5th IRI International Educational Conference

BRATISLAVA, SLOVAKIA, 7-8 MAY 2017

PROGRAM

ABSTRACTS

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

2017

Conference organized by

International Research Institute s.r.o.

Place:
Hotel Baronka, Bratislava, Slovakia

Scientific Committee:

BLANDUL, Valentin Cosmin, Ph.D., University of Oradea, Oradea, Romania
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Conference organized by
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Place:
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Conference Program

7 May 2017

9.00-10.00 Registration

Presentations in Sessions

Session No. 1. 10.00-11.20 *Educational Psychology*	*Chairman* *Judit Torgyik*	Beata Borowska-Beszta: Biases as Methodological Challenges while Qualitative Research in Vulnerable Cultures: A Review of Theoretical and Empirical Issues
		Eszter Nagy, Ildikó Takács: Raising awareness on self-concordant goals, coping better in hard times – a way out of teacher burnout
		Katalin Kissné Gombos: Unconscious teacher career choice and attachment style
		Emőke Nyéki: Feeling or rational fact? Trust as an economic factor

Coffee break

Session No. 2. 11.30-13.10 *Other Issues in Education*	*Chairman* *Zsuzsa Koltai*	Zsuzsa Koltai: Family Learning in Museums
		Judit Torgyik: World of Children's museum
		Slavica Pavlovic, Josipa Istuk: The leisure time habits of the youth have (still not) changed
		Bence Asztalos: Experimental performances in creative music pedagogy
		Tibor Janos Karlovitz: Some Ethical Questions of Mentoring

Coffee break

Session No. 2. 13.30-15.10 *Educational Methods*	*Chairman* *Valentin Cosmin Blândul*	Áron Tóth, Emma Lógó: Gamification in Budapest University of Technology and Economics's Education Quality Survey
		Andrea Bence-Fekete: Educational methods in our changing world
		Boglárka Pataki, Emma Lógó: Gamification in Budapest University of Technology and Economics's Education Quality Survey
		Valentin Cosmin Blândul, Adela Bradea: A Few Aspects Regarding Cooperation in School

Coffee break

Session No. 3. 15.20-16.40 *Mathematics and Engeneering*	*Chairman* *Mónika Bagota*	Mónika Bagota, Judit Szitányi: Changes in the strategies in solving mathematical problems with text as a result of Primary School Teacher's Training
		Dániel Katona: Pósa method & Cubic geometry – a sample of a problem thread for discovery learning of mathematics
		Emma Lógó, Sarolta Tóvölgyi, Katalin Kapusy: Experience-based courses in the Product Management specialisation of the Engineering Management Bachelor program
		Anna Medve, Balázs Csontos, István Heckl: Training Units for Developers' Skills Regarding Web Accessibility Engineering - Vocational Training Improvements for Responding to Skill Shortages

8 May 2017

Presentations in Sessions

Session No. 4. 09.00-10.40 Comparative Education	Chairman Tibor János Karlovitz	Kristóf Velkey: The main aspects of the 2008 Polish Curriculum reform
		Sławomir Rębisz: Polish, Hungarian and Slovak Publications in the Field of Education in the Web of Science Database. Bibliometric Comparative Study
		Klára Kázmér: Comparison of PISA survey results of Slovakia and Hungary
		Rozalina Popova, Ljupco Koskarov: Macedonian Education at the Crossroad between Tradition, Culture, and Foreign Experiences
		Bálint Fodor: Free School of Pécs – Educational Innovation in Hungary

Coffee break

Session No. 5. 10.50-13.10 Education and Society	Chairman Balázs-Gyula Pál	Tamás Sánta: Analysis of Registered NEETs' Educational Qualification
		Anita R. Fedor: Youth labor market expectations
		Balázs-Gyula Pál: The role of transit programs for low-skilled
		Isaac Calvert: On the Importance of Teachers and Teaching: A Study in Apprenticeship

13.15: Closing Conference

Abstracts

Experimental performances in creative music pedagogy

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In creative music pedagogy with the objective of developing the creativity of students in school music lessons, there is an important role for the genre of performance. The primary aim of school performances by students and professional musicians in this pedagogy is not the entertainment of the audience, rather the enhancement of creativity brought about by performance situations, practice and experimentation. This way the students will not get into a stress situation, which a traditional performance can cause, even though involuntarily, by the accompanying effect of stage and audience on each other. Thus, in the traditional sense, the audience here (if there is one) is not the usual as, in some cases, it is clearly shown by either designation of a place for the audience or its randomness. Performances, allowing the appearance of creativity beside music pedagogy, can be a proper way for the presentation and dissemination of creative performance experiments. They give form to the conception of the certain ideas, prove their operability. At the same time they do not give final shape to the ideas; while inspiring, they can always be continued, leading to further experimentations. Students are making creative performances, such as preparing a short movie, based on a given musical composition or parts of; shadow play with stage and musical performers; conducting show. The length of performances, dictated by the availability of the time and age, also by the ability of concentration of the students, usually takes a few minutes but, depending on the chosen thematic and presentation technique, it can stretch from a few seconds to more than twenty minutes. Although the primary objective of performance experiments is not the public showing, but some of them – owing also to the presented technical elements – play an effective disseminating role thereby presenting the precise objective of creative music pedagogy. It is believed that, through these examples as presented, also during the creation of similar performances, the creativity of the students in school music education can show significant development, making positive contribution to the efficiency of the learning process and the cognitive function and personality of young people.

