4th IRI International Educational Conference

BRATISLAVA, SLOVAKIA, 29-30 MAY 2016

PROGRAM

ABSTRACTS

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

2016

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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UGRAI János, Ph.D., University of Miskolc, Miskolc, Hungary

Conference Program
29 May 2016

12.00-13.00 Registration

Presentations in Sessions

Session No. 1. 13.00-14.40 *Teaching and Learning*	*Chairman* *Valentin Cosmin* BLÂNDUL	Valentin Cosmin BLÂNDUL: A Curricular Perspective on Teaching / Learning Process
		Adela BRADEA: Exploitation the Principles of Coaching in Teaching
		Nóra BARNUCZ: Institutional Effect of ICT on Students in Higher Education
		Zoltán MURÁNYI, Marianna FARKAS-ÖKRÖS: Mobilised Chemistry. That is: May the Smartphone Become an Effective Tool of Teaching Chemistry?
		Marianna FARKAS-ÖKRÖS, Judit ÜTŐ-VISI: Pedagogy for Sustainability

Coffee break

Session No. 2. 15.00-16.00 *Music and Dance Education*	*Chairman* *Peter* LEVAI	Peter LEVAI: Geometrical Forms in the Dance Education. For Better Understanding the Basic Folk Dance Motifs
		István Dániel SANDA: The Education of Enlightenment – with Specific Regard to Musical Education
		Carmen Mihaela NICULESCU, Sorina CRETU: Study of a Guitar and its Music. Interdisciplinary Approach

Coffee break

Session No. 3. 16.10-18.10 *Current Issues in Education*	*Chairman* *Slavica* PAVLOVIĆ	Mihály FÓNAI, Nóra BARNUCZ, Erika ZOLNAI: chool Integration from the Students and Teachers' Point of View
		Slavica PAVLOVIĆ: Schools Still Silent about Sexual Education
		Judit BÉRES: Bibliotherapy for Women from a Lifelong Learning Perspective
		Valéria ÁRVA: What language skills do bilingual primary teachers need? Syllabus design for a language skills development course for English-Hungarian primary bilingual teacher training at ELTE TÓK
		Krisztina BERNATH: Explanatory Models of Pursuing Higher Education in the Hungary-Romania Cross-Border Area
		Istvánné SZERI: Her Life was her Duty: Erzsébet Burchard-Bélaváry

30 May 2016

Presentations in Sessions

Session No. 4. 09.00-10.00 *Language and Literature*	*Chairman* *Tibor János* KARLOVITZ	Dorota CHŁOPEK: English Clauses with 'Preposed' Particles v Polish Renditions – Acquiring 'Structures' Conceptually
		Eszter BENKE: Foreign Language Use in the Workplace
		Andrzej ADAMSKI, Aleksandra GRALCZYK: Educational Impact of Children's Press on the Example Polish Magazine for Children "Świerszczyk"

Coffee break

Session No. 5. 10.20-13.00 *Methodology of Math and ICT*	*Chairman* *Vera* STOJANOVSKA	Manja PODGORŠEK: High School Students' and Pre-Service Teachers' Drawings of Some Mathematical Concepts
		Darja ANTOLIN-DREŠAR: Importance of Mathematics Education at Kindergarten Level – Perspective of Parents
		Alenka LIPOVEC: Students Creating their Own Word Problem on the Basis of Given Symbolic Equation
		Vera STOJANOVSKA, Aneta BARAKOSKA: Training of the Teachers for the Application of ICT in the Teaching Process
		Tamás SZIMKOVICS, Gyöngyi BUJDOSÓ Design Informatics Study Circle in View of Learner's Skills in Secondary Schools of Transcarpathia

Coffee break

Session No. 6. 13.40-15.20 *Diversities*	*Chairman* *Judit* TORGYIK	Marzanna POGORZELSKA: Introducing Intercultural Education through Project Based Learning
		Ilona MILLEI: Roma Identity and Social Mobility
		Zsuzsanna DABASI-HALÁSZ, Gábor RÉTHI, Klaudia HORVÁTH: Mobility from the Pupils' Perspective
		Emese SZARKA: Video Interaction Guidance in Favour of Children. Development with a Training in Hungary
		Judit TORGYIK, Tibor János KARLOVITZ: Steps Towards a Better Education for Roma Children

Coffee break

Session No. 6. 15.30-17.10 *Secondary School*	*Chairman* *Slawomir REBISZ*	Judit REMÉNYI: Community Service in Hungarian Secondary Education
		Orsolya CSÍK, László HORVÁTH, Helga MISLEY, Krisztina NAGY, Éva VERDERBER: The Business Canvas Model as a Tool for Assessing Curriculum Implementation Effectiveness in a Hungarian Private Secondary School
		Tamara KARALIĆ, Jelena DJERMANOV, Marijana KOSANOVIĆ: Professional and Life Goals of Adolescents from Gender Perspective
		Slawomir REBISZ, Ilona SIKORA: Internet Addiction in Adolescents

Coffee break

Session No. 6. 17.20-18.20 *Higher and Further Education*	*Chairman* *Géza Máté NOVÁK*	Andrea SZŐKE: Topics and Research Questions in Students' Research Proposals at the Budapest Business School
		Éva VERDERBER, Judit SZIVÁK, Ágnes VÁMOS: Understanding Professional and Pedagogical Problems and Reflections of Teachers by Professional Capital Model
		Virág KISS, Géza Máté NOVÁK, Zsuzsanna HORVÁTH: Arts Based Interventions in the Art Pedagogical Work of Bárczi

18.20: Closing of the Conference

Abstracts

Educational Impact of Children's Press on the Example Polish Magazine for Children "Świerszczyk"

Andrzej Adamski, Aleksandra Gralczyk

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One of the basic functions of the press for children and youth is shaping the views and attitudes of the young audience by providing them with the knowledge about the world and to influence their values.

Another important function of children's magazines is the direct trigger the activity of the recipient, which should be expressed in creativity and social action.

The journal stimulates the activity of children by implementing a social life, help in finding his place in the world and the formation of their own relationship to the surrounding world as well as the assistance to be aware of the child to his actions. Children's magazines also play an important role supporting the educational process. Knowledge about the journals, as well as the information contained therein and harvest a variety of exercises that train multiple skills can be useful to both teachers and parents and the children themselves.

In addition, one of the ways the impact of education and educational magazines for children can be organized by the editors of various actions and initiatives. A major role also plays teaching and upbringing of the entertainment.

An example of an educational approach to the press for children is Polish biweekly magazine "Świerszczyk", published since 1945. The authors will study the issues of "Świerszczyk" published since 2010 to 2014. They will use the analysis of the content.

Article will consist of four parts: Theoretical introduction, presentation of the sources and methodology, analysis of the results, conclusions.

