precede the formulation of hypotheses, let alone theories about the nature of pedagogical practices. Therefore, since the 1990s, “we” (as a team) have been busy studying the history of education in the former Belgian Congo. No matter how difficult this may be for educational historiography, we have searched from the start for effects of Belgian educational actions among the Congolese. Did that “civilisation process”, which was almost exclusively targeted at “paternalism”, finally contribute to the current debacle (the internal corruption, the high drop-out rate at schools, mainly by girls, inflation of diplomas, etc.) in the Congolese educational world? From the rear-view mirror of history, we are in the first part of the paper zooming in on the crucial 1950s, during which decade thoughts first turned to the education of a (very limited) “elite”. The thesis we are using in this respect is that the “mental space” of colonialism was not of a nature as to have a very great widening of consciousness among the local population as its effect. And that, in particular, girls were even more affected than boys by the colonial paternalism, as they only had very specific and limited career opportunities (such as: preschool teacher, nursery, or religious sister).

In order to further underpin this thesis, we use, in the second part, data from the study of Annette Lembagusala, who is preparing a PhD about girls, education during the first decades after Congolese Independence (1960). Since its inception in the colonial period, the Congolese school in general and schools for girls particular have been characterised by the absence of a “School-Society” dialectical relationship, which could potentially lead to a harmonious system. The “resistance” school set up by Pierre Mulele (the first minister of education of the RDC, who became later on a rebel and martyr of the Mobutu-regime) in the Kwilu region offers an educational approach that is compatible with African culture. In our article, we let members of the maquis (students and teachers) talk about their experiences during the years of the rebellion. Our key question concerns the effects of the insurrection on the education of girls. What new elements did the revolution bring them? How was teaching organised in the maquis? What did the rejection of Western culture lead to? To answer these questions, we look at the experiences of 20 pupils and 12 teachers which highlight the major issues facing education in the maquis. Here, we limit ourselves to the province of Kwilu, the heart of the rebellion led by Mulele. In addition to the interviews, our sources include the archives of the Annonciades Sisters of Heverlee and the notebook kept by a team leader of the maquisards met in Kikwit.

Transversal Democratic Competences in Teacher Education

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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 – let them become educators of maths or literature, physical education or history. It is generally accepted that cross-curricular competences may be implemented via non-traditional educational approaches. This is why there are three online databases in the scope of the research that may be used in several pedagogical ways.

The presentation introduces an outline of a theoretical investigation of three different databases (those of The USC Shoah Foundation - The Institute for Visual History and Education, The International March of the Living, and Centropa) accessible online in English and several other languages that offer a treasury for those working in teacher education and accept the conceptual model proposed by the Council of Europe as 20 competences for democratic culture building on the eight key competences defined by the European Commission (2006). 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.

The basic research question is whether the databases listed above offer sources that may be used during modules of general educational-psychological courses of teacher education that are applicable of activating competences of the teacher as a democratic citizen. The nature of this presentation remains merely theoretical. Field research may be conducted as a second step - followed by an outline and relevant samples proposed based on the investigation of the databases and course contents. The significance of the proposal is considerable as due to the findings of a relevant report although “methods such as inter-disciplinary, cross-subject teaching, team-working, personalised learning approaches and project-based work are taught in teacher education and training in most Member States during teacher education... in many countries, these methods are not put into a competence perspective” (Gordon et al., 2009:225). Also, theoretical findings may be implemented internationally both in the personal teacher educating practice of the researcher and beyond.

Opinions of the general public on inclusive education

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Inclusive thinking was preceded by long periods of exclusion, namely the complete exclusion of pupils with disabilities from the entire educational system, and segregation or separation of individuals with disabilities from ordinary society and the creation of a homogeneous group of pupils in special schools. The positive contribution of this period is the attempt to initially integrate people with disabilities into the educational process. These tendencies were characteristic of Czech education up to the early 1990s. An important step towards adoption of inclusive education in the Czech Republic was the amendment to the Education Act, issued under No. 82/2015 Coll. which amends Act No. 561/2004 Coll., on pre-school, basic, secondary, higher vocational and other education (the Education Act), as amended, and some other laws.

The research survey deals with the analysis of general public's views on inclusive education. Inclusive education is a very topical topic, which is addressed by a number of experts. But what attitude towards inclusive education is the lay public? To answer this question, it is necessary to identify the situation from which the company is based. Public opinion largely affects the level and reliability of information, its accessibility and adequacy. The origin of the information is a key factor for focusing on the issue and creating your own opinion on the area. However, the sources of information are not the only factor. The overall picture of the issue from the point of view of the general public influences age, education and the place where people live. These determinants act on the interest and attitude of the general public towards the inclusive education of pupils with special educational needs. The research project was carried out using a quantitative method, the tool of which was a questionnaire of its own design. The results were processed by univariate and bivariate analysis.

Intrinsic motivation and factors associated to choosing teaching, as a career - a meta-analytic review

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Present research investigates the role of intrinsic motivation on choosing teaching as a career. We followed to explore the relation between intrinsic motivation and different factors of choosing teaching, like: perceived ability, work with children/adolescents, shape future of children/adolescents, satisfaction with choice.

Since we have not found a complex meta-analysis concerning the relation of intrinsic motivation and the mentioned factors which influence choosing teaching, that's why we decided to prepare it. We were looking for researches which studies the connection between intrinsic motivation and the named factors, from which, through the help of the Comprehensive Meta-Analysis programme, we could calculate the effect size.

The objectives of present meta-analysis are estimations of effect sizes for factors that influence teaching career: perceived ability, work with children/adolescents, shape future of children/adolescents, satisfaction with choice.

In this paper we present our quantitative research: the procedure we used, the criterias for including or excluding studies for/from our meta-analysis, the way of processing the data and the results. Besides the overall effect sizes, the relation between intrinsic motivation and the four mentioned factors will be discussed. The studies choosed for this meta-analysis used FIT-Choice (Factors Influencing Teaching Choice) Scale to measure relations. Surprisingly, all the selected researches used the FIT-Choice (Factors Influencing Teaching Choice) Scale for measuring the factors we were interested in.

The results show that, even there are cultural differences between the subjects who took part in the studies, the most important factor in choosing teaching, as a career are related to intrinsic motivation.

Professional Development in higher Education

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The University of Debrecen is a participant of the PETRA project (Promoting Excellence in Teaching and Learning in Azerbaijani Universities) with the University of Jyväskylä, Finland, University of Applied Sciences Vienna, Austria, Polytechnic University of Valencia, Spain. The aim of the project is promoting of teaching and learning excellence in Azerbaijan Universities, by supporting the professional development in higher education and in the academic community. For this reason the program wants to enhance the usage of technology and innovative forms of teaching, to provide support for designing courses and for choosing and using diverse approaches in assessment.