Changes in the strategies in solving mathematical problems with text as a result of Primary School Teacher's Training

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One of the important tasks of our training is to teach our students different methods of solving mathematical exercises with text, especially those which they use in teaching primary school students. Through analyzing some mathematical exercises with text, we have investigated the customs and strategies of problem solving of first year primary school teacher students and we have compared these with the strategies of third year students. In choosing the problems we have carefully considered that the problems should be completely appropriate to the level of the mathematical knowledge of primary school students. As we have expected the third year, students achieved better in solving problems with text. Most of the third year, students could apply the technics and methods necessary for solving mathematical problems with text at primary school level. In the comparison, it has also become clear how much we have achieved our purposes and how effective the methods we have shown are in solving problems with text at primary school level.

The role of transit programs for low-skilled

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After the regime changed one of the most significant factor of competitive economy became the rate and number of those of working age appearing in the labour market. The basis of numerous statistical data is the extent of the economic activity of the ages of 15 to 64 in a given period (year, quarter). During the fifteen years following the change of the regime (1990-2005) the population of the country changed in demographic aspects: the age structure changed, the number of children decreased, and in parallel the proportion of ages 15 to 64 and over increased. The labour market of our country has reacted quite inflexible to the supply and demand between 2005 and 2010. The regional inequalities (economic, demographic) added to it as well, and they make the activity of certain fields even harder and as a result the chances for employment for those living there – for example the situation of the Ormánság settlements. Unfortunately, since the change of the regime all those factors, reasons are present that make the increase of employment harder from the economic, demographic, labour market sides.

Those factors, reasons that support the need for transit employment projects from economic, demographic, and labour market sides and their widespread presence, are present since the change of the regime. The transit employment program is a complex activity and its primary aim is to provide training-developing-service and employment unit by which it can provide greater employment opportunities for the participants compared to their chances and problems.

In the first part of the presentation, the aim of the writer is to present the most important current features of the national labour market in light of statistical data. In the second part of the presentation, you can see the transit program as the realised best parctice to increase employment in the country. The author uses the first published impact assessment (2001), the assessments of situations, statistical data, and indicators, after the launch of the transit employment projects, as sources.

The necessity of transit programs is confirmed by own researches (2015) as well, that examined the learning motivation of women with low level of education taking part in adult education. Throughout the research there seemed to be a strong connection with the transit programs as the members of the examined target group could be primarily approached by this kind of programs.

Educational methods in our changing world

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In social development the transformation of pedagogical culture is crucial and the development is continuous. It is an important task in the education of pedagogues and the development of the society to put an emphasis on owning the most current methodological toolbar suitable for the current environment, which can be applied efficiently among the students of nowadays instead of just trying to keep up with the progress. The origins of education date back to the appearance of mankind ont he Earth, and the aims and tools in general keep on changing with different eras. In our rapidly changing world the needs, expectations and necessities of children concerning learning have been altered. Modern schools may be successful only by taking these altered needs and expectations into account.Among the new expectations there is an enhanced need for experience, which is hard to fulfill, as thanks to the media these children are prone to a huge variety of stimuli. When choosing the methods of education we need to focus on raising the attention of children, while being able to transmit the necessary knowledge at the same time. This is why we need to prepare the pedagogues of the future for the challenges of the 21st century. Being up-to-date with the teachning material, the 'what' of education is important, but we have to put emphasis ont he 'how' side as well to be able to transform the information transmitted into applicable, useful knowledge. The word 'therapy' is most often associated with medical treatment, but the Greek word 'therápia' actually means to take care of, to look after. In the process of teaching-learning we speak about methods, which 'cure' deep within one's mind and make learning an experience. They improve the communication skills of children and help relationship-building and the deeper understanding of human relations. They provide an experience in learning, improve creativity and self-expression and help to develop the ability of expressing emotions, teach to concentrate and develop learning skills. Ther are various means of therapies known nowadays, such as music-, game-, biblio- and art therapy, which all apply different areas of life and generally natural activities of human beings in order to take their effect. During the lecture I will to introduce different methods, by which learning becomes an experience and transmits the teaching material, while improves the personality and key competences of the students.