Importance of Mathematics Education at Kindergarten Level – Perspective of Parents

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Parental involvement in children's mathematical education is important at all stages of child development. In our paper, we focus on the importance of parental involvement in children's mathematical development in early childhood. We present the study which was aimed to explore how parents of kindergarten children perceive the importance of kindergarten mathematics education. A total of 300 parents of children enrolled in various kindergartens in Slovenia completed a questioner. The aim of our research was to find out whether parents identify mathematics as one of the areas of the kindergarten curriculum, what is parents' perception of whether it is reasonable to introduce mathematics contents to kindergarten students and whether parents identify mathematics contents which are supposed to be introduced to children at a kindergarten level. The data were analyzed using descriptive and inferential statistics. Results showed that three-quarters of all participating parents is aware of mathematics as one of the areas in the curriculum. Findings also indicated that the majority of participating parents perceive introducing mathematical content in kindergarten as reasonable. Furthermore, findings suggest that parents' opinion regarding introducing mathematics contents at kindergarten level is related to parents' education. Moreover, results showed that parents are quite good at recognising mathematical contents that are supposed to be introduced to children at a kindergarten level. However, it is surprising that among various topics the data management and measurement were two contents that were perceived as topics that are not supposed to be introduced to children at kindergarten level for more than half of parents. Findings also suggest that parents' abilities to identify mathematics contents that are supposed be introduced to their children at kindergarten level are as well related to parents' education.

What language skills do bilingual primary teachers need?

Syllabus design for a language skills development course for English-Hungarian primary bilingual teacher training at ELTE TÓK

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Recently, language teaching in Europe has moved towards bilingual education. In parallel with the European trends, bilingual education in the primary sector in Hungary has also become highly popular in the past two decades: at present the Association for Bilingual Schools has 75 primary school members, 65 of which have English as one of their working languages (2016). This trend has created a significant demand for teachers who are qualified to teach subjects in English in the lower primary classes from grade one to six.

The faculty of Primary and Pre-school Teacher Training (TÓK), ELTE, Budapest offers an English-Hungarian bilingual primary teacher training specialisation for students. The programme's first component is a language development course for two semesters. The goal of this course is to develop the specific language skills a primary teacher needs for working in a bilingual educational context.

In the bilingual classroom the role of the teacher is manifold: they need to teach the subject matter and the foreign language in an integrated fashion, an approach which is called 'content and language integrated learning'(CLIL). This approach requires specific competences and language skills from the teachers, as outlined by Berteaux et.al. (2010): using Basic Interpersonal Communication Skills (BICS), using cognitive Academic Language Proficiency (CALP), using the language of classroom management, using the language of teaching and the language of learning activities.

The presentation first explores the English-Hungarian bilingual educational context at primary schools and outlines the linguistic needs of CLIL teachers.

Next, I am going to present the course syllabus I designed for the language development course of bilingual primary teacher trainees and how its goals meet the developmental needs of these students. Finally, a number of course content items are presented as illustrations of how the goals of the course are realized.

Institutional Effect of ICT on Students in Higher Education

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An institutional effect research in higher education (hereinafter: HE) was organized by the Centre for Higher Education Research and Development (CHERD) - Hungary, the University of Debrecen. According to the earlier results studied by teachers, the main problem is that they have no competence in using information and communication technologies (hereinafter: ICT) for effective educational goals (Körösné, 2009). The lack of confidence, competence and available materials are expected to be the main obstacles in using ICT in education (Zhang & Aikman, 2007). The digital competence from key competences has a crucial importance in education (NAT 2007, p. 10.). The aim of HE is to educate students who can become successful employees as either teachers or they work in other areas of the labour-market (Felvégi, 2005; Coohalan, 2007). EU education policy proposals include that not only skill-based ICT use has to be acquired at different trainings (Molnár, 2011).

We tried to find the answer what factors the students are influenced by in order to be able to use their digital competence, how the result of the institutional effect can be proved in their own lives. We studied how students would like to prepare for their exams, how often they do their different university tasks on the Net. We found relations between the students' learning activities by using ICT and some different explanatory variables (students' sex, countries of the institutions, etc.). Our research is based on the database of IESA-TESSCEE (Institutional Impact on Student Achievement - A Teacher Education Students Survey in Central and Eastern Europe), (N=1792) and HERD2012 (Higher Education for Social Cohesion – Cooperative Research and Development in a Cross-border Area) (N=2728).

There is no significant difference between the studied institutions in HE and the effect of ICT in learning and teaching. It was found that mostly the internet-based learning opportunities were used more by the students than the paper-based learning ones. Students use the internet mostly for getting, downloading information and materials for learning. Students rarely download professional materials from pay-web pages. The use of the internet depends on the sex of the students, the objective financial situation, the father's school qualification, forms of education, the maintenance of the secondary school and if the student is a teacher education student or not.

Foreign Language Use in the Workplace

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A key element in the efficiency of foreign language instruction appears to be extent to which it meets the needs of the language user. Teaching languages for specific purposes poses a specific challenge to language teachers by requiring the identification of job-specific target language situations when they set their instructional goals and specify the content of teaching. A rather broad area such as workplace language use cannot simply and easily be narrowed down to tasks and topics. A well-targeted needs analysis, however, can identify the language activities that are characteristic of work-related contexts. Such authentic first-hand information can serve as a basis for developing course syllabi, teaching materials and examination tasks. The survey applied in the current study examined what the most common foreign language activities are and what topics are frequently dealt with by employees working in business, finance and hospitality in Hungary. The survey was designed based on the relevant literature and validated on a small sample before its live on-line administration. It is party a replication of a similar study conducted by the author in 2007 but in a slightly amended form. Both open ended and closed ended questions were used to collect data about the respondents' workplace language use. In the questionnaire respondents were expected to describe the most characteristic features of their workplace language use with the help of closed ended questions. The open-ended questions inquired about common text types that these language users had to employ to perform their organizational responsibilities using a foreign language. Additional open-ended questions in the questionnaire elicited interesting comments from respondents concerning the survey and its usefulness, higher education, foreign language instruction and career paths. Although the convenience sample of more than 700 participants does not yield generalizable results, a number of interesting findings have emerged that can inform LSP syllabus design, material writing and test development.

Bibliotherapy for Women from a Lifelong Learning Perspective

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The bibliotherapeutic intervention aiming at women is the interactive use of imaginative literature, non-fiction materials and creative writing. Bibliotherapy for women is a tool to promote personal growth, to support mental health and wellbeing for women from various age groups in different social contexts, living with or without mental health problems.

As our goal is the direct psychological support and empowerment of women, the main educational contribution of this type of work can be identified and evaluated from the viewpoint of feminist psychotherapy, and of course feminist pedagogy as well, as this work tries to give voice to women by empowering them, and encourages sensitizing people toward women's issues. The main topics of our applied readings are strongly related to the multiple and rich range of female identities, discussing crucial issues a woman can face during her whole life-span e.g. crisis, challenges, opportunities in their personal relationships, mathernity, professional career etc.

