IRI Conference on Education and Society: Culture, Society, Business

27-28 November, 2016

PROGRAM AND ABSTRACTS

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

2016

IRI Conference on Education and Society: Culture, Society, Business
Program & abstracts

IRI Conference on Education and Society: Culture, Society, Business

organized by

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

**Place: Pannon Kincstár – Humán Szakképző Központ
Address: Budapest, V. district, Váci u. 47. Room No. 213., 214.**

Scientific Committee

Program

IRI Conference on Education and Society: Culture, Society, Business

Budapest, Hungary, 27-28 November 2016
Place: Pannon Kincstár – Humán Szakképző Központ
Address: Budapest, V. district, Váci u. 47.

27 November 2016
9.15-9.45 Registration

Presentations

Session No. 1. Room No. 213
Higher Education
10.00-11.00

Éva TRENTINNÉ-BENKŐ: 10 years of CLIL teacher education at ELTE TÓK
Anita MAČEK, Nataša RITONIJA: Virtual Mobility in Higher Education – The Case of DOBA Faculty
Anita MAČEK, Christian FRIEDL: MOOCs for European Higher Education Institutions

Session No. 2. Room No. 214
Lifestyle
10.20-12.00

Ramona SILVESTRU (BERE), Cătălin Ionuț SILVESTRU, Virgil ION: Analysis on the match of competences provided by university programs and the labour market - A case study on Romanian university degree programs in public administration
Petra NÉMETH: Research of the Bodybuilding Subculture-Specific Lifestyle Characteristics, and their Impact on Social Situation among Competing and Leisure Athlete Bodybuilders
József BENDA: The Causes of the Decrease of Population in the Primary and the Secondary Socialization in Hungary
Natasha Angeloska GALEVSKA, Ivan TRAJKOV: Ethics in Research with Vulnerable Children
Ilona MILLEI: Roma identity and social mobility

Break

Session No. 3. Room No. 214
Special Care
13.00-15.00

Gökhan TÖRET, E. Rüya ÖZMEN: Determining the Effectiveness of Reciprocal Imitation Training on Imitation Skills of Children with Autism Spectrum Disorders
Szandra LUKÁCS: The involvement opportunities of hearing impaired children's parents in mainstream education
Eszter LOVÁNYI, Andrea PERLUSZ: Shaping perception of society using service dogs in the integration of hearing impaired children into pre- and elementary school communities
Monika LŐFFLEROVÁ, Ivana JANUROVÁ: Viliam Gaňo importance in Special Needs Education
Kristína NAGYOVÁ, Lucia KRALOVIČOVÁ, Ľubomír HARINEK: Creative Accompaniment: A Working Model for Grieving Children and Adolescents – Example of Good Praxis
Anett ASZALAI TÓTH: Theories on Stuttering

Session No. 4. Room No. 213
Development
13.00-14.40

Ivana HROZKOVÁ: The Importance of Effective Strategy Instruction
Gabriella DARÓCZI: Picture Books as Creative Possibilities of Cognition
Krisztina NAGY, Emma GAZDAG, Judit SZIVÁK: The potentials of stimulated recall for investigating novice / trainee teachers' professional development and commitment to continuous professional development
Rosa GIORDANO, Enza SOMMELLA: Integrating Italian L2 Teaching and City Knowledge
Zhuljeta CINGA-LILO, Romeo MANO: Transfer of Learning into Meaningful Reading

Session No. 5. Room No. 214
Cultural Activities
15.00-16.40

Balázs PÁL: The transit programs
Ilona SZÓRÓ: The Status of Women in Reading Circles in the 1940-ies
Lajos OLASZ: Changes in the Regent's image in Hungary, in the 1930-ies and 1940-ies
Ádám, HORVÁTH Balázs, GYENGE: Product placement in contemporary cinema and its consumer perception
Slavica, PAVLOVIĆ, Iva REŠETAR: Sex/Gender stereotypes through the lens of history textbooks for grammar school