A Few Aspects Regarding Cooperation in School

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By its structure, human being is a social one, which means that, theoretically, he needs permanently to establish interpersonal relationship with others and tries to solve different problems working together with them. But in practice, things are more complex, because many people prefer to work individually or in competition. In such circumstances, it can be create 3 types of interdependent relationship among peoples: null one (when they work individually), negative one *when they promote competition) and positive one (when they collaborate to one other). According to its mission, education and, particularly, school – as a main formal educational institution – should promote a positive interdependence among its educational agents, developing a collaborative personality for pupils. Therefore, in the present study, we are planning to evaluate how well prepared is are schools to encourage cooperation among the educational agents (especially, professors and pupils). The sample of research was composed from 223 teachers from 6 pre-academic schools of Bihor county, Romania and the instrument was a questionnaire from 27 ended-close items. The results prove that, at least in a declarative way, many professors encourage cooperation in their schools, promoting cooperative learning in didactic activities or helping their colleagues when they need. We can appreciate that many schools could be considered as a model for cooperative life with positive effect upon their pupils' personality development.

Biases as Methodological Challenges while Qualitative Research in Vulnerable Cultures: A Review of Theoretical and Empirical Issues

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The presentation refers to the critical analysis of the bias phenomenon as the category in the context of design and implementation of qualitative research in social sciences disciplines with emphasis on education. As following, there will be discussed theoretical issues and empirical examples to illustrate key biases raising confusions and error challenges in qualitative research design and performance. Attention will be given to biases lying both on the side of the researcher and on the side of his/her informants, while implementing the research within vulnerable cultures with a special accent on the disability culture. The author will discuss detailed examples of biases derived from the qualitative research reports and their effects on the research and obtained results as well.

On the Importance of Teachers and Teaching: A Study in Apprenticeship

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Governments around the world are calling for a revival of apprenticeship on a large scale, emphasizing the value of the one-on-one, human interaction between master and apprentice and the teaching involved in that interaction. Although a broader historical view of apprenticeship shares these ideas, certain prominent threads within recent educational research have done a great deal to deemphasize them. Some go so far as to overlook the master-apprentice relationship altogether, assert that masters simply do not exist, and claim that apprenticeship learning, and indeed learning in general, happens without any teaching at all. In response to those claims that delegitimize the importance of teachers and paint the very act of teaching as a fiction, the researcher took part in an autoethnographic case study, participating himself in a two-year apprenticeship under a master violinmaker to investigate first hand the legitimacy of such bold and sweeping assertions. Analysis from the case suggests that the one-on one master-apprentice relationship plays a key role in apprenticeship learning, that mastery is embodied in individuals rather than in communities alone, and that a master's teaching does in fact make a difference to an apprentice's learning.

Free School of Pécs – Educational Innovation in Hungary

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

The Free School of Pécs is going to start its first school year in September 2017 setting off with first grade students and another heterogenous group of learners between the age of 10 to 12. The teachers contributing to its foundation, however, are far from being enthusiastic idealists: they are long-time members of the "think tank" of an already successful elementary school. The Free School of Pécs will be based on the methodological and practical innovations of an already existing state-approved Educational Program, and carries on the massive expertise and know-how accumulated during the recent decades.

In my study I would like to introduce the Free School of Pécs and give an insight into the creation and background of this new educational innovation. My work is based on semi-structured interviews with both teachers and parents, as well as participating observations and content/document analysis of the institution. As well as being an ESL teacher at the PTE (University of Pécs) I am also accompanying the teachers of the Free School from the very first steps as part of my PhD research.

Some Ethical Questions of Mentoring

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In Óbuda University has started mentoring program in September last year (2016). The main aim of this program is: How to keep the students in the education system, in the university, because there is too high proportion of those students, who leave their courses before they have got a diploma, before they have finished their studies.

Now the primary task of the mentor teacher is to help the student fulfill the learning requirements, what was developed in an old education system. The main criterion for success is, that how many students remain in campus after the mentoring program.

The teachers attended lectures on which they received the curricula approved by the university leadership. However, the decisive moment is the relationship. Teachers' success has a direct, personal relationship with their students. Such bondage can only be developed by those who teach them – but this is an ethical question: Can you teach those, whom you are the mentor? Can you be a mentor, if you are their teacher?

The implementation of this new opportunity requires some ethical consideration. I think, the first ethical problem is, that this mentoring system strongly teacher-centered. The students' needs are not addressed as real problems. This thinking way is in traditional frames: timetable, the teacher teaches, the students are learning.