The paper aims to give a general overview of the emotional benefits of therapeutic reading, writing and discussion, taking into consideration the very different developmental challenges and special emotional needs of the various target groups of vulnerable women (e.g. disadvantaged gifted adolescents, pregnant women, abused mothers in shelter house, and elderly).

The presentation introduces some Hungarian examples of bibliotherapeutic group therapy for women, provided in different settings such as secondary school, senior academy, public library and shelter house.

Explanatory Models of Pursuing Higher Education in the Hungary-Romania Cross-Border Area

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One of the main challenges and tasks for young people is that they have to reflect and define their most important goals, hopes and expectations regarding their future. These decisions include pursuing higher education. In the present paper the decision to continue studies was analysed as a landmark in the quest for status and as a consequence of the expansion of higher education, highlighting the influence of different variables such as the type and personal motivations and value systems in addition to the social context of the individual. The decision to continue education is inextricably linked to young people's desire to build a career, to the future direction of social mobility. Acquiring a diploma is one possible solution to obtain a social status and upward social mobility, and graduating from a higher graduation institution is often considered as a guarantee for a successful future. Educational theory and research remain focused on social class disparities, incorporating factors from the human capital investment framework, while Romanian research on the theme is interested in more psycho-sociological approaches of the motivations for entering higher education. The aim of this paper is to analyse the decision to pursue higher education, as well as career choice, in correlation with the individual and social motivational context. The source of the data used in the research is the result of the cross sectional study carried out within the HERD cross-border project in 2012; a sub-sample of undergraduate students from five higher education institutions was selected (N = 2120). The main purpose of the paper is to study the issues related to student motivation in pursuing higher education, in choosing a HEI and a major using a series of logistic regression models.

A Curricular Perspective on Teaching / Learning Process

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Even if, from etymological point of view, "curriculum" has a long history (coming from Latin and meaning "run"), in education it start to be used only since second half of 16th Century and in Romanian pedagogical terminology since '90. In general context, curriculum includes an ensemble of teaching / learning experiences that school can provide to its pupils and they are able to acquire them in a formal way. The curricular perspective means that didactic process is focused on educational objectives, all other components (informational content, didactic strategies, forms of class organization and so on) being subordinated to them. In the present paper, we will try to present our own vision about structure of educational curriculum and the way how Romanian teachers are able to apply such theory in their daily didactic activities. So, the specific objectives of our research was to identify the modalities in which teachers are able to change their traditional perspective focused on content that they must teach toward competences that they should developed to their pupils. The sample of research was composed from 183 professors who teach in inferior secondary education from Bihor county, Romania and the research methodology consist in a questionnaire composed from 20 closed ended items. The results of our empirical research prove that professors put a strong accent on informational content taught by interactive didactic methods, even if they seems to neglect the modern technical devices.

Exploitation the Principles of Coaching in Teaching

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If the terms of *mentoring* and *tutoring* aim specifically the training of future teachers and early profession year as debutant, under the guidance of an expert, the term *coaching* designate complex strategies for professional development for support centred teaching on understanding, genuine strategy of leadership. Addressing the learning activities in the classroom by the version coaching is a real challenge for any teacher. The aim of this study is to identify how teachers develop the principles of coaching in teaching. The strategies used combine both quantitative research methods and qualitative ones: documents on educational policies, curricular documents, questionnaire survey and observation. The research results have shown that, at the declarative level, teachers claim that they develop the principles of coaching in teaching. In reality, they are not always found in the concrete work with the class.

English Clauses with 'Preposed' Particles v Polish Renditions – Acquiring 'Structures' Conceptually

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The present discourse addresses English clauses disclosing 'pitfalls' for Polish learners of English, which relate to 'preposed', i.e. fronted, spatial particles, followed by different patterns of occurrence of the immediate constituents, subject and predicate. Although the canonical word order of finite clauses, subject followed by predicate, is frequently observed in English clauses with preposed spatial particles, the noncanonical inversion of the first participant and the conveyed process is also conventionalized. Therefore, the present text indicates eight types of English constructions with preposed locatives, such as the preposition *in* in the existential clause *In a hole in the ground there lived a hobbit* ("The Hobbit", p. 11), and orienting particles, such as the adverb *off* in the clause *Off Bilbo scuttled* ("The Hobbit", p. 138). The types of fronting spatial particles in English clauses are exposed through examples from "The Hobbit" by Tolkien, which are juxtaposed with three translations into Polish, by Skibniewska (1997), Braiter (2012), and Polkowski (2012). The objective of the present discourse is to find general Polish patterns of expressing the situations which invoke preposed spatial particles in English versions. Do such patterns exist or is there a random selection of Polish constructions rendering English utterances with fronted prepositions and adverbial particles, respectively? The listener/reader approaches the topic through the methodology of Cognitive Linguistics, particularly through selected aspects of Cognitive Grammar, which explains structures in language conceptually, referring "to salient aspects of human experience ..." (Langacker 2008:355). It is recommended that English 'structures' be understood as 'constructions', and consequently, studied and practiced conceptually, through exposure to interesting text expressing situations from human experience, such as motion and location.

The Business Canvas Model as a Tool for Assessing Curriculum Implementation Effectiveness in a Hungarian Private Secondary School

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Our project is an example of a university-school partnership. A Hungarian private secondary school – according to its strategy – wanted to conduct its regular (in every 10 years) curriculum implementation assessment via an external professional body, so the leadership of the school commissioned the Eötvös Loránd University Doctoral School of Education to create a call for proposal. In this partnership, the selected doctoral students form a team of an external assessment and development body and evaluate the organization as a research project.

Given the special focus of the school – economy – the research team selected one of the European Union key competencies', the sense of initiative and entrepreneurship on the organizational, leadership, teacher and student level. In our presentation we would like to focus on the special research model which we apply in the project, the Business Canvas Model to link the organization's strategy with its core processes. Although the model comes from the business and management science, it can be applied to pedagogical context as well, especially to a private educational institution which must be working as a business in order to sustain itself. Using the Business Canvas Model, the team will assess the institution along its value proposition, customer relationships and channels, customer segments, key partners, key activities, key resources and its cost structure and revenue streams.

By deploying a mixed research methodology and using a multidisciplinary approach, the team would like to offer a clear diagnosis to the institution by assessing (in accordance with the Business Canvas Model) the learning organizational behaviour, HR and marketing practices, formal and informal organizational structure and leadership as well as teachers workplace learning, mentoring, students competence development and long term impact assessment (with alumni).

Mobility from the Pupils' Perspective

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The Europe 2020 strategy can see the young generation as a driving force for smart, sustainable and economic growth because young people are most likely to take the risk to move abroad for educational or work related reasons and to contribute to social and economical development with innovative business strategies (Eurofound 2011).