The purpose of this study is to identify the possibilities of promoting the professional development in higher education and to explore the theoretical landscape: the roles and implications of the professional development. This paper explores the connections between the reflective behaviour of the teachers and their assessment methods, and wants to provide new approaches to assessment in the context of the institutional strategies of the higher education. This paper argues for innovative forms of assessment such as the portfolios in teacher preparation and health sciences or the group-based assessment forms – as methods of fostering higher quality learning. The study investigates the ways towards the autonomous assessment in the higher education, using self assessment and peer assessment.

The Role of Feedback in Developing Reflective Competence

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The role of feedback is unquestionably crucial in a teachers' profession. In our context of teacher education giving effective feedback is also an essential skill and tool of pedagogical evaluation for developmental purposes when educating university students and future teachers. Effective feedback fosters development, gives guidance, opens windows and new opportunities. In addition, the descriptive nature of feedback has a lot more potentials and positive effect on the teacher-student relationship than traditional assessment.

In addition, giving and receiving feedback can be considered the starting point of reflection. Only by having looked into 'the mirror' first can one face reality, review and analyse an experience and learn from it. As a result, teaching effective feedback skills through experiential learning is a very important element in reflective teacher education.

Taking all the above into consideration, a lot of emphasis is put on teaching effective feedback skills at our Centre for Teacher Education of Károli Gáspár University. Moreover, we aim at changing our students' perspectives in assessment practice through creating a more positive feedback culture. Giving and receiving feedback effectively can only be learnt by practice and reflecting on the experience. The ultimate aim is to develop our trainees' reflective competence which serves as a basis for their continuous professional development.

Our paper and talk on this topic first aims at interpreting feedback from a pedagogical point of view and presenting our best practice in the context of developing trainees' reflective competence. We shall also give details of everyday practice: how it is incorporated into the pedagogy, psychology and methodology seminars in pre service training. Finally, we shall discuss how and why developing feedback skills is also incorporated into our programme of school placement and mentor training.

Childrens' rights in Greek education (19th-20th c.): Gender, educational experiences, school life

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As childhood has been seen and defined in different ways throughout history, is a social and cultural category. In this context, the study of the history of childhood and, therefore, the history of childrens' rights in education is an object of particular interest during the last decades of the 20th century in many European countries. In Greece the relevant interest was developed, strengthened and furthered by the *Institution of Research for the child* and the *Historical Archive of Greek Youth*.

During the 19th century, the dominant approach towards childhood in Greece is based on the concept of the 'little adult'. The child is viewed as a miniature adult and is metaphorically described as a 'sponge' or as 'malleable wax'. At the end of the 19th century the educators –proponents of Herbart's psychology and pedagogics– attempt to explain this construction theoretically. From the beginning of the 20th century, childhood is increasingly defined as a field of scientific research and study (mainly in the areas of Medicine and Hygiene). In 1920-21, the journal titled *Pedology* (concerning children) is published. At the same time, important Greek educators refer to the physical and intellectual development of children, influenced by the principles of Progressive Education. Thus, discussion begins concerning experimental pedagogics and psychology of children. The notion of 'human nature' begins to give way to the notion of the 'nature of children'.

The aim of this paper is to present, since the 19th century up to the first decades of the 20th century, the development of children's rights in Greek education. Emphasis is given firstly on children's right access on education, on the social origin of pupils (boys and girls), on the recognition of the universal of the right to children's education and on compulsory schooling for boys and girls and on the exclusionary experiences of girls from the education in the aforementioned period.

Secondly, on the rights that arise by the way in which the child participates in the daily school life, namely, on the child as a passive receiver in the 19th century educational process and in his/her approach as a "school center" according to the introduction and dissemination of 'Progressive Education' ideas.

The relationship between the quality of the teachers' work and the teachers' model of their role

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The qualification process related to teachers' career model has raised special interest in examining and developing the quality features of teachers' work beyond its formal aspects. My research was initiated by the teaching staff and directors of a school in Budapest, and later won the support of the ÚNKP. Its primary purpose is to report on the work of the teachers and if needed, serve as a base to provide personalized and tailor-made mentoring and development.

The part of the research intended to be published aims to explore and explain the relationship between the teachers' understanding of their own role and the quality of their work. Nine teachers applied for volunteering in the R & D program. We sought to involve all students of the examined teachers; as such, approximately 560 students participated in the study.

The data collection tools were developed during my previous researches. The study of the concept of the teacher's role was carried out with the help of interviews and metaphors. Teachers and students alike completed questionnaires to determine quality indicators. In order to get acquainted with the atmosphere of the jointly formed work, at least two classes of each teacher were observed, and the method of the so-called sensitive teaching analysis was applied.

The data was processed using both quantitative and qualitative methods. Evaluation of the quality of the teacher's work was based on three indicators: the popularity and effectiveness of the teacher, and the teacher's and students' feelings about the shared lessons. It is likely that the voluntary application accounts for the positive nature of almost all teachers' work.

However, the concept of the role of the teachers observed is extremely different. Two common elements appeared: the conforming attitude towards students, and the predominance of positive emotions related to the act of teaching. Apart from this, there were models detected which were deeply rooted in a sense of religious mission, the need to educate future science generations, or the aspiration to mediate a practical form of knowledge. The classroom practice of the examined teachers also varied in terms of the applied methods and teaching aids.

The results draw our attention to the fact that radically different concepts of teacher's role are all suitable for the foundation of high-quality teaching practice. It can be stated that the students' perception and judgment of teachers were not significantly affected by the methods their teachers used but the degree of acceptance they showed to their students. It is of primary importance that in the case of teachers doing an excellent job, a harmony between the model of the teachers' role and their teaching practice could be felt.

The Differences between Prospective Teachers' Acceptances of Using Technology in the Future Classes by Their Departments

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Introduction. Information technology (IT), which is rapidly developing and changing, has influenced many sectors substantially. One of those sectors is, undoubtedly, education. Technological pedagogical knowledge about the use of IT in education is taught within the scope of such courses as "Computer I and Computer II" and "Instructional Technologies and Material Development" in teacher training institutions. Technology education offered to prospective teachers is based on efforts to influence their acceptance of using technology while teaching in the future. In this context, prospective teachers are at differing levels of acceptance according to their departments in terms of variables (perceived benefits, perceived ease of use and efficacy, social effects, facilitating conditions, anxiety, and intention) affecting their acceptance to use technology in their future classes. Hence, this study aims to demonstrate prospective teachers' differences in their acceptance to use technology in their future classes according to their departments (elementary school teachers, social science teachers, pre-school teachers, elementary school mathematics teachers, Turkish teachers, English as second language teachers).