Pósa method & Cubic geometry –
a sample of a problem thread for discovery learning of mathematics

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Discovery learning of mathematics has a long and to some extent influential tradition in Hungary, hallmarked by the theoretical works of Pólya György and Lakatos Imre, and some exceptional teaching practices, such as the complex mathematics teaching experiment of Varga Tamás in the 1970s. However, with the exception of oeuvres of some prominent teachers or some movements in talent care, the present state of mathematics teaching in Hungary does not dominantly reflect ideas of promoting individual thinking and discovery, neither the importance of the enjoyment of doing mathematics, as if we forgot what we should have always been proud (and use) of. Nevertheless, the counter-examples, the few those who believe in inquiry-based type of learning have been developing promising and exceedingly elaborate methods.

One of the most notable figures among these pioneers is Pósa Lajos, a mathematician and a mathematics teacher, has been organizing and leading his own weekend math camps for talented students in Hungary since 1988, during which he and his disciples have been developing his own discovery teaching method. In the framework of the Content Pedagogy Research Program of the Hungarian Academy of Sciences new experimental programs have been launched, such as the Flying School, in order for broadening the set of target students, to be applied with less talented students as well, and spreading the method around the country.

The problem-solving processes applied in the camps show a great diversity regarding both the content and types of the problems and the forms of interactions. In the present paper, the focus is laid on geometry, problems with constructions made from cubes, with the intention to present the main principles of the Pósa method. However, behind the apparently solely geometrical problems, many other areas of mathematics appear to present themselves, such as combinatorics and (basic) number theory. Besides some constructions, the implementation of which need prominent changes from the usual tracks in mind, the need for proofs of nonexistence and indirect proofs are also characteristic of the sample of problems under examination.

Comparison of PISA survey results of Slovakia and Hungary

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Reading is one of the most complex and crucial skills a human can possess. We read different types of texts from short advertisements on walls, timetables at stations, recipes in cookbooks to longer texts like newspaper articles or novels on a daily basis. Readers require several abilities to comprehend successfully the read texts (Moore, 2014). In spite of this there are some situations when the reader is not able to understand the message, the meaning of the text. What factors influence the readers during reading? How can we distinguish between successful and unsuccessful readers? In our work, we aim to answer the previous questions, moreover we characterize briefly the reading comprehension survey PISA and we compare the results of the students of Slovakia and Hungary.

In the first part, we define reading and reading comprehension. The theories about reading have changed over the last decades. Reading is a complex ability, to acquire it and to use it in everyday situations we need different types of knowledge, e.g.: the sufficient state of development of cognitive functions and their cooperation. From the cognitive point of view reading comprehension is an active process in which the previous knowledge of the reader plays a crucial part. The text directs the process of comprehension. The reader is not a passive participant of the reading process but he is active and he creates the meaning himself based on his pre-existing knowledge and experiences. The existing knowledge of the reader changes as a result of reading.

The process of reading and reading comprehension is examined in different ways. Nowadays tests based on reading comprehension are very popular. In OECD member countries, the skills and knowledge of fifteen years old students have been examined by PISA tests since the 1990s. The PISA tests measure the skills of students in three competence fields: reading, mathematics and science (http://www.oecd.org/pisa/). In the second part of our work we plan to compare two neighbouring countries' results: Slovakia and Hungary. Hungary has been participating in the testing since 2000 and Slovakia from 2003. The aim of comparison is to see if there is any sign of difference in the skills and knowledge of students of the two countries.

To sum up reading comprehension is a crucial skill to achieve successfulness not just in school but in everyday situations. People having weak reading skills lose their self-confidence and they face several obstacles in their life. It is necessary to map students' reading comprehension skills as soon as possible to discover what are the possible factors obstructing the readers in understanding the text.

Unconscious teacher career choice and attachment style

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Empirically demonstrated in leadership science that there are personalized and socialized charismatic leaders (Howell, 1988). The narcissistic, personalized leader is motivated in own unconscious and conscious goals achieve, and enforce own authority, socialized leaders are characterized altruistic. *Friedman* developed teachers bi-polar professional self-concept based *Kohut's* theory. According to him, the motivation for teaching as a career stem from the narcissistic needs and altruistic aspiration. Teachers are motivated by two factors: a narcissistic need for power, respect and control and an altruistic aspiration for giving and providing a high quality professional service in teaching and education. Teacher's needs to be loved, admired, or to give others love and care came from his or her early attachment relationship.

I assume that the narcissistic unconscious career choose stem from insecure attachment style, altruistic aspiration from secure attachment style. Narcissistic teachers expect that their students admire them. They would like to make up for rejection suffered in early childhood. The teacher with secure attachment style would like to give over to pupils' love, appreciation, attention what he received as infant. In my study took part n = 444 people, of which n = 233 teachers and teacher candidates, and n = 75 as a control group of economics students participated. In study were used Personal Expectation about Teaching questionnaire (PET) and Relationship Scales Questionnaire (RSQ). According to the results of the narcissistic motivation for career mostly related to the insecure attachment style. However, no significant difference between the altruistic motivation and secure style.