Population trends influence the size and composition of the whole that and, consequently, those of the labour source. In the second half of the 20th century demographic processes were characterized by low and stable levels of mortality and fertility, the natural growth of the population stopped.

Hungary"s accession to the European Union, has changed Hungary"s labour market in the past few decades. How can the mobility of young people be „good" both for socio-economic development and for individual development of young people, and what are the factors that foster/hinder such beneficial mobility.

Pedagogy for Sustainability

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The "Agenda 21" action plan, elaborated by the UN Conference on Environment and Development (UNCED: Rio de Janeiro, 1992) defined the basic principles of sustainable development to be followed by the decision makers of educational policy. The subsequently established UN Commission on Sustainable Development designated the UNESCO to coordinate the international implementation of the "Agenda 21". Ten years later, the World Summit on Sustainable Development (WSSD) was organized in Johannesburg where the role of education in sustainability came into the foreground. The UN pronounced the 2004-2015 period as the "Decade of Education for Sustainable Development" (DESD), having set the integration of sustainable development into all levels of education as its aim. We share the view of UNESCO that education shall become an environmentally conscious system, in its all respects. Consequently, elaboration of new educational approach is absolutely indispensable. Undoubtedly, teacher education is fundamental for sustainable development, as well. "Survival" is of our common concern, interest and responsibility, therefore, pedagogy of sustainability which should rather be "pedagogy ensuring sustainability" should not be wedged into one school subject, neither left out from any other one.

In our study we approach the problems of sustainability in this attitude, emphasizing the conclusion often asserted by the experts for many years that preparation of future teachers for environmental education needs reconsideration and renewal in Hungary. Besides the review of the relevant scientific literature, we touch upon the relationships within the sustainability – ecological aspects – environmental education triangle, and, the related directives of educational regulation in Hungary. We do it in our firm belief that developing the environmental conscious thinking and behaviour is the fundamental precondition of reaching sustainability.

School Integration from the Students and Teachers' Point of View

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In our presentation, an international project – called "How to help children from families of ethnic minorities in the adaptation to school in V4 countries" (application ID 11410116) – was used as a frame of our research. It was supported by the Visegrad Fund and organized by the University of Zielona Góra. Significant differences can be shown in some European countries in questions of ethnic, cultural minorities and disabled students' school integration (Eurobarometer, 2011, EADSNE, 2010; 2011; Word Report on Disabilities, 2011). Apart from the connection of school achievement and social differences (Andor, 2001; Kertesi, Kézdi, 2012), this research was a step towards the implementation of the inclusive practice, because not only the school achievement but also wellbeing, exclusion and the subjective index of the feeling of everyday school activities were studied in the questionnaire.

Our research goes well beyond the study of the legislation and organizational operation. It studies inclusion, and the subjective experience of the students' special situations taking into account the possibilities of the international comparisons (Liberska et al. 2014). In this research, teachers were asked about their experiences regarding integrated education, the possibilities and barriers of inclusion. The purpose of the qualitative research is to get acquainted with the characteristics of the studied schools in different dimensions: the students' social composition, the school integration and inclusion, the exclusion, the performance of the schools, the value added, and the features of the students' further school path (Zolnai et al. 2016). 23 teachers were asked by using focus group interviews. A quantitative research was done by using self-assessment questionnaire in five Hungarian (n=438) and three Polish schools (n=233). In our presentation we try to compare the Hungarian students and teachers' experiences with the help of the mentioned two methodologies.

We have experienced that a lot of similarities can be shown in students and teachers' opinions regarding the assessment of the classroom exclusion and inclusion. Some deviation was experienced regarding the assessment of school achievement and school success. The results of our research can be used for exploring the factors for school integration and processes and the interpretation of their relationships.

Professional and Life Goals of Adolescents from Gender Perspective

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The importance that values have in every person's life illustrates the fact that they are present in their desires, needs, behavior and procedures in approving or criticizing the society in which they live. The values indicate the objectives that we consider desirable and which we aspire to, to which we are dedicated, what we value and encourage in ourselves and others in our environment; they determine our lifestyle and choices we make.

Values are at the core not just of "personal goals", "aspirations", "life plans", but also at professional plans, according to which they direct the life time and energy. Therefore, it is important to get to know and understand the world outlook, the aspirations of young people and in the general their philosophy of life. Knowledge of life and professional perspectives of young people in today's uncertain times of rapid change caused by transition and The fourth technological revolution, is perhaps more significant than it was before.

In this study, the similarities and differences in professional and life orientations of adolescents are examined from the perspective of gender. The study used the descriptive method and survey. The sample included high school graduates in Sremska Mitrovica, Serbia. Results of research on life goals, professional desires and expectations of young people indicate that they have mature thinking about their future. Their goals are focused on the need to complete their education, become experts and find a secure job. Professional preferences of the majority of young people are focused on higher education and prestigious professions which indicates a high career aspirations and willingness to make the necessary effort to achieve them.

The research confirmed the expectation about horizontal gender segregation among youth regarding the evaluation of life and professional goals in the projection of their own future.

Geometrical Forms in the Dance Education. For Better Understanding the Basic Folk Dance Motifs

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As we know the Hungarian dances - include the men solo dances - are most improvised. In the basic smallest forms of the Hungarian dances - called motifs - has been defined by Gyorgy Martin (1957) can show what is the connection and structure of the dances and how can build motif by motif the whole improvised dance. Now I would like to give more experience to reduce lot of motifs to four general forms what I called „basic motifs" in the solo men's dances. To identify these forms I invite to help the Labanotation system.

First of all, how the rhythms of support legs, relation to the music accents - support on beat/off beat?

Second the variations of basic rhythm change to augmentation and diminuation in movements.

And the third is most important: how the dancer can do best variations in the individual presentation and project own habit from the procedural knowledge.

How can we find these basic motifs? First I identify the support leg's rhythms, when it can be equal with the music beats. Now we have three different basic motifs with a similar rhythm form.

1. Open two legs with jump on the beat (second position q), and close the legs with jump in support on off beat (first position q).
2. Double time support on right leg (qq) and double time support on left leg (qq) parallel with the music tacts. It can be step and hop, or leap and hop.
3. Make step to any direction on one leg (q), and keep the support on this leg and close the other beside of this (first position q).

All this tree motif contants similar rhythm form basicaly in the dances.

4. The forth one is different, when two shorter times and one double time can be hear in steps or jumps. Is it no important which legs are in support, it can be one or booth legs (nq).

The DVD examples can be show the curriculum from the four simple signs in the real theaching ambiance, and it makes clear the children's attitude for understanding and building their dance from these elements.