Method. This study employs causal comparison design that is one of quantitative research methods to demonstrate differences in IT acceptance by teaching subjects. A total of 4050 scales were sent to 16 different state universities in this study, and data were collected from 2904 prospective teachers in total. In consequence of pre-analyses, 65 data were excluded from analysis, and the data obtained from 2839 prospective teachers were put to analysis. The data were collected by using 5-pointed likert scale named "Prospective Teachers IT Acceptance Scale" (Baydaş & Goktas, 2016). The scale was composed of 30 items distributed in five factors including "social effect (SE)", "perceived benefits (PB)", "facilitating conditions (FC)", "perceived ease of use and efficacy" (PEUE), "anxiety (A)" and "behavioural intention (BI)." Scale reliability was found as .83. The analyses were performed by using one-way ANOVA test.

Findings. Analyses performed indicated that there were differences between departments. Scheffe post Hoc test was used in showing the differences in details. Accordingly, it was found that elementary school mathematics teachers ($\bar{X}=3.96$) were different from all other departments except for Turkish teachers in terms of PB ($p<.01$). It was also found that English language teachers ($\bar{X}=4.42$) were different from the other departments except for science and elementary school teachers ($p<.01$). Thus, while elementary school mathematics teachers had the lowest perception of PB, English teachers had the highest perception in this respect. Due to their high perceptions of ease of IT use, science ($\bar{X}=3.81$) and English teachers ($\bar{X}=3.89$) were found to differ from all other departments in PEUE ($p<.01$). No differences were found among the departments in terms of SE. Similar approaches were displayed by all departments. Only English teachers differed from the other departments ($\bar{X}=4.51$) in terms of FC. It was found that English teachers ($\bar{X}=2.16$) and pre-school teachers ($\bar{X}=2.36$) had the lowest anxiety (A) in using IT, respectively. English teachers were found to differ in this respect from all other departments except for pre-school teachers ($p<.01$). In addition to that, English teachers ($\bar{X}=4.11$) were the group with the highest intention of using IT. They were found to differ from all other groups except for elementary school and science teachers ($p<.01$).

Self-evaluation aimed at creating school development policy - A prerequisite for quality assurance in the education of students with visual impairments

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If the mission of a school reflects its present, and its vision is its future, then the school development policy defines the strategy for reaching the vision. But before approaching vision, it is necessary to face the real picture of the weaknesses, since the vision is for the purpose of improving.

The vision, in fact, is a mental picture of a possible and uplifted situation in the school. It is necessary to have prioritized priorities, that are transferred in the set goals. In order to determine the priorities, it is necessary to conduct an analysis of the current situation on the basis of the previous diagnosis of the situation. This means that it needs to be determined where we now, in order to know where we want to be, what we want to do and have.

Self-evaluation is the basis for autonomy in creating development politics, organizing and implementing the main priorities of one school. It enables wholeness in understanding the preference problems, but how efficient we could solve them, in order to improve the quality in education and the work of the school completely.

Mainly, it is oriented in the work and achievements of the Manager and his team, the teachers and students in the school, but also to the work of the administration, accounting and technical personnel.

The self-evaluation covers the following areas: Organization and realization of teaching and learning, Achievements of students, Professional development of teachers, Professional development of teachers, professional associates, educators and management staff, School management, Communications and public relations, School climate and culture, Cooperation with parents and the local environment. The process of self-evaluation implemented at the end of each second school year, especially in education of students with visual impaired.

The aims of the paper are complex are refer to five target groups: Manager, members of School board, teachers, parents, students with visual impairment and its direction is to present their opinions and orientations about the question how and how much self-evaluation in the work of a school would improve the quality of school's development politics, respectively the work of a school as a whole.

The research uses the descriptive method, the techniques of polling, interview and analyzing the documentation. The data obtained from the research are expressed numerically whereof nominal, ordinal, and interval scale of expression is used.

From analyzing the results and the conclusions it can be point out that self-evaluation in school must have an exclusive development function which would provide successful realization on the set targets.

Understanding Language through Art

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Research shows that no “two language-culture communities view reality the same way, and each community’s language reflects its world view, what it regards as the significant categories and relations of experience” (Wells Lindfors 1980: 44). This complex situation presents particular challenges in the language classroom, especially when the learners are from cultures with vastly different world views.

The aim of this paper is to examine learners from different cultures’ understanding of vocabulary words in English, and to analyse the effectiveness of using a work of visual art to illuminate the American understanding of those same words. Through interviews, written descriptions, and observations, learners of American English from different cultures will be exposed to both terms which 1. have an equivalent in the L1 and 2. which are particularly American, with no equivalent in the L1.

Comparative analysis of the learners’ understanding before and after the use of the work of art in the classroom will show the effectiveness of art as a tool for intercultural communication and higher proficiency in English. By using a work of art, the teacher can bring to the classroom a fuller understanding of meaning and connotation, allowing the learners to grasp more profoundly what vocabulary words signify and how they are understood by native American speakers.

Acquisition of Vocabulary and Meaning in Bilingual Children

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The semantic component is an important part of the sound-meaning association system in the structure of a language. No “two language-culture communities view reality the same way, and each community’s language reflects its world view, what it regards as the significant categories and relations of experience” (Wells Lindfors 1980: 44). According to most recent studies, the initial lexicon of bilingual children has no equivalents. It is “only during the second stage that the child acquires two distinct lexical systems and above all realizes that there are equivalents in the two languages” (Taeschner 1983: 34-35). Understanding the meaning of words in one language and the subtle differences in meaning in their equivalents in another language is achieved through language acquisition set in context. The child must “recognize the prototype of a certain word, take it out of its own pragmatic-semantic field, and identify it with the prototype of another word that belongs to the other language and which possesses its own pragmatic-semantic field” (ibid. 41). One of the aims of the present paper is to offer some of the possible effective techniques in teaching vocabulary and meaning of words in a second language to preschool children. These techniques include the communicative approach, the direct method, total physical response and the use of a natural speaking environment. Another aim of the paper is to provide further insight into the processes of generalization, extension, narrowing, and translation in bilingual children’s development of meaning.

Determining the Principal Aspects of Scientific Literacy: A Delphi Study

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Introduction. After second world war, scientific literacy has become the main aim of formal and informal education in many countries. Yet, the scope and description of scientific literacy has evolved over the years. Considering the recent developments in science, industry, and education, a need to define scientific literacy for 21st century has emerged.

In this study, the first phase of a bigger project called “Determining Scientific Literacy of Turkish Society” is introduced. The main aim of the project is to determine the scientific literacy level of the society. In order to accomplish this aim, an instrument that addresses the main dimensions of scientific literacy in the 21st century is needed. Therefore, the very first step in this process is to obtain experts’ views regarding the main aspects of scientific literacy in 21st century.