Family Learning in Museums

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Various forms of informal and nonformal learning opportunities have been evolved in museums which intend to engage families. Museums' interpretation of families has been extended and diverse multigenerational groups are targeted by museums through their family learning programs by nowadays. Museum learning programs which involve grandparents together with their grandchildren have become more and more prevalent recently and a special form of them offers a unique learning opportunity for people with dementia.

Beyond revealing the latest trends in nonformal museum learning programs for families the presentation examines the innovations of the informal learning opportunities offered by museums through their exhibitions and websites. Since an increasing number of museums offer special methodological support for parents by their family guides and diverse learning materials the presentation focuses on the most prevalent features of these publications as well. Family learning in the museum is a complex process where adults and children learn together. Beyond developing diverse competences these programs have an important role in strengthening the family ties and promoting the communication between the family members. One of the most important benefits of family learning is the development of the parents' self-esteem, confidence and wellbeing which may motivate them to continue learning for themselves as well and which inspires them to return to the museum with their kids. Creating a family friendly environment and the recruiting, communication and marketing activity of the museums are also crucial in engaging families. The presentation reveals the special characteristics and principals of family learning in museums by examining the diverse methods and tools applied by museums in order to involve families into museum learning.

Experience-based courses in the Product Management specialisation of the Engineering Management Bachelor program

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The Engineering Management program at the Budapest University of Technology and Economics integrates engineering, business, and management knowledge into a curriculum. The program combines breadth of knowledge of general engineering with depth of business and management disciplines. Students achieve depth of knowledge by acquiring a formal module in a selected specialisation program in the last 2 semesters of their studies.

At the beginning of the above mentioned 2 semesters, students' learning environment decreases from a large number (150-250 students) to a smaller group (approximately 25-40 students). Teaching methods also have to turn from frontal lectures with great headcount to practical and more personal smaller courses. Previously acquired economic and technical knowledge were transposed to "reality" by conducting a research or a project in a real working environment. The name of our specialisation program is Product Management, which refers to students working together with a product manufacturer, developer or a distributor company.

Courses require special and wide range of teaching methods. We apply training techniques, combined personal consultations, case study solving, practical lectures mixed with minor theoretical frontal teaching. Teachers develop students' ability as well as social skills, in order to prepare them for the private sector (for example presentation technique, teamwork etc.). Reaching good performance in the Product Management specialisation sets a great challenge to the students: they need to find company, to build relationship with a firm, to communicate and to bridge the gap between the company and the scientific expectations of the university, to manage own resources and time, and to solve new problems.

This article summarizes and shares more than 400 graduated participants' perception and 10 years of teaching experience.

Training Units for Developers' Skills Regarding Web Accessibility Engineering – Vocational Training Improvements for Responding to Skill Shortages

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This paper presents researches on introducing of vocational skills and knowledge into higher education program, provided from researches based on practical requirements in industry practices, in this case on web engineering topic. The interface design has advances related to the usability and accessibility of many software and devices to the benefits of all people, especially for those with different functional abilities. However, despite progress, there are still many with cognitive disabilities who are disadvantaged due to lack of accessible and usable systems. We present some aspects of web accessibility and our research results on developing methodology for software process improvements by automation of error detection and correction in web accessibility engineering. Our aim is to introduce these results in vocational training.

The actuality of researches at professional and pedagogical levels is confirming from EU 2016/2102 Directive on the accessibility of the websites and mobile applications of public sector bodies, mandatory for Member States from December 2, 2016. This technical regulation prescribes the regular monitoring and certificating/reporting. This confronts IT professionals with new challenges which lack of the solutions and training programs.

We propose a web accessibility engineering training module to introduce into the web engineering curricula of adult trainings and of higher education programs. We present the design and application of training units based on cascading sets of extended sequential exercises. Firstly, we explain the specificity of web development process, the methods and tools of web accessibility engineering, secondly the design of training unit's content, teaching methods needed to achieve educational objectives, including measurements and evaluations. The experimentation with control groups and improvements of training methodology helps to complete vocational knowledge and establish strategy for internship programs. We plan future works to develop training units for the "Testing of web developments" training module.