Students Creating their Own Word Problem on the Basis of Given Symbolic Equation

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In early stage of learning, the mathematical concept is derived from the real life experience of learners. Through a long process of abstraction concept in the symbolic world is developed. In our research, we wanted to discover how is this symbolic form of the concept connected to real situations. In other words, we analysed pupils' generalization abilities. Pupils at the age of 10 years (N = 1393) were presented a symbolic record of simple equation, where an unknown number is acting as a divisor (27 : x = 9). They were asked to produce a real life situation in the form of a word problem. Obtained stories were analysed in terms of reality, in terms of integration of mathematical concepts and in terms of adequacy. We considered all those stories, which stem from real life situations and can actually happen in real life as realistic. The results show that more than 80 % of pupils provided realistic stories. Stories were similar to those found in mathematical textbooks. Approximately 6 % of participants provided stories with realistic context that could not be realized in meaningful situations. Approximately 10 % of participants provided word problems that included mathematical terminology (i.e. divisor, dividend, quotient...) without any realistic context. Responses were then categorized according to adequacy. A word problem was considered to be adequate, if it could be interpreted as representation of an equation 27 : x = 9. Statistically significant differences in adequacy were found regarding gender in favour of girls. Based on these results, we suggest that the mathematical lessons include several realistic mathematical stories in the phase of constructing a symbolic representation. Stories should have origin in different sources, for instance children's literature or pupils' own stories. Students could then meaningfully construct their own pictorial or symbolic representations of those situations. Additionally we believe that students should independently construct a wide range of realistic situations based on the symbolic records to strengthen the relation between real and mathematical worlds.

Roma Identity and Social Mobility

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A current problem of the Hungarian society is handling the situation of marginalized social groups. Hungarian public life after the change of regime must face the challenges of deepening poverty trend these days, but this is getting more and more difficult because of the changes in the nature of poverty. Poverty is a phenomenon: poverty is not simply poverty anymore, it is rather a permanent poverty; about the state of unemployment the same can be said: it became permanent in certain social groups; These socially demonstrated significant disadvantages show a strong spatial separation, so these cumulative disadvantages have been passed from generation to generation. What is the difference between poverty nowadays and poverty during the period of socialism? We could see changes in two significant dimensions: there is a change in the duration of poverty because of the way people passing poverty through generations like a heritage, on the other hand, it occurs in several areas (residential exclusion, labor market exclusion, and exclusion from the school system). One aspect of the problem is the low level of education. In one of my previous essays I analysed a book of Korniss Péter and Závada Pál so-called in Hungarian *Egy sor cigány (Huszonnégy mai magyar)*, which was released by Corvina Publishing Company in 2011. The idea of the book came from a US publication, in which the authors draw portraits of their black compatriots who have achieved success through a struggling way. Hungarian authors compiled our own Hungarian list. That is what gave me the idea to start my own research in this topic. Another study that gave me inspiration was a study that was based on Kende Anna's research (2004). The study was about the analysis of interviews that were made with 20 students from Romaversitas Program. In my teaching practice I did the exact same interview with 10 Roma young adults. During the research, my main goal was to find answers for the following questions:

- ✓ What specificities can be detected in the lives of the students who participated in the interview ,
- ✓ What struggles the future intellectual Roma or the ones who did have a matura exam have to face with in an enviroment with such a racist attitude,
- ✓ What their background is like,
- ✓ What typifies Roma identity and whether it has changed during high school /college/university,
- ✓ What different group orientation means for them,
- ✓ Who made a major effect on their lives,
- ✓ What difficulties they have to deal with in labor market,
- ✓ What characteristics can we notice when it comes to choosing a partner.

The study is primarily about the social mobility discussed in psychological, socio-psychological aspects. In this study the Roma identity was not part of the investigation, because none of the participants deny their minority-ethnicity.

Mobilised Chemistry. That is: May the Smartphone Become an Effective Tool of Teaching Chemistry?

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Education, growing up and motivating the so called 'Z-generation' is another challenge teachers and more typically higher educators are facing. 'Z-generation' involves those who were born between 1995 and 2010. Their most ipical characteristic features include: they are the children of the oldest mothers, born into the smallest families, they are the smallest generation as far as the member of members is concerned, with the largest predictable life span and they are the best educated. Other terms applied to refer to them are 'global netgeneration' or a generation linked to the Net. Their general features include good intellectual level, fairly developed problem solving skills, an excellent technical sense, highly developed practical skills, a good ability to share attention as well as abstraction.

It may be concluded from the above mentioned facts, that a digital educational environment seems to be natural for them since 'Z-children' are digital natives, but beyond this they expect the application of modern contents and new methods, furthermore the development of important competences. For them there are much more effective ways of obtaining information available, the primary goal of the teacher and of course education is the critical handling and productive application of these pieces of information.

During the course of realising these aims the use of the smartphone is more than obvious, since it is an ordinary tool of practically each Z-child which is a hardware available inside and outside school continually, conveniently and renders itself possible to be applied for various purposes.

In our research Chemistry teachers have been interrogated about their knowledge of m-learning, habits and opinion. 98 Chemistry teachers have filled in our questionnaire. 46 of them work at secondary schools, 52 at primary schools, so the sample number may be declared to be adequate to draw certain conclusions and to the foundation of further research and the rate of representation of different educational levels is especially satisfactory.

Study of a Guitar and its Music. Interdisciplinary Approach

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A modern educational system requires the freedom of the knowledge from the rough discipline and binding this knowledge with others into an integrated and complex reality. In this way individual topic entities are disappearing and themes are appearing as an integrated system of knowledge.

A very important phase in "theme teaching" is to select the best criteria of the chosen topic. The selected criteria should follow the scholar needs because for an efficient learning, motivation become must.

The first raised question must be "What are interested teenagers nowadays in the world they live?" A first way to find out the things that are young people interests, is observing their behavior. Our observations are based on a study conducted on groups of teenagers14-18 studying in our school. We've made some general observations like:

- Teenagers are using easily and joyful modern technology, without requiring functional knowledge.
- They prefer to communicate more virtual than real,
- They enjoy to listen a various kind of music,
- They enjoy travelling.

Based on these observations teachers can create themes that respond to their motivation and also lead to knowledge acquisition, to widen horizons and lead them to urge to ask further questions. In this context we propose to debate a topic related to music, guided by a professor at one of the accurate disciplines like mathematics and / or physics. First of all we have to find out what style of music young people listen and after that you can choose the proper path to guide their knowledge. A path can be to analyze the musical genre rhythm, meter and tempo of the most played melody.

We must not forget that any young person who enjoys music, in the same time wants the best music playback device. The way we choose the best music playback device can be another key to another theme that gives the answer to understand some new physical phenomenon such as sound and how a sound is better heard with the aid of a sound card. This answer corresponds to the real need when you playback your favorite music.

Many teenagers are singing, playing guitar or other musical instruments. Is there a reason that the musical instrument called guitar has the known dimensions? The answer is given by math that explains the concept of geometric progression. Listening the favorite music, individual mood is changing generally in a positive state. The status of joy, sadness, melancholy induced by music can be explained biologically by the existence of the temporal and associative prefrontal areas of the brain cortex where sounds arrive. In these areas the different frequencies are inducing biochemical reactions at the cellular level and as result sometimes the release of endorphins (natural cerebral morphine) may explain the positive mood. Sometimes good condition is generated by understanding that music texts. These texts have a certain rhythm, used certain metaphors, contain elements that can be analyzed linguistically.