Method. Delphi method, which was used in this study, investigates the consistency reached by a community of experts and it is terminated when the consensus is obtained (Osborne, Collins, Ratcliffe, Millar, & Duschl, 2003). The steps utilized in this study were as follows:

Round 0: A scientific literacy form consisted of six dimensions of scientific literacy was developed base upon related literature. These dimensions are fundamental concepts and principles of science (7 item), Science, Technology, Engineering, Mathematics, Society and Environment (11 item), Science Process Skills (4 item), Scientific Thinking Skills (9 items), 21. Century Skills (3 items), and Value and Attitude (7 items). Round 1: The questionnaire was e-mailed to 60 experts of science, mathematics, science education and engineering, from six different countries. Experts were asked to score all items with numbers from 1 to 10, according to their importance level together with their reasons. The mean, median, mode and standard deviation values of the data from the first round were calculated. Round 2: The questionnaire including the statistical values of the group was sent back to the experts. Experts asked to revise their scores by considering the statistical values of the group. Round 3: Data gathered from round 2 were analyzed and items that are reached to consensus were determined.

Findings and Conclusions. The preliminary results of this study conveyed the most accepted dimensions of scientific literacy. According to the data analysis in round 2, it was determined that the consensus was reached on 29 out of 41 items. Examination of these items revealed that the dimension of “fundamental concepts and principles of science” was reported as the most related issue with scientific literacy with a consensus of 57%. The dimension of “Science process skills” was reported as the second most related issue with scientific literacy, with a consensus of 50% among the experts. Yet, the dimensions of “21. Century Skills” and “Value and Attitude” were the dimensions for which no consensus was reached. Next, the Delphi method will be utilized one more round to reach more precise results.

Whether and how to teach programming in school?

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The paper discusses the place of programming in primary and junior secondary schools. The discussion is focused not on whether, but how to use computers and programming as tools for teaching creativity. Two languages Logo and Scratch are suggested as the best environment for developing children's skills of computational thinking. Some examples of students' activities (students of University of Zielona Góra who want to be a teacher) are presented as suggestions for the organization of classroom activities.

Following the Pappert's idea of "learning by doing", all tasks and projects done by children of elementary school with students were preceded and followed by discussions about the problems faced by pupils, solutions they invented as well as mistakes they have made. While suggesting some tasks for pupils, teachers gave them time to think about solutions as well as let them try various moves, even if trying means making mistakes.

It is shown that by using either Logo or Scratch we can teach all children, irrelevant of their skills in mathematics, how computer works by explaining the main terminology and principles of the computer science. While conducting classes with the use of these languages it is easy to show all programming structures, for example conditional branching, control structures and data manipulations.

By using Scratch, teachers are able to organize the process of pupils' learning as a sequence of a few steps they follow: determining the purpose, looking for solutions, testing them, analyzing errors and looking for new ways of solving one's problems. In this approach to teaching, children are far more active in their learning and also more responsible of inventing solutions, rather than simply expecting the teacher who to give them guidance.

Such tools should be presented in many classrooms, especially in primary schools, instead of other types of ICT software, less-oriented towards students' creativity, but nevertheless more frequently used. Nowadays teachers must be ready to run open, creative lessons based on a programming language. And this is one of the learning outcomes that the Department of Media and Information Technology of University of Zielona Góra assumes.

Anthropomorphic robot as assistive technology device in special education. Attitudes of acceptance by Polish professionals

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Antropomorphic robots are the most advanced assistive technology devices used in special education. Their effectiveness was observed for children with different disabilities such as ASD, intellectual disability, learning difficulties and others (Barakova et al., 2015; Kim et al., 2013; Robin et al., 2004).

The *unified theory of acceptance and use of technology – UTAUT* (Venkatesh et al., 2003) was the theoretical assumption of the research carried out. The general research aim was to analyse the factors of *behavioural intention to use NAO robot* in education of children with disabilities by Polish professionals.

The Polish version of 31-items questionnaire used in estimating UTAUT procedure (Venkatesh et al., 2003) was used. A total of 500 questionnaires were administered to 40 institutions and 80 were returned, a response rate of 56%. The subjects were 245 professionals (165 females and 80 males; with differentiated professional background, aged between 29 and 46) working with children with disabilities in special centres and schools for children with disabilities in south of Poland. The statistical tools used to analyze the data from the questionnaire was *Structural Modeling Analysis*.

The acceptance for NAO robot use in special education of children with disabilities was indicated by *behavioural intention* measure. It was directly influenced by *performance expectancy, effort expectancy* and *social influence*. Results of Polish professionals are consistent with those the original theory postulated due to the fact that UTAUT model by Venkatesh et al. (2003) suggested that the three variables – such as *effort expectancy, performance expectancy, and social influence* - directly influence the *behavioural Intention*.

The survey sample was rather small to find the moderating factors influence. The study only examines the acceptance of NAO robot among Polish professionals, the results may not be generalized to other assistive technology super-tech devices used in therapy and education of children with disabilities.

NAO robot may play a significant role in education of children with disabilities however the effects are dependent on the professionals' acceptance for usage of new technology. The survey findings are preliminary however inspiring due to the fact that there is almost no research referring to on professionals' acceptance for using NAO robots to support learning process in children with disabilities.

Concept and critique of ideology in the writings of Polish pedagogues from 1918-1939 - introduction to the issue

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The relationship between ideology and education was and is an important issue that is the sphere of interest of pedagogues, because building a "new society" needs a properly shaped human being. The problematics of ideology has been occupied by theorists and researchers of various scientific disciplines since the nineteenth century - with various intensity - to the present. Flowering of its critique came after World War II as a result of the settlement of crimes of totalitarian regimes ensuing on the basis of degenerate ideologies (German National Socialism, Italian Fascism and Soviet Communism).

However, this critique appeared earlier in the writings of Polish humanists in the 1920s and 30s of the twentieth century. Janina Kostkiewicz's historical-pedagogical research has illuminated on both theories of ideology and its critique at the time. As it turns out, you can find here its rich, detailed and in a reliable way theoretically justified figure. This is an issue that is forgotten and has no place in both Polish and world pedagogy. Thus, the authors set themselves the goal of reconstructing the knowledge of the Polish contribution to various theoretical approaches to ideology, formulating the conditions of its degeneration into totalitarianism, and the broad current of critique of totalitarian ideology (National Socialism, Bolshevism, Fascism) in 1918-1939.

Taking this issue is also important today because the assumptions of educational policy in the world arised from social projects. These are not free from the "complex of dynamic values capable of influencing the behavior of individuals and groups" (Niesiołowski, 1935:40) – i.e. ideology. Secondly, we have lost the illusion of the possibility of departing from any ideology created in the former Communist Bloc when Marxist understanding (ideology as "false consciousness") was rejected. Ideologies are experiencing their renaissance - although they carry new / different content, they still function in the social and educational spheres. The knowledge and reflection of Polish pedagogues from the years 1918-1939 can be a helpful tool in identifying contemporary ideologies, providing support in trying to understand the current reality and activities to change it.