Raising awareness on self-concordant goals, coping better in hard times – a way out of teacher burnout

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Being a teacher is a profession that requires high responsibility. Teacher burnout is a current phenomenon, that affects not only teachers' personal accomplishment, but also their connection with students, as its common symptom is depersonalization (i. e. handling students as objects instead of sentient beings). If the process of burnout could have been turned back, that would cause a major change in the quality of teaching, as teachers would become more committed in their work and radiate their own passion while educating the younger generation. In our research we examined what effect it has on burnout when individuals follow a self-concordant goal. It is known that self-concordant goals assume being an alignment between individuals' unknown (unconscious) and known (consciously expressed) motivation, thus give a stable ground for the person to evolve. At the same time, finding the meaning in work has the effect of reduced burnout level, and meaningful work makes possible for individuals to actualize their coping strategies, even in those cases when they do not have a prepared solution for handling a situation. Besides this fact, high self-evaluation implies that individuals are in an emotionally healthy state and achieve their goals on the highest level they can. In this empirical research we investigated 320 public education teachers from all over Hungary. We include four inventories: MBI-ES (Maslach Burnout Inventory-Educational Survey); Survey of Personal Goals in Work by Martos with the focus on self-concordant goals; Ways of Coping by Lazarus and Folkman; and Rosenberg Self-Esteem Scale. We apply the method of path analysis, thus we are able to reveal the cause and effect connections among the measured variables. More specifically, we explore answers to the following research questions: (1) Does high self-esteem assume that individuals follow self-concordant goals? (2) Does low self-esteem imply the development of burnout syndrome? (3) Do adequate coping strategies prevent individuals from the development of burnout? (4) Can burnout be prevented or reduced if individuals focus on self-concordant goals?

Feeling or rational fact? Trust as an economic factor

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How can the capital invested in human-force strengthen adult employees' faith in themselves and what impact does it have on economic efficiency?

The presupposition of the research was that the successful adults at work are those who are able to renew, improve their knowledge and keep it up-to-date. At the same time, those adults are open to extend their current knowledge, who can measure their strength accurately and can reliably see their competences that should be improved, bear a healthy self-confidence. A high correlation can be pointed out between self-confidence and the existence of labour-force competences. I searched for an answer, which direction should this interaction be supported from.

According to the results of PIAAC that is OECD competence surveys extended to adults – not surprisingly – the higher qualification and the more valuable labour-force competences they have the more likely adults are to find jobs that meet their expectations. It can be demonstrated that higher skills and qualifications have a positive effect on health and self-confidence, and also on trust towards other people.

It is a paradox that in the 21st century knowledge-based society the workforce market-value of knowledge workers' is their acquired knowledge, and at the same time that value is the fastest to amortize. It would be crucial to improve adult workers' knowledge at the pace that is dictated by the development of technology. This is not only in the interest of the employers and employees but it should also be important for the society. Moreover, the individual's freedom of decision and responsibility should also be emphasized regarding adult education, LLL.

The study examines the image of self-confidence created by working class adults about themselves mainly in leading positions in the competitive sphere after leaving the education system in the period of learning from experience, and compares them with the feedbacks supplied by colleagues, inferiors and superiors. During the survey on the online survey surface distributed to 9 organizations, 110 respondents answered the questions about their own self-confidence and then their colleagues, inferiors and superiors - 1125 people altogether – answered the same questionnaire anonymously. The survey shows that not only the evaluation results are significant. There is an extraordinary amount of information with respect to the quantifiable differences between self-evaluation and others' feedbacks. The measurement results of the first class, leaders as the highest in the employment hierarchy responding to the questionnaires are evaluated with an extra emphasis, searching for the correlation among qualification, self-confidence and efficiency.

As an expert in adult education my field of interest is the impact of feedback at workplaces on the individual and organizational efficiency. I search for an answer for the question: what impact does positive, reinforcing feedback have on the confidence of adult workers. How can it help in acquiring a reliable self-image and in strengthening self-evaluation? What concrete, rational information comes from workplace evaluation concerning self-esteem? Why is it important regarding healthy self-confidence, what role does it have in lifelong adult education, in setting and achieving new goals? The method of the survey is based on the results of 360-degree feedbacks.

Gamification in Budapest University of Technology and Economics's Education Quality Survey

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The topic of this research is to convert and complete the Budapest University of Economics and Technology's Education Quality Survey with gamification tools. This survey has to be filled after every course a student has chosen. The number of the respondents is quite essential for each department. The aim of the survey are the assistance of developing subject, improving the standards of education and also helps the students which subjects to choose.

The subject is quite up to date as a new demographic cohort has appeared who has been growing up in totally different milieu than the previous generations have owned. They are also operating with a different ways of thinking. The generation has the so called name: Generation Z. In our digitalized world, it is quite a big challenge to catch their attention at school. Filling a long survey can be quite demanding for them and might gave up in the middle or in the worst case scenario they do not even try to open it.