Schools Still Silent about Sexual Education

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Although sexuality is an integral part of human existance and quotidianity, young people, i.e. pupils seldom have possibility, within the school they attend, to gain necessary information related to relevant sexual issues. This paper is based on the research conducted in two high schools in Mostar, in 2015. The aim of the research was to examine, through the five-point Likert scale, pupils' attitudes towards sexuality in general and possibilities of sexual education implementation within their schools. The research comprised 250 students of final grades of grammar and vocational schools (120 and 130 respectively) in Mostar. The results obtained revealed the necessity of more appropriate ways of informing the young people about sexuality (about sexual health and responsible behaviour, in particular), where sexual education could be one of many possible solutions. The paper gives some guidelines related to more open conversation about sexualtiy issues of the youth at the educational level, through the co-operatio of all the relevant factors.

High School Students' and Pre-Service Teachers' Drawings of Some Mathematical Concepts

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Mathematical representations help us to think and communicate in mathematical language. Visualization and visual representations are used in mathematics classrooms in order to help us to explore and interpret the meanings of mathematical concepts, relations and procedures. The term visualization represents the spontaneous recognition of mathematical relations. With the term visual representations we refer to all kinds of graphic representations used in mathematics education (drawings, pictures, tables, diagrams, graphs…). Visual representations help students to visualize mathematical concepts and deepen their understanding of those concepts.

The purpose of the study was examining the students' mathematical to understanding for developing instruction to enhance their mathematical knowledge. We aimed to better understanding of learners' mathematical understanding with the help of drawings. Drawings can give us the insight in the type of knowledge that is predominating element in the learners' cognitive scheme. Participants (N=345) were high school students and pre-service teachers (future mathematics teachers, primary pre-service teacher in their 1st year, primary pre-service teacher in their 4th year). Main goals of the study were to find out: whether students' representations represent the required mathematical concept.

The results show that participants in our study provided the most adequate representation for subtraction. On the other hand, the least adequate representation was found for calculating the part of a whole. Representation was considered as adequate if drawing could be interpreted in terms of mathematical relations characteristic for given concepts. Subtraction could be recognized in more than 96 % of drawings. The result is expected since subtraction is one of the early mathematical concepts. Drawings depicting numerical expressions with parenthesis and exponentiation were found to be adequate in approximately 90 %. Calculating the parts of the whole proved to be the most difficult concept to represent with drawings. Less than 75 % of participants were able to draw a mathematically sound representation. The result is in accordance with several research findings regarding learners' difficulties with fractions.

Introducing Intercultural Education through Project Based Learning

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The author presents the opportunities and challenges related to introducing intercultural education through Project Based Learning (PBL). Firstly, the author examines how the the philosophy of the PBL, influenced by American pragmatism, progressivism and critical theory and embodied in its characteristic features (real-world orientation, utilizing various modes of communication, responsibility of students for their own learning, valuing learning *process* as well as learning outcomes, multidisciplinary approach, the role of a teacher as a facilitator) have been transferred into Polish education. Secondly, in the main part of the presentation, the author refers to her research on the schools realizing the concrete PBL projects, located in the Opole region in Poland. The projects, based on the method developed by the American educational center (Lowell Milken Center) are focused on promoting intercultural values and at the same time, they involve students' active participation and community involvement. The evaluation of the project, conducted through questionnaires and personal in-depth interviews with teachers and students, during and after its realization, revealed both opportunities and challenges related to accomplishing the project goals. The projects, as the evaluation showed, had a significant transformative potential regarding their intercultural dimension, not only regarding the participants but also wider local community. They strengthened participants' awareness of local community heritage and its intercultural component related to Jewish and Roma history, traditions and culture as well as contemporary negative phenomena: anti-Semitism and discrimination of the Roma people. The realization of the projects contributed to improving the relations between schools and the community and made part of students and local community members more sensitive towards injustice and discrimination. As for the challenges, the research also revealed participants' problems with effective cooperation, lack of the investigative skills including critical selection of the sources, focusing on the product not on a process and difficulties with acknowledging the role of a teacher as facilitator, not a leader. The conclusions of the presented research might be inspirational for European educators as they relate to both methods and contents of teaching in contemporary world.

Internet Addiction in Adolescents

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The possibilities offered by the use of the Internet increasingly intensify the problem of Internet addiction, which has become more prevalent in the last decade, marked by the growing availability of mobile devices and new media and their exacerbation of the problem.

Research on Internet addiction, initiated by Kimberly Young at the end of the twentieth century, usually appears in the literature in the context of young people who have been found to be most vulnerable. The phenomenon is known as *Adolescent Internet Addiction.*

Compulsive use of the Internet is a complex phenomenon, its effects being visible in almost all aspects of a young person's social life. It is manifested in a variety of pathological behaviors and emotional states grouped into several major psycho-physical and social effects that may appear simultaneously, e.g. anger, depression, loneliness or anxiety associated with the lack of access to the network, the weakening of social ties, withdrawal from real life, lack of educational achievement, chronic fatigue or deteriorating health.

The authors of this study aim to assess the level of Internet addiction among adolescents in Poland and indicate its main behavioral manifestations, in the students surveyed, which influence their pathological use of the Internet.

Our study involved a total of 505 students from three high schools located in Rzeszow (N = 505) and was carried out by the use of questionnaires, including, among others, The Problematic Use of the Internet (PUI) which is the Polish adaptation of Kimberly Young's Internet Addiction Test (IAT) (Cronbach's $\alpha = 0.899$).

Statistical analysis of responses from the PUI test allowed us to determine (1) the level of Internet addiction among these adolescents, whereas the univariate ANOVA analysis enabled us (2) to verify the hypothesis of the existence of differences in the level of Internet addiction among the investigated groups as far as gender, place of residence or social class are concerned.

Generally speaking, the results obtained in our research indicate that the level of Internet addiction among the adolescents investigated is not very high, although two thirds of our respondents showed an above average level of addiction, and every ninth respondent (approximately 11%) was highly addicted to the Internet, men being more often addicted (15.6%) than women (8.3%).

Community Service in Hungarian Secondary Education

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School Community Service introduced by Act CXC of 2011 on Public Education as a compulsory extracurricular activity in Hungarian secondary education comprises the elements of programmes known internationally as service learning or community service. In accordance with the provisions of the Act all full-time general secondary students in Hungary are to complete 50 hours of community service as a prerequisite of starting their state matura examinations. A minimum of 40 of the 50 hours performed should be contact hours devoted to actual service activities while a maximum of 5-5 to sensitization and reflection. Thus combining instruction and direct service the programme offers opportunities for experiential education and student engagement in learning – with the school as a central actor in the process yet not in traditional school surroundings and set role models.