The possibilities of existential interpretation horizons in the professional training of special education teachers

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In order to work with disabled people one needs special preparation and continuous professional update. Daseinanalysis being born by Heidegger's philosophy and Freud's psychoanalysis offers such an ontological horizon to comprehend the physical and spiritual problems, which can provide new methods and perspectives for special education.

In my presentation, I would like to highlight the differences between the states of wholeness and illness, furthermore the special interpretation of anxiety by presenting the fundamental terms of Daseinanalysis. Anxiety, as a basic mood has a unique role in one's life. When interpreting it as existential anxiety, it can complement and expand the methodological frames of other disciplines.

Disability is a sort of restricted existence, as the typical way of development is getting perplexed: it becomes atypical; however, it means a peculiar form of existence. Anxiety is one of the elements of disabled people, if the concerned person cannot experience his self-identity healthily, he will face this difference on a daily basis by constantly comparing himself to others; he will fail to accept this situation. It should not necessarily happen like this, but without the appropriate psychological assistance some of the disabled people will face this situation. Consequently, it is essential to obtain thorough knowledge by professional trainings.

The word 'dasein' refers to the very nature of human existence, which is present in the world in an open way, it is "here"; it means the way we are present, which moves and demands us from it, and which is available by us. It is not the human that we mean by this, but those qualities and forms of existence as they are present in the world and live its life. We mean the relation to itself, to other people and to the world.

Apparently, disability entails experiencing and risking the state of being different. Being available is constantly hindered, fatal consciousness may also have a role in it, and whatever is natural for a person will be unattainable for others. In my presentation, I am summarizing the most important existential methods and possibilities.

Hearing impaired children and ASD: The importance of early identification and intervention and its role in further development of life

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Nowadays it is a rarely explored area. 30-40 per cent of hearing impaired children have multiple disabilities. Within this, the rate of hearing impaired autistic children is high, which is 4-7%.

The importance of early identification and intervention considering the brain plasticity and sensitive periods in this area is significant for the development of their life path. However, this shows a significant late in practice. The average age of the ASD diagnosis in hearing impaired children is between 50 and 66 months old. How can this late diagnosis and recognition be explained?

The diagnosis of ASD in hearing impaired children is not so easy from the point of view of differential diagnoses. Delay in speaking and language development, difficulties in social and communication skills, inflexibility and delay in role play can be explained by both hearing loss and ASD. Secondly, parents may also have difficulties accepting double diagnoses. Thirdly, they are few professionals who can have practice in both fields. Moreover, the adaptation of the diagnostic tools like ADI -R or ADOS used in autism to the hearing impaired has not been achieved and is still taking place today. Last, but not least, the needs of hearing impaired children and families are very different. Personal programming, individual decision making for the appropriate therapy, family-centred interventions, team work and the coordination of the different therapies and professionals are important according to both the experience of literature and ours.

We present opportunities for intervention and rehabilitation sparking some good practice including the difficulties which possibly occur like overcrowding, lack of institutional system, lack of professionals, parental insecurity and incompetence.

Because of the high rate of children who do not speak or who have intellectual disabilities both in case of children with hearing loss and children with ASD, we would like to present a pilot study in this area. The study, as a part of a larger research, have results, that communication tools of both groups include varied behaviour like vocalization, gestures, eye contact and alternative communication, hearing impaired children used almost sign language, while children with ASD used only visual communication. As a result of international studies, it seems encouraging to use visual communication forms for children with ASD, hearing impaired and deaf and blind children.

The subject "Physical Education and Sport" in the higher schools in Bulgaria

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At present times in European and national documents the presence of physical education in schools and universities is guaranteed. Nevertheless, the issue of insufficient knowledge of sport as a socio-biological phenomenon, the lack of an educational element about the benefits of sports is clearly highlighted. Research has shown that in Bulgarian universities the knowledge about the need for self-exercise is highly limited, which affects the future biological and social development of young people.

The purpose of this report is to present briefly some problems about the physical education and sport in higher education institutions in Bulgaria, results of a survey with students from Sofia University "St. Kl. Ohridski", as well as trends in the activities within the subject "Physical education and sport". Emphasis is placed on the inclusion of the fitness within the types of sport offered to students; the present state of the system of fitness training in the higher school is being studied.

Based on the analysis of key documents that regulate changes in physical education and sport in recent decades, as well as the results of studying students' attitudes towards learning and increasing motor activity, are highlighted important challenges to physical education and sports at the higher school in modern conditions. It is necessary to take into consideration in the programs for the subject "Physical Education and Sports" the components aimed at building physical culture in the personality, healthy way of life, development of motivation to increase the motor activity of the students. Methods of research: document analysis, questionnaire, comparative analysis.

Standards for the evaluation of pupils in initial educational age - power for effective education

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Assessing pupils' achievements is only a part of, and most importantly, the measurement of the effectiveness of an education. Research in school practice shows that there is no such ideal tool. The management of quality of education and standardized assessment of pupils' achievements are a necessary prerequisite for bringing education into line with the real needs of society, improving its quality and effectiveness, and implementing educational control. Establishment of such a system of evaluation which aims to ensure the quality of education, the objectivity in assessing pupils' achievements by carrying out independent evaluations and exams with standardized criteria, norms, procedures, methods and tools corresponding to the theory of assessment in education of European requirements for standardized measurement of pupils' achievements in key general education subjects, subject areas and levels of education.

The inclusion of all children undergoing education combined with the effectiveness of education, which means, above all, its successful completion within the set deadline and the necessary quality of knowledge, skills and development of pupils' abilities in accordance with the requirements set by the state - a factor, if not the most important one, to overcome one of the greatest evils in the world - illiteracy. This problem, even in economically developed countries, has still not been resolved, although there is a focus on functional illiteracy.

All this leads to the increasing attention of researchers and educators to the objectives of primary education, its organization and management, the requirements for the preparation of pupils, the expected learning outcomes, and the measurement and evaluation of these results. This justifies the scientific and theoretical necessity of studying the problems at elementary school in the developed countries and Bulgaria. The training relates to the understanding of the purpose of education; the obligations and the dependent position of the student's personality; the formation of qualities for self-control.

With regard to rating systems, there is no doubt that the tendency to express achievements conceptually, with qualitative rather than numerical evaluations, wins many adherents and expands in practice without seeing this sign of the recent disappearance of numeric marks. This is different and very specific for individual countries. Great importance is given to testing, both in the largest developed countries and in Bulgaria.