Session No. 6. Room No. 213
Information Technology
15.00-16.20

Cătălin Ionuț SILVESTRU, Marian-Ernuț LUPESCU, Alexandru Ștefan DRĂISTARU: The impact of using Social Media in adult education
Jakimov GORANCO, Jelena JURHAR, Daniela SMILKOVSKA: Improving the quality of learning of students with visual impairments through the use of modern computer technology. Practical application of professional Braille printer
Roland SCHMUCK: Teaching Strategic Management by Business Simulation Games
Beata JAROSIEVITZ: BYOD and turn to your neighbour

28 November 2016
Cultural Day

10.00-12.00 Walking in the City

Closing Conference

Abstracts

The Causes of the Decrease of Population in the Primary and the Secondary Socialization in Hungary

József BENDA

Institute of Education Research and Development, Budapest, Hungary

The fact that the population of Hungary has been on the decrease for several decades now foreshadows an unpredictable social crisis. Population policy strategies based on traditional demographic approaches have not been successful; therefore, it is reasonable to search for other types of underlying relationships.

According to our research, the ability of parental care develops in the first year of one's life, as a result of the harmony experienced in an undisturbed relationship between the mother and the child. This period of developing the ability of secure attachment is the basis of the social character of a person. When this first phase is missing, such harm may be done which is difficult to make up for later. An appropriate approach during this first year of one's life builds a strong foundation which helps to create social relationships. This is the basis that will help a person to start a family, become a parent, study as well as create a personal and social system of values, and thus it provides the background to the reproduction of the whole of society. This age-old natural process was interrupted in Hungary due to aggressive industrialization in the 1950s. Women were shepherded to the workplace, so tens of thousands of babies grew up without the possibility of appropriate secure attachment. This deficit of attachment has been passed on in the generations that have followed, which, according to our hypothesis, is one of the main reasons of the depletion of the population in our country.

Besides the shortcomings of early socialization, another group of causes lies in the way our school system works. The written and unwritten rules of our schools had focused only on instruction for decades, and have only started to concentrate on planning children's social processes as well. Creating relationships, developing trust, empathy, love, as well as enhancing communication, cooperation, conflict-resolution skills and embracing a culture of pro-social behavior is still something lacking from our schools. And yet, these are the very characteristics that would be the most important blocks of foundation on which the ability of finding one's partner, living together with one's partner and looking after children would be built.

Finding the causes of the decrease of population that lie in socialization provides the opportunity – instead of only the flickering hope - of fighting this phenomenon. By planning and changing these processes consciously we may be able to stop or / and even turn this tendency around.

The lack of a foresightful policy and professional intervention in the field may prove to be fatal to the future of Hungarian society. It may lead to a demographic catastrophe, mass emigration, the bankruptcy of social welfare systems, the destruction of the provinces and the collapse of Hungary as a state.

Transfer of Learning into Meaningful Reading

Zhuljeta CINGA-LILO, Romeo MANO

University "E.Cabej"of Gjirokastra, Gjirokastra, Albania

One of the positive elements of the contemporary curriculum in Albanian pre-university education, is the development of skills of thinking towards the *deep thinking*, in order to ensure an effective and long-term learning capacity. The question that rises is: *How can we make sure that the students will use that what they learn even when the circumstances change or in their future?*

In Bloom's reviewed taxonomy on the levels of thinking and skills of critic thinking, the stress is placed on the *fruitful and long-term learning capacity*, which may be applied in *new situations*, which means that the information and the ideas which are mastered acquire a sustainable meaning. This happens in the best way when the students take active part in learning, enter in its contents, synthesize and produce information by themselves (Anderson et.al, 1985). In order to understand the process of active involvement of students in learning process, their training for long-term learning capacity as well as the development of critic and creative thinking, the social-cognitive psychologists refer to two important concepts, *transfer of learning* and *development of critic thinking*. Transferable learning capacity refers to the transfer of discourse and practices of meaning production into other social-cultural and communication contexts.

The aim of this study is to treat the influence of the transfer of learning through the activities of homework, into effective learning capacity (sustainable and long-term learning capacity) of understanding in reading. The results of the study indicated:

- ➤ -That the teachers' perception about the value of this variable has a good statistical concentration about its average level**.**
- ➤ -The teachers' perception about the value of the variable "effective learning capacity" has a good statistical concentration about its average level.
- ➤ -Referred to the group of questions which represent the variable "Homework", the teachers have a stable perception and with values above the theoretical average and moreover none of them manifests any marginal perception.
- ➤ -That a correlative positive relation exists between the effective learning capacity and transfer of learning. The effective learning capacity presents an average level in value, the variable of the transfering learning capacity presents values above the theoretical average.