The research would like to attempt to redesign the Educational Survey which is making exciting the filling for Generation Z. Using gamificational tools can add the extra experience which is giving the rise that they are filling the survey not only because it is compulsory, rather than it is enjoyable and they have a willingness to fill it and give a relevant feedback for the lecturers.

The following questions has been added: the teacher's behaviour, the students behaviour, the blackboard and the equipment of the classroom. The first test was supported by paper prototyping. In this phase 10 students of our university has been asked. The test seemed successful as the participants were really enthusiastic and found that it was enjoyable and they have added many useful ideas The test has recreated based on the added comments and added an online form which has filled by 51 students of a same university course. They have answered most of the question with almost the same answers which shows that the questions were clear. They also added some remarks which can be useful for the future development.

This survey showed it is how important to find new ways to motivate generation Z to get as many relevant feedbacks as possible. With the help of the participants we can prove that gamification tools can be used as a motivational tool to develop Education Quality Survey.

The leisure time habits of the youth have (still not) changed

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This paper deals with the habits of the youth within their leisure time. In our country there have not been so many research on this issue so far. Therefore, this paper is based on just one part of the broader research on the leisure time of the young people, conducted in the first half of 2016, in the two upper secondary schools in Mostar (Bosnia and Herzegovina). The research sample consisted of 210 final-class students of the grammar school and the vocational one (105, respectively). The results obtained, when compared to a few relevant research findings in our country and some other research in bordering ones, point the (rhetorical) question: have the leisure time of (in our case) the upper secondary school students changed or not?

Macedonian education at the crossroad between tradition, culture and foreign experiences

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The paper presents reflections on aspects of traditional and modern, as seen through the prism of Macedonian education and changes that occur in this area. For a long time, Macedonian education is strongly influenced by various design processes "imported" from outside. On the one hand globalization and on the other traditions and own culture.

The views in this regard we can classify them into three groups. In one of those "ad hoc" accept all changes imposed by the West, and the United States. In the other group are those ideas that change the look of selective or skeptical and conservative set. They are devotees of traditional and considered the aspect that "our system" is good and we do not need much to change except in terms of the content of programs and the like. Third are more moderate in their beliefs and think that they should make a blend between traditional and modern that is to keep what is good from the old system and to upgrade to modern foreign experience.

Last reform changes of this type were happened in 2014. with the introduction of Cambridge programs in mathematics and science in primary school. Crucial issues are the following. Are all "Imported" reforms are welcome to Macedonian education? What are the negative consequences of such a implementation?

Polish, Hungarian and Slovak Publications in the Field of Education in the Web of Science Database. Bibliometric Comparative Study

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The author of the following article aims at comparing the publication activity of academic staff members from Poland, Slovakia and Hungary to the extent of education in the years 1994-2014. Based on the comparative analysis, the author was able to determine, i.a.: (1) tendencies in the scientific performance in the analyzed field of study (increase/decrease); (2) leading scientific institutions issuing the largest number of papers in the field of education, (3) scale of internationalization (international co-authorship). Furthermore, (4) the author discussed the participation of scientists from the foregoing countries in the European (EU) and worldwide circulation of scientific papers in the field of education.

In order to perform the foregoing analyses, first the author had to choose the representative source for the conducted research. Considering the fact that science, also in Europe, values the prestige of a magazine, in which a given paper is published, and that the hierarchy in science is mainly based on the global hierarchy of scientific magazines, the following article uses data from the Thomson/Reuters database (Web of Science^{TM} Core Collection). It contains an index of selected, important papers with the so-called *impact factor* (IF), which is a well-known global index of scientific impact. Therefore, the number of publications in magazines with high IF confirms the quality of scientific research and at the same time determines the level of internationalization of science. In order to eliminate any hesitation and show the level of publication activity of country representatives taking part in the research, analyses were based on data collected in the period between 1994 and 2014 (20 years). Due to such vast period, it is possible to observe the increasing or decreasing role of countries or institutions in the international research activity in a given field of study.

Youth labor market expectations

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In our research project we embarked on surveying the visions, ideas, further education plans, career plans and objectives of the young people of Nyíregyháza. We wanted to find out what short- and long-term plans the young people have for the period when they have completed the secondary school, and what value preferences are coupled with their plans.

Our analysis is based upon the data base obtained with the inventory used as part of the international research project titled Youth in the Central and Eastern European Cross-border Areas in 2015. The participants were secondary school students, close to their GCSE, who live in the border regions of the Ukraine, Poland and Hungary. 359 students from the 11th grade were selected into the Hungarian panel. The 359 students came from a total of five institutions. In our essay we discuss the value preferences of these students, their attitudes to further education and finding a job.

In general, it is clear from the results that the visions of the students related to work and career are more clearcut and optimistic than their ideas regarding the future of their private life. Since a large majority of the students are already in possession of some work experience, they are capable of relatively easily assess their possibilities in the labour market, and they want to rely on hard work and expertise.