Extracurricular activities (not) marginalized in the school reform in Bosnia and Herzegovina

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Education reform in Bosnia and Herzegovina had been launched in 2002. Thereafter a number of laws, legislative acts and relevant bills were approved related to all the levels of education in this country: preschool, primary, secondary (high) and higher education. However, it seems that one integral segment of primary and high school education, i.e. extracurricular activities were quite marginalized within the education reform in Bosnia and Herzegovina although they represent one of crucial points of holistic development of pupils both within school environment and their leisure. This paper analyzes the position of extracurricular activities within relevant legislation documents (*Education Reform Strategy; Framework Law on Primary and Secondary Education in Bosnia and Herzegovina; Concept of the nine-year primary education; Annual school plan and programme*, as well as some of the curricula for primary and secondary education, i.e. *Plan and programme in the Croat language for nine-year primary schools in Bosnia and Herzegovina* and *Plan and programme in the Croat language for grammar schools in Bosnia and Herzegovina*, respectively. Furthermore, the paper presents some of the results obtained through the survey research on pupils' attitude towards extracurricular activities in their school, referring in particular to their preferences by gender, satisfaction, involvement in decision making and carrying out of those activities, etc. The research was conducted in the second half of 2016, through the five-point Likert scale, on convenient stratified sample of 125 pupils (58 male and 67 female) of final grades of a primary schools in Mostar. The results of the research show the difference by pupils' gender in their choosing the extracurricular activities. The results also reveal that pupils have not been informed enough about the availability of extracurricular activities in the school they attend or the importance of those activities within their advancement and education. Moreover, they have been neither satisfied with the offering of those activities in their school nor with their involvement in designing the current ones and proposing the new ones according to their interests. The results of the research pointed out to some issues to be analyzed more thoroughly in further similar studies, like: show that they have been marginalized in the proposing and creating of the new extracurricular activities as well as in creating the current ones. Therefore, there has still been the question to pose: whether extracurricular activities as well as the pupils' broader involvement in them have been marginalized within the school reform in Bosnia and Herzegovina or not.

Linking secondary and higher education - a factor for improving the quality of education

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The idea of indivisibility of secondary and higher education is increasingly defined in the educational policy of the European countries and in Bulgaria. The idea that the secondary education system and the higher education system should always be considered is confirmed. The changes in the legal framework are oriented towards building a unified education system, which includes two high quality subsystems.

The main objective of this report is to present opportunities for linking secondary and higher education as a factor for improving the quality of education. The concept of *quality*, which depends on a significant number of interacting factors and involves many components, is theoretically interpreted. It presupposes the continuous development of knowledge and skills to maximize the potential of the young person (pupil and student), as well as opportunities for complete social realization.

The study of the problem is based on the understanding that the link between secondary and higher education can be sought regarding the purpose and content of the educational system of the subjects of education and of the forms of interaction and cooperation. Emphasis is placed on the process of transition of the students from secondary to higher education, as well as on teachers who receive their initial education at the higher school and then as secondary school teachers there is a need to constantly upgrade their qualification to meet today's requirements of society.

The methodology includes: analysis of official documents regulating educational policies at national level; theoretical analysis; analysis of data from empirical studies.

Conceptual model of a three-step approach for change management while implementing modern educational technologies

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Change is an essential element in the development of each organization. Today, many and varied modern educational technologies emerge and develop - new discoveries in technology, science and pedagogy pose new challenges to the school education system. As leading and most significant in the school education system, technologies based on the principles of digital society are being promoted.

The mass introduction of technical and software products into the school education system generates many changes. Their management becomes an integral part of the management activity in the individual educational institution. No targeted surveys on the territory of the Republic of Bulgaria have been carried out on the problem of management of the change in the school organization in the implementation of modern educational technologies, and this set the purpose of the present study, namely the creation and appraisal in practice of a conceptual model for management of change in the school organization while implementing modern educational technologies. This conceptual model is based on the three-step change management model developed by Kurt Lewin, which is also well-suited to the field of school education. Kurt Lewin's Three-step model can be used for each of the key aspects of managing organizational change in the school - changes in the organization structure, changes in technology (work processes, methods, equipment, etc.) and changes in people (relationships, expectations, perceptions, behaviors, etc.). Its consistency is easy to implement, and precisely for this reason it was also chosen as the basis for managing change while implementing modern educational technologies. The results from the study have shown that using Kurt Lewin's Three-step model for managing change in the school organization while implementing modern educational technologies combined with the conceptual model developed on its basis provides a reliable platform for determining the problems in the practical realization of the process and creates prerequisites for development of mechanisms for overcoming them.

Causes of teacher burnout toward school board management in Laos

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Teaching is a challenging profession and burnout syndrome, both never separately each other. School as organization can cause the teacher burnout, particular cynicism among leaders and teachers, culture, rules and policies. This study is aims to investigate the main cause of teacher burnout, to compare the stressor among teachers, to gather the teacher's opinion on the preventing the burnout toward the school board administration. A self-constructed questionnaire was designed tightly the research aims and twice examination the validity and reliability as conducted before sent it to 104 teacher employees. The result shown that unclear expectations, salary quite too long delayed, cynicism among leaders and teachers, mismatched among skill needs, training contents and subject taught, imbalance in calculating teaching hours a week, more than two subjects taught in each semester, these most the stressors and leading the teacher burnout. Comparison analyzes found there is no gender and age difference in teacher burnout, while qualification and teaching experiences was statistically significant that teacher employees holder a master and teaching experiences < 10 years were stressor than other categories, the majority of teachers' suggestions deals with the school board that they should be self-awareness on the functioning responsibility and self-esteem in career ethics.

The recipient of the Stipendium Hungaricum Scholarship (2015-2018)

Teachers' Problem Behaviours

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Teachers' ethics and morality are important and sensitive issues. The literature provides theoretical discourses, often with a normative perspective. However, empirical studies are rare regarding how teachers actually behave, or how they think about rules of proper behaviour in their professional capacity. The examination of the influence of background factors on professional ethics and morality are even rarer. Internationally, empirical studies usually involve small samples and rely on questionnaires; sometimes case studies or interviews are used. Often only a few specific areas are targeted. Some questions related to moral issues also feature in large scale international surveys as background variables.

This study examines how different groups of educators perceive problematic behaviours in the school. The data come from a pilot study of 154 Mongolian teachers, who responded to a paper and pencil questionnaire in July 2017. The instrument was self-developed, informed by previous empirical studies. This paper discusses three questions from the study. Frustrating issues for teachers were mapped with an open-ended question, using content analysis. Problematic behaviours were presented for the assessment of their acceptability and frequency on four and five points Likert scales, respectively.

The responses to frustrating professional issues formed three themes: the violation of children's rights (24.9%), low professional standards of colleagues (64.1%), and conflicts of personal and professional conduct (11%). When asked about ethically problematic teacher behaviours, teachers most rejected ones that constitute legal offenses and they most accepted asking parent and student contributions to creating the conditions for teaching. They reported instances of irresponsible teacher behaviour as most frequent. On the other hand, they thought 'breaking student confidentiality', 'drinking alcohol at the workplace', and 'teachers deliberately making false statements to protect themselves' occurred least frequently. Sub-samples were created by the length of work experience, teacher classification levels and school location (urban/rural). Their statistical comparison revealed only scattered and not systematic significant differences.