The method of research is the study of the relationship cause-consequence between the dependent variable "effective learning capacity" and the independent variable "transferable learning" as well as their elaboration by means of statistical software SPSS, version 21.

Picture Books as Creative Possibilities of Cognition

Gabriella DARÓCZI

**Eötvös Loránd University Faculty of Primary and Pre-School Education
Department of Hungarian Language and Literature, Budapest, Hungary**

In my presentation, I'm going to present how the picture-text correlation mobilizes the cognitive abilities of children. In other words: what sort of cognitive abilities do children need to participle in this type of fictional play. What does consist in to understand a picture looking through an illustrated book? Even if children know already the story by an oral presentation? How can children process the visual experience? How does the children look like who rest being motivated for moments while looking through illustrated books?

Certainly, I need to illustrate the cases of reception process. The main principle of my selection is the type of the picture-text relation e.g.: metaphonies, metonymies, synecdoche. In connection of this typology I'll deal with different technique of illustration that is the poetical component of the illustrated object.

There are books for children that there is no text in, which tell stories by pictures only, e.g.: the *„Design-book"* series from Csimota publisher. My question is: how can the picture motivate children to tell a story, even if the story don't correspond to the original one (that have the same title as the design-one).

In my opinion: from cognitive aspect to understand a narrative structure there is no difference between sorts of the comprehension. There is a transcendental wish of story-telling and there are immanent rules of cognition.

In my presentation, I would like to confirm my presupposition: the main force of the motivating picture is that it maps relations important to the world. In this case the motivating aspect is equal with the engaging aspect of all creative situation.

Ethics in Research with Vulnerable Children

Natasha Angeloska GALEVSKA, Ivan TRAJKOV

Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje, Macedonia

The aim of the paper is to stress the importance of securing ethics in research in order to protect vulnerable children from psychological or physical harm during or after the research process. Numerous countries already have some regulations or guidelines related to human research and ethics committees are established to review and control how much these guidelines are respected. However, in Republic of Macedonia there are not yet strict state regulations in this field. It is not obligatory to obtain parental permission for the child involved in research. Researchers in their reports, or master and doctoral thesis often publish photos, documents and research results announcing the name and other personal information of children.

Other ethical issues that are point out in the paper are related to the child willingness to participate in the research and the conditions that the child experiences before and after the intervention of the researcher.

Educational researchers should carefully assess the risks and benefits of children involved in research, to use approved protocols and to consider any potential conflicts of interests that might occur with publishing the results of investigation.

In the paper, we recommend establishing of an ethics review committee as independent body that will monitor, review and approve educational research with vulnerable groups. The role of this committee will be to analyse the risks and benefits of the proposed research and to determine whether, or not research should be done. In that way, we will protect and ensure the rights and welfare of children participating as subjects in a research study.

Integrating Italian L2 Teaching and City Knowledge

Rosa GIORDANO

CEICC-Europe Direct, Napoli, Italy

Enza SOMMELLA

Aracne Association, Napoli, Italy

How does a foreigner perceive the urban space in which he moves? How can language learning be integrated to the real knowledge of the host city? How to weave the structures of the language (Italian L2) in its phonological, morphosyntactic and lexical levels at different historical periods of the city? Knowing the past and present of a city makes us more aware of who we are and where we come from, as well as gives us the possibility to offer new interpretations of urban spaces. Those who find themselves in a new environment with spatial codes and references, which are very different from their own, are often confused and strugle enjoying unknown places which are different from they are used to. The progressive discovery of the language and the city layers allows the student to feel more at ease and to share his/her cultural experience, language and traditions with others. Using games in the urban space, walking tours in which participants become guides and explore language through five senses, learning of Italian L2, and the discovery of a new city stimulate the curiosity and enthusiasm of the learners. The intercultural dimension is activated during the whole learning process in a spontaneous way and not by a standardized vision of a country and its culture but a real indepth understanding of others' visions and ways of living. At the end of the course each participant will be able to draw his/her own city with his/her favourite places, his/her keywords, his/her emotions through a more conscious and critical use of Italian L2.