Analysis of Registered NEETs' Educational Qualification

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This presentation focuses on a special and vulnerable group amongst young people, so called: *NEET* (Not in Employment, Education or Training). Between the NEET young people in Hungary, two groups can be divided according to their status: they can be registered by the local Employment Department (ED), or, for some reasons, they decide not to be registered.

In this analysis, the author draws attention to the first sub-group; to those who are registered by the local ED in a Hungarian city, called Szeged. The town is the third largest one in terms of its population. The study analyses the registered NEETs' educational qualifications between 2009 and 2014. The data base is provided by the local ED.

Although researches on NEET young people have not had a long past in Hungary however, it is known that one of the characteristics of NEETs is low level of education. It is also known from other related studies that the lower the level of education the harder for a young person to enter into the primary labour market.

The analysis supports the above statement. On the other hand, the presentation would like to highlight that not only those NEET young people are at a considerable risk who have the least level of education (or do not even) however, those also at a vulnerable position who have secondary school level. This level of education is divided into five different categories by the Hungarian education system. The first two categories (technical skill-oriented educations) provide only professions. The second two categories (vocational and technical school) provide both, professions and school leaving examinations. While the fifth category (high school), which predestines the student for further studies, gives only school leaving examination. The study shows that the numbers of those registered NEETs who have vocational school level of education, in other words, have a profession and school leaving examination are almost the same with those who have the least level of qualification or even do not have any qualifications.

Considering with these data, it should be important to make further studies on this phenomenon in order to understand our educational system in a better way which might lead the professions to find a better condition for Hungarian youngsters to avoid becoming NEET.

World of Children's museum

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In my presentation, I would like to speak about a special museum, namely about historical background, pedagogical and psychological basis of children's museums. First children's museum was opened in 1899 in the US, in New York, Brooklyn and the second one in 1913 in Boston. After that it was launched further children's museums in America. This time there was a reform movement in the educational system that had effects on the museum area, too. Thanks for progressive educators, educational role of museums has strengthened, they offered story telling, workshops, observations for children and classes in the museums. In Europe, they have appeared only much later, in the 1970s, when it was opened more museums in Western European capitals and main cities. Children's museums are visitor-oriented, they serve children's development and collaborated with local kindergartens, schools and other educational institutions. There was a time when child culture started to develop. Useful leisure time activities of the children became more and more important, in this process children's museums had significant role.

Gamification in Budapest University of Technology and Economics's Education Quality Survey

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Paper introduces the experiences and the possibilites of future work on how to implement game elements into a university course. Several attemps had been done to motivate and engage students in schools for different age groups, however the research on the university courses faced multiple difficulties. Thus this paper shows the methods to use gamification elements to boost the overall engagement at the bachelor level university course, with participating over 100 students.

The education system is not suited for the needs of the Y Generation, since the school system is lacking all the elements of the modern, digital and highly paced world. These digital natives, as coined by Prensky, crave interactive content, and learn poorly from lectures and exams, because they find them to be boring and disengaging. In the same time computer games are progressively taking part in everyday life, farmost among the young generation. Since the gamification term was invented in 2011 it had been rapidly expanded and beeing used effectivley in several fields. Gamification is about implementing game elements to alter the behavior of the user to the positive in a non-game context, which is now a university course.

Detailed information was given on how to plan a gamified course, then continue on how to execute it on a weekly basis. Later on the gained knoweledge and thoughts will be concluded. In addition, a conclusion on what was planned well and the parts which needs revision for the next course. Moreover, ideas and suggestions for future implementations of gamified elements into university courses will be given.

The main aspects of the 2008 Polish Curriculum reform

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The Polish Education System has foreseen several changes within the last twenty years, and according to the OECD PISA results the performance of the polish education system moved from bellow to above the OECD average. Several polish researchers argue that one of the key aspects that had positive effect was the new core curriculum which was introduced in 2008, as it helped to raise the share of the best performers. The aim of my study is to decompose and analyse the polish curriculum reform in order to understand whether it could be the main reason for the improvement of Poland's PISA scores between 2009 and 2012.

Specifically, in my research I focus on the intended curriculum in the national level. The main data sources for my analysis have been the review of the existing literature and the available curriculum reform related government documents and reports. The aspects of evaluation includes (1) the vision and intended goals of the decision makers, (2) the antecedents of the reform (3) the main changes regarding to the former core curriculum, and (4) the planned steps of the implementation process.

The curriculum reform focused on the learning outcomes of the school levels, and it enabled the schools to alter their practice depending on the needs and possibilities of their students, so it could be of a positive influence. In the other hand, it is not certain, whether the new core curriculum could have affected the teachers everyday practice within such a short period.