In sum, respondents were quite homogenous in their opinions. They were more sensitive to issues related to the quality of instruction than to classical ethical concerns. However, they considered responsibility a problem in the profession. These findings indicate that facilitating a higher awareness of, and reflection on, ethics and morality could be a part of in-service teacher training curricula. However, as with other components of teacher knowledge, such intervention would need to be anchored in participants' experiences.

Conflict Analysis Methodology for Security Policy: Case study on German OSCE presidency - “Renewing dialogue, rebuilding trust, restoring security”

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My presentation related to “other education-related theme”, namely the topic is the security policy's old and new ways of teaching. However, this is an integral part of the conference's objectives. My goal is that to present (through a concrete case study) how does the conflict analysis methodology work in this special field like security policy.

My case study is important for two reasons. One the one hand the topic is timely, on the other hand in this year the Austrian presidency is doing the same thing, that is looking for a solution to the crisis in Ukraine. Main purpose is to understand the present security challenges, it is essential to analyze last year's German work.

Case study: Germany dedicated its 2016 Chairmanship of the OSCE to exploring ways „to renew dialogue and to restore trust among participating states and security Europe”. To this end, Germany supported substantive work on the priorities of its Chairmanship, which included inter alia strengthening OSCE capabilities across the conflict cycle, tackling challenges to fundamental freedoms in the OSCE region, strengthening economic linkage and good governance and terrorism and other transnational threats. The German Chairmanship continued work in fields participating states had set out in previous years, especially if they are state „chairs” (Switzerland and Serbia held the OSCE Chairmanships in 2014 and 2015, they are the OSCE Troika) and initiated new models to address new challenges such as large movements of migrants and refugees, including questions of tolerance and nondiscrimination, increasingly diverse societies, energy security, media freedom, etc.

This analysis aims to present the work done throughout 2016. This presentation shows and demonstrates that the German chairmanship of the Organization was ready to lead a meaningful dialogue and co-operate in various fields of common interest (mainly their role in context of the European security and the Ukrainian crisis) and throughout the dimensions of the OSCE. The OSCE approaches security in these three dimensions: the politico-military, the economic and environmental, and the human.

„The work was created in commission of the National University of Public Service under the priority project KÖFOP-2.1.2-VEKOP-15-2016-00001 titled „Public Service Development Establishing Good Governance” in (the) Miklós Zrínyi Habilitation Program.”

Open up opportunity to step together: examine usability of the CLIL based NyIT method in disadvantaged adult learning groups

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The relationship between linguistic disadvantage and underdevelopment is a widely researched topic. Surveys and research are consistent with the fact that communicative competence and language performance affect the performance of academic subject content. It also has an effect on labour-market employment, because insufficient linguistic development and underperformance can lead to drop-out from public education, which in many cases also means a drop-out from the labour market. The main purpose of this paper is to examine the usability of a trial-focused Hungarian CLIL model (called NyIT) to L1 Hungarian adult learning groups with restricted language code. We focus on adult learners, who were dropped-out from public education, but (months, years or decades) later wants to finish their primary school grading exam. The NyIT model (developed in the StepTogether projects) was originally developed for migrant children with various L2 Hungarian language competencies to help their integration to a new environment, also develop their academic performance, preventing them from drop-out. According to our hypothesis, the CLIL-based NyIT method can be used for learners with restricted L1 Hungarian language code but the task types and lexical base must be adopted. E.g. Translation tasks between L1 first and L2 second languages are meaningless in this context, and A1 CEFR level vocabulary has to be revised. In addition, we presume that applying a modified content – complying with Hungarian National Core Curriculum, and topics related to adult learners motivation for taking the grading exam – can establish and support the use of the NyIT methodological framework in the examined learning group. We assess the learners' attitudes and motivations with a questionnaire combined with their interviews. To sum up, the aim of the research is to examine the adaptability of the NyIT method and to map topics that can compensate linguistic disadvantages, while they are supporting the successful grading exam and the integration in the labor market.

The results of the eleven-graders in Mathematics in the Budapest Center of Economic Vocational Training

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One of the principal factors of early school leaving is the bad or declining academic performance. Vocational students are highly affected by early school leaving. The number of failures is the highest in Mathematics according to the preliminary results of the warning system introduced this year by the *Education Office*. The management of the Center gives high priority to regularly measuring the knowledge of pupils in Mathematics. The composition of the testpaper for the eleven graders was based on the *framework curriculum*, the paper was written by 1486 pupils from 19 member schools on May 29th, 2017. 149 students were pupils of comprehensive secondary schools and the rest participated in vocational training.

The average result of the students was 36 percent, the deviation was 22 percentage points. Three quarter of the pupils achieved 50 percent or even lower in the test. The value of the first quartile is 18 percentage points, i.e. the results of one quarter of the students did not exceed this level. Five percent (73 persons) of the students reached 80 percent or more. 60 of them are students to two of the member schools. One tenth of the pupils reached a result of 10 percent or lower (140 persons). They are from fifteen different member schools.

In case of two exercises (*Combinatorics* and *Analytic geometry*) there is significant relation with the results in *Mathematics* and in *Reading comprehension* at the *National Survey of Competences* ($r=0,55$ and $r=0,45$, $p<0,05$; $r=0,64$ and $0,55$, $p<0,01$ respectively). The result in *Analytic geometry* indicates a statistically significant relation with the *development impact* of the school. (*Development impact*: the result of a student can be 'higher', 'not different' or 'lower' in comparison with the expected result calculated on basis of his/her former result by regression.)

The outcome of the study confirms that there are huge differences among students' performances in the different member schools of the Center. Students, performing at the lowest level are to be found in most of the member schools, though there are only three schools where all the students reached at least the level of 10 percent. The significant relation with the development impact of the schools, points at further possibilities in exploiting the added value of pedagogical activities.

Teachers' and educators' attitudes towards disability

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Due to the legal regulation nowadays integration and inclusion is more than a puffed-up principle, it's now part of the common practice also in the field of education. Teachers' and educators' attitude towards disability is a model and this shapes the view and attitude of children and youth towards disability. That means that today's teachers play an important role in future's real societal acceptance of disability. In my research I surveyed a representative sample of Hungarian teachers (n=496). The main question was the acceptance of disability and the differences in the attitude towards different forms of disability. Based on the data there's a hierarchy in attitude between the different disabled groups. I compared with ANOVA the attitude components like personality, performance, look and regret, and the main difference is between the most accepted (people with physical disability) and the most refused groups (people with mental disability). The second research focus was on the potential background variables, particularly on the personal and emotional characteristics. Near the high level of empathy the other significant emotional competence was the flexibility ($r=.304$, $p<0,01$). It means that acceptance is not really a question for teachers but they've to deal with the challenges of the everyday issues of integration and inclusion. The third research question dealt with the stereotypes about disability. I used an open question which asked about the suggested jobs for different groups of disabled persons. The answers were consonant with the results above, teachers have complex mental representation about disability, about the strengths and weaknesses of different disabled groups, that's why they gave diverse ideas rather than stereotypical suggestions. In summary the results are promising, open pedagogues help not only to the children with special educational needs but also by the shaping of average children's attitude towards disability.