Our paper aims to present the current system of school community service at work with a view on its pedagogical and organizational aspects, explore the reasons for and describe the background to its introduction, highlight its main objectives and outline its potential impact. With the establishment of the programme still in its initial phase we intend to share the first experiences of its operation – based on monitoring visits to schools, along with the results of a research project carried out during this period in the frames of Social Renewal Operational Project 3.1.1.

Special attention will be paid to pedagogical goals like improving skills such as communication, problem solving, empathy, cooperation etc. and aspects of social utility such as increasing social responsibility, enhancing solidarity, dismantling prejudice etc. To define the programme's key success factors the involvement of all partners – school – student – host institute / the helped – will be examined with regard to their respective roles and apparent strengths and weaknesses will be analysed.

The Education of Enlightenment – with Specific Regard to Musical Education

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Considering the ideas of the Age of Enlightenment and their consequences from a social historical aspect, various different conclusions can be drawn. According to *Immanuel Kant*, in his essay entitled "What is Enlightenment?" published in 1784, *"Enlightenment is man's emergence from his self-imposed nonage".* However, from the point of view of Christendom, more specifically, the Catholic Church and its institutions, Enlightenment is a concept conjuring painful associations. What it first brings to mind is probably the French Revolution, which degraded the Nôtre Dame Cathedral of Paris to the temple of the Goddess of Reason.

The effect of Enlightenment on the education system, which was almost exclusively under ecclesiastical authority at the time, has scarcely been studied. The aim of my study is to analyse the influence of the decrees issued during the reign of *Maria Theresa* and *Joseph II* and to present the characteristics of contemporary music teaching. I introduce the contemporary practise of music teaching on the basis of materials found in the University of Vienna Library, with specific regard to the use of church songs, which had a direct effect on the music teaching material of elementary schools and norm schools. The latter were contemporary training institutions for elementary teachers, based on *Ignaz Felbiger*'s work. The materials and standard of music education in the schools of the Empire were fundamentally determined by the teachers' musical culture and knowledge of church songs.

The two axioms of Enlightenment are *reason* and *usefulness*. As a result of the new way of thinking and attitude to life, there was a surge of religious poetry in the protestant areas of Germany in the first half of the 18th century. This poetry also became popular in the Southern German region of Catholic majority. New, joyful major tunes were composed to the new poems, which suited the new world-view and sense of life.

The teaching of music and the customs of church singing, which were closely related to each other, underwent a great change not only in the Hapsburg Empire but also in Hungary. Several of the songs which became "fashionable" at that time can still be found in the songbooks of various denominations. These songs are popular even today and are happily sung in our churches by the congregation, regardless of denomination. In conclusion of my paper, let us listen to some of the most beautiful of them.

Training of the Teachers for the Application of ICT in the Teaching Process

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Increasingly emphasized need for the monitoring of the global development in the promotion of education and achievement of a greater competence and competitiveness, in accordance with the new global economy needs, imposed few key strategic documents to be prepared in R. Macedonia which defined the vision of the development of e-learning in the country in the time period from 2005 to 2015. It is emphasized that the education in the 21st century should accompany the development of the information society in order to intensify ICT education and training, the computer literacy and the empowerment of youth and adults.

Accordingly, a supportive educational infrastructure for ICT use in education has been recently created. Namely all primary schools were equipped with adequate IC Technology for the implementation of teaching, and series of teacher training for ICT in the teaching process were implemented. Particular emphasis was put on the training of the teachers how to use ICT in teaching process due to the fact that if teachers were not trained properly for the application of ICT in the teaching process it would result in non adequate and low frequent application of ICT.

Having considered the efforts that have been made in order to empower teachers to use ICT in the teaching process, this paper presents the results obtained from the survey of the attitudes and the opinions of the teachers considering the level of capability of use of the ICT in the teaching process. The research survey covers 100 teachers from five primary schools from different communities in the city of Skopje.

The results of the survey show that teachers do not share the same opinion about their level of competence in using ICT in the teaching process. We can draw some general conclusions based on empirical data obtained from this study. They would feature the recommendations in order to allow a full and successful use of ICT in the classroom by teachers who are employed in the primary schools.

Video Interaction Guidance in Favour of Children. Development with a Training in Hungary

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Video Interaction Guidance (VIG) has been known since the late 1980s. It was invented by human ethologist Colwyn Trevarthen, who in his researches analyzed spontaneous interactions between mother and child. (Schepers & König, 2002) The method was originally focused on family support (family VIG), then gradually appeared in schools as a form of support for teachers.

The video-assisted learning environment occurs mostly in training schools in Hungary. In practice, however, all this means that lessons are recorded with the camera focusing on the teacher, and his/her errors or incompetencies are discussed afterwards while reviewing the record.

A recording made by a skilled video trainer, however mainly focuses on teacher-student relationship and ongoing classroom interactions, while the feedback session highlights the successful situations and analyze them with the use of Nonviolent Communication. The emotional impact of the video feedback, the feedback itself as a source of information, and the visual medium as a tool all contribute to the changes brought about by VIG. (Hung & Rosenthal, 1981)

My research goal is to give a case study as part of a comprehensive overview of the potential of VIG: how teacher became more professional, how this process increased the efficiency of her personality and teaching methods.

My presentation focuses on a third-grade student with ADHD and my work with his teacher. Because of the VIG the child can continue his study at the elementary school, although almost all of the members of the teaching staff would have liked to segregate him in a specific institution.

Through my research it is possible to evaluate the teacher's self-reflection and intrinsic motivation and to compare the values of these factors before and after VIG. It can be concluded that her former problem-based approach was replaced by a solution-focused approach which in turn increased her creativity.

The video combined coaching feedback has an increasing efficiency, becoming one of the most professional teachers. It is one of the most efficient tools. The research shows that an early application of this method, i.e. its inclusion in teacher training courses, will help speed up the process of becoming a more successful teacher by promoting reflective thinking.