The diagnostic process of individuals with mild intellectual disability

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The aim of the research project was to analyze the diagnostic process in individuals with mild intellectual disability. Diagnosing individuals with mild mental disabilities is a very complex and significant process that can subsequently affect an individual's next life. The harder the disability of the child is, it is revealed earlier. Milder forms of mental disability are less noticeable, and often manifest themselves in preschool or younger school age. An important role in the diagnosis and detection of mental disability plays the cooperation of the involved institutions. For diagnosis to be comprehensive, more different institutions are involved in the diagnosis process. Tento interdisciplinární přístup nám umožňuje získat co nejvíce informací o jednotlivci. On the basis of the information obtained, it is possible to individually set up after-care, in particular to adapt conditions and access in educational institutions.

On the basis of the main aim were set partial aims, which were mainly focused on the period of detection of mild intellectual disability, the most common manifestations of individuals leading to visit the counseling facility or level of cooperation between the special education centres and primary schools. The aims of the research project were based on hypotheses which were tested in the research study. To obtain the data in the research study was used a quantitative method in the form of a questionnaire of own design, which was developed in two versions - for primary school and special education centre. The obtained data were analyzed verbally and in the form of tables or graphs. In the research project were determined three hypotheses and all were confirmed based on the obtained and evaluated results.

ICT and new forms of learning: Greek teachers' perceptions of participating in a distance education program

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Nowadays, the teachers' training in Information and Communication Technologies (ICT) is considered both important and imperative, in the context of digital literacy skills. As a result, new and innovative forms of learning and teaching are emerged for modern teachers of primary and secondary education. Distance education is a reformed type of education and emerged in response to the need of providing access to those who would otherwise not be able to participate in face-to-face courses. The benefits of distance education receive mainly teachers in remote and inaccessible areas, who are unable to attend live training programs, either due to the limitation of space or time. This paper refers to teachers' training in remote areas of Greece, with the contribution of a distance education model, under the project "Foreign and Repatriated Students' Education". A total of 154 teachers, in the quantitative research, highlight the importance of education through electronic platform and are referred to the fulfillment of a large part of their expectations. Teachers' answers about the benefits they have gained, the model's functionality and ICT familiarity are found to vary according to their gender, age, teaching experience, specialism and their qualifications. Through qualitative analysis and especially Thematic Analysis, are presented the participants' perceptions to improve the already existed online and distance learning models. To conclude, it is crucial to be mentioned that distance education is characterized as a new form of learning for modern teachers which demands a high level of digital literacy skills, familiarity with digital technologies and role perception. Finally, distance education is referred as a useful teaching and learning tool in teachers' career development.

The prevalence of computer usage among Biology students in Hungary and their Edmodo usage frequency

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High-school biology teaching in Hungary lasts for 3 years from 10th to 12th grade. The material that students are expected to learn is huge and due to the appearance of Infocommunication technologies in education, biology teaching-learning processes can widely be supported by ICT tools and different online applications. Nowadays, students use computers on daily bases for varied tasks, and we were curious about their computer usage habits when they are preparing for biology classes. Previous studies showed that Edmodo, a user-friendly site that was designed for supporting teaching-learning processes, proved to be a useful educational tool in many countries. We were interested to see how many students know about the interface in Hungary and how often they use it. In the present study, 333 Hungarian high-school students (188 girls, 145 boys) were asked about their biology studies, computer usage patterns and Edmodo usage habits using an anonymous online questionnaire. Their average age was 17.84. In our research, 19.3% of the respondents indicated biology as their favourite subject, 31.5% of the students use computer for their biology studies but only 5.7% of them use Edmodo at least monthly.

The activity of staff of the school counseling center in inclusive environment of mainstream schools

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A school counseling center is the name used to designate counseling services provided at school. Already in the 1960s, the trend of strengthening the counseling services directly in the school environment was manifested by the creation of a position of guidance counselor, firstly in the area of career counseling and then in other professional areas. Since the nineties of the 20th century, school psychologists began to work in schools, whose activities were supplemented by special educators. The team of counseling staff was supported by the establishment of the position of the school methodist of prevention, given the strategic intention to prevent socially pathological phenomena. At present, activities within the positions of the school counseling center are defined by Decree No. 72/2005 Coll. on provision of counseling services in schools and school counseling facilities, as amended. At school, the provision of counseling services is usually ensured by a guidance counselor and a school methodist of prevention, whose job positions are defined in each school. Both counseling staff works with other pedagogical staff in and out of school. Support for guidance counselor and school methodist of prevention in schools is provided by a school psychologist and a school special educator.

The research project deals with the analysis of the activity of the individual staff of the school counseling center in mainstream schools. One of the important tasks of the school counseling staff is also monitor the classroom climate in the inclusive school environment. The empirical survey in research project includes a quantitative research survey realized by the technique of a questionnaire of own design. Research at primary schools in the South Moravian region was processed by the statistical method using bivariate analysis. The analytical unit was comprised of headmasters of complete primary schools.

Theoretical and practical models of Hungarian Life reform movement

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The aims of the research are to present the so far unsearched pieces of the Hungarian Life reform movement based on the new international paradigms (Oelkers, 1992; Németh-Skiera, 1999; Skiera, 2003), to describe the relationships and divisions and to analyse the variations in international context, in regard to reference points of the international and the Hungarian Life reform movement during the interwar period.

The current paper gives a view about the different form of the Life reform movement: communes (reformers of everyday life and spirit); sanatoria, therapies and sport (focusing on the body); ecological, economical and agrarian reforms (for the social renewing).

The Hungarian vegetarian, Béla Bicsérdy can be serve as an example for the pathfinder actions of individually happiness. The theory about the Third Way (from László Németh, Dezső Szabó) as a possibly social way out, was promoted under the Hungarian reform initiatives. The followers of this movement aspired for not only the reconstruction of lost individual identity and harmony between the person and nature, but also believed in the happiness of the society through the remodelling of social life. The historical trauma in Hungary after 1920 (Treaty of Trianon) brought reforms into focus, because the Hungarian elite had responsibility for the false way of social development. The word "reform" was supported by the majority. The future of Hungary was rewritten by the help of folk education.

This interdisciplinary comparative historical research intends to present the multicultural perspectives of the movement and its impacts, to analyse the concepts and to show their pedagogical contents.