Her Life was her Duty: Erzsébet Burchard-Béláváry

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Erzsébet Burchard - Béláváry (09.11.1897. Székesfehérvár – 17.08.1987. Budapest) spent her whole life living for her job, and she got invaluable experience during her time in kindergarten pedagogy. She got her teacher diploma from National Pedagogy School in Csalogány street in Budapest in 1916.She could not get a job, so she had private students. In the school year of 1923/24 she finished her Montessori pedagogy course in Amsterdam. She spent two school years (1924/25 and 1925/26) at Children's house of Vienna. In 1927 she opened a Montessori kindergarten and school at her parents' house in Buda, and she made it up and ran it by herself until 1941. She published her first book („*Reference work of my techniques*" *translated by Erzsébet Burchard - Béláváry)* in 1930, and the preface was written by Elemér Kenyeres. From 1926 she published a lot of articles in a newspaper called 'Upbringing Babies' where she used her observations from Montessori pedagogy.From 1928 to 1941 she organized a kindergarten pedagogy school for women in work, where she trained girls who had the mature exam every Saturday. From 1930 she organised refresher courses, practical presentations for kindergarten teachers, school teachers, and parents as well. These events took place the at National Kindergarten Teacher Training School in Budapest. 1941 – In June she closed the elementary school, and she handed the kindergarten over to one of her colleagues. 1942 – 1945. She had a shorthand typist job at Kontrollbüro Mid-European Transporting Company. 1945 – She left Kontrollbüro and in March she entered the Pedagogue's Free Union, and she created the kindergarten teacher course, she was the editor of the newspaper called Child Rearing, and she wrote a book called Practical Child Defence, which is about how to solve the beginner's problems. In 1945 Erzsébet became the kindergartens inspector in the Ministry for social welfare. Her main roles were managing the babies rights, the teachers, and the workers personal issues. She was the person who took care of the kindergartens which were damaged during the second world war. She joined the Hungarian Communist Party. She opened the first Kindergarten Teacher Training School for working women. She wrote to create a new kindergarten law system, and she was responsible for lifting this type of education to university level. She was honoured to get the first directorship in the first pedagogy university in Kecskemét. She was celebrated with high honours for her work by the government. 1947 – In December she became the director of Pedagogy High School in Budapest in Huba street 7. 1948. She played a big role in the kindergartens' nationalization. She was the editor of the newspaper called Child Rearing., She was honoured with the People's Republic Order's Cross. 1949 –1959. She taught teached in the Training School, because she graduated as a correpondent student and obtained a university degree of pedagogy. In 1957 She organised the elementary pedagogy party of, which she became the secretary, and she became an outstanding worker of the education. She became the member of Táncsics group where they worked on their plans for university education.

Design Informatics Study Circle in View of Learner's Skills in Secondary Schools of Transcarpathia

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E-learning can be used in many areas of education from higher education, company training to elementary schools. We examined the secondary school education, because this area is not sufficiently developed for the modern information society. We have to find practical methods to blend the means of e-learning and traditional education. Our motivations for creating a special workgroup on information technology (IT) is to mitigate the problems caused by the following:

- in Transcarpathian IT classroom's equipments are outdated and cannot serve quantitative and qualitative hardware and software for students,
- students who want to practice in special workgroups, have not enough free time,
- the actual IT workgroups are not enough interesting for the students because their curricula are not adapted to the pupils IT skills.

Our aim is to design IT workgroups using blended learning. To achieve this goal, we examine the students' IT skills by using Galois-graphs, and we would like to make a map of the IT classrooms' equipments. The hardware and software opportunities of the IT facilities will be surveyed by questionnaires. We use learning management system to connect learners and teachers in a virtual learning environment. Among free LMS systems we are focused on those systems that are the most usable, suitable and motivating in secondary school education and have friendly interfaces. Our aim in teaching methodology is to develop the following skills: self-study, digital literacy, collaborative group work.

Topics and Research Questions in Students' Research Proposals at the Budapest Business School

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In the academic year 2015/2016 the subject „Research methodology" has been introduced at the Budapest Business School, College of Commerce, Catering and Tourism, and all students in the third year are required to take part in the course. Not only the BA programmes in Hungarian but also the BA programmes in foreign languages (English and German) offer the subject for their students. The course requirements are uniform, so every student has to meet the same requirements – regardless of the course's language.

The course introduces the essential aspects of designing, conducting and writing up a research project. The sessions consist of both theoretical input and practical work, and participants are expected to actively take part in class work and do home assignments. At the end of the semester the students are required to write a research proposal which gives them opportunity to demonstrate their familiarity with the practical application of issues in research methodology.

All information about the course, theory, task sheets, articles and useful links are available as electronic materials through CooSpace, the Virtual Learning Environment platform of the school. The students can also find there all criteria to produce a well-developed research proposal: requirements of structure and content, a sample research proposal, and the evaluation sheet.

The talk intends to analyse research proposals submitted by students in the Hungarian instruction course. The research proposals covered a wide range of topics – within and beyond the field of tourism. Although the proposals varied in quality, they were generally acceptable. The presentation focuses on the topics and research questions choosed by the students, and examines whether they meet the characteristics of a well-focused research topic and the characteristics of a good and well-formulated research question.

Steps Towards a Better Education for Roma Children

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In the European Union there are several educational programs for Roma children to encourage their school performance. In our lecture we would like to outline some useful initiatives from the continent. In several European countries we can find teacher assistants and other helpers at schools where a lots of Roma children learn. Their tasks are the following: cooperate with children, parents and the teachers, communicate and mediate conflicts between disadvantaged minority groups and schools, organising optional music, drama and other leisure activities.

It is also important to mention the mentoring system. They were launched using EU funding or foundations scholarships. Mentors can be volunteers from parents, teachers, pensioners, students ect., as well. Several good solutions have been proposed in the European countries to facilitate school attandance, and avoid early drop-out.

Extracurricular activities, homework clubs, museum and zoo workshops or afternoon extra activities help for children, as well. Well-preared teachers are also significant for reaching better school archievement. Teacher schould know more about minority children' social and cultural background so as to manage their class. Openness and new-generational educational methods can be useful to creat a more effective school environment.

Understanding Professional and Pedagogical Problems and Reflections of Teachers by Professional Capital Model

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The realisation that the effectiveness of an institution is determined by the state of its organisation, its culture, and its level of development achieved in the process of becoming a learning organisation is becoming increasingly common. While literature on the effectiveness of schools is rich, there are only few examples of research in the field of teachers' ideas arising from this problem area. Research in the fields of reflective practice and problem solving as well as teaching practice form our theoretical basis. Studies confirmed that reflective practice contributes to the continuous professional development of the individual, and – with collaborative search for solutions – it also supports the development of common knowledge.

Our research aim were exploring professional, pedagogical problems arising in the case of teachers being active in innovations, developments, and further trainings; understanding the reasons leading to these problems; as well as exploring the characteristics of reflection on individual and organisational levels in order to address supporting and hindering factors. Results are interpreted in terms of the Professional Capital model (Fullan & Hargreaves, 2012) for a better understanding of the institutional effectiveness.

The results of the study indicate that the teachers' reflection is based on problems in the learning-teaching process. The continuing professional development and the self-knowledge are less important, they concentrate the sort-term problem-solving and the content of the teaching because their reflective thinking is on the technical level of the Taggart-Wilson's model (2005). According to the teachers, the organisation is rather a unity of individuals living side by side and only rarely of groups and even more rarely of communities.

The Professional Capital elements are indeed present in the organisations, but there is no systematic relationship between them. A lack of learning organisational mechanisms and organisational cultural elements may be observed; however, through these, the elements of professional capital would be able to work in strong interaction and with strengthening each other.

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