Improving the quality of learning of students with visual impairments through the use of modern computer technology. Practical application of professional Braille printer

Jakimov GORANCO, Jelena JURHAR, Daniela SMILKOVSKA,

State School for Rehabilitation of Children and Youth with Impaired Sight "Dimitar Vlahov", Skopje, Republic of Macedonia

The current period of social development is characterized by the mounting role of information and knowledge which are becoming the main factors of the progress and prosperity of society. Today's children are the first generation of the "digital age." They are being raised in a society that is changing rapidly because of the influx of new computer-based technologies that provide more pervasive and faster worldwide links to commerce, communication, and culture.

Different applications of information and communication technologies have opened – and will continue to open – more and more possibilities for home-working, Internet banking, e-commerce, e-medicine, and (not in the least) new opportunities in education and training.

The purpose of this paper is to provide a practical views of the computer technologies can play in promoting the education of students with visual impairment, in particular the practical application of professional Braille printer.

Computer technology is an interdisciplinary field of knowledge comprising products, resources, methodologies, strategies, practices, and services that aims to promote functionality for visually impaired people regarding autonomy, independence and quality of life.

More than 40 million people with visual impairment in the world need Braille to read and write. Unfortunately, the clear majority have little or no access to books and other reading materials in Braille.

According to studies, all these computer techniques and programs, special use sound programs, programs for adapting and printing of books in Braille, enable blind students to successfully use the computer and learn. Blind student is learning easier, gets new information faster and like no other typlopedagogical device until now successfully helps him to compensate the lost vision and enables to integrate into the social environment. Besides education, this technology is becoming essential for professional development, monitoring of higher education and finally the successful completion of tasks at the workplace.

Product placement in contemporary cinema and its consumer perception

Ádám HORVÁTH, Balázs GYENGE

Szent István Egyetem, Gödöllő, Hungary

Product placement is exponentially more and more present in our everyday lives, as we are exposed to it in all mainstream media, even though as a lot of times we are not even aware of the fact. One of its most prevalent occurrence is in movies, where taking a closer look on the highest grossing 35 Hollywood movies, the average number of product placement sightings was 13,9 in 2014 (which doubled from the year before). While its effectiveness is unquestionable, especially when put against the traditional means available for marketers, many of which are continuously losing their appeal, as technological advancements lend all the more entertainment options to consumers as well as the ability to avoid commercials that they find irrelevant and boring. Still, the greatest challenges that product placement faces are the question of evaluation – to apply an exact dollar metric, to measure just how valuable they are – and their consumer perception, which is closely tied to the type of appearance, relevancy, the product itself, runtime, etc.

This paper aims to explore the main characteristics of product placement as well as to study its various branches of how they appear (and levels of relevancy from the standpoint of a given movie), how their reach is measurable and how the general public sees them and how these views might have changed over time (the goal is to expose the main theoretical correlations and various study results from the past years, while the primary research is not part of the paper). All the while the paper also seeks to find out where this relatively new type of advertising is heading, especially regarding the changes in digitalization, the new trends in marketing and the changes to consumers' perception of advertising.

The Importance of Effective Strategy Instruction

Ivana HROZKOVÁ

Department of English Language and Literature Faculty of Education Masaryk University Brno, Brno, Czech Republic

The role of a teacher shifts and changes in autonomous learning; rather than a teacher, he is a consultant, helper and facilitator of learner strategies. The study brings an insight into strategic teaching of 13 Czech teachers who taught 202 pupils with completed primary education and the way the teacher shaped their learners' strategy use. The main research instrument was a field-tested questionnaire administrated in 13 schools in the South Moravian region. The data gained through the questionnaires indicate the learner strategies the teachers claimed they facilitated, and were compared to the strategies their learners stated they employed.

The findings indicate that the teachers in the sample facilitated some of the learner strategies but they did not prepare strategy training sequence. Thus, the facilitation was rather intuitive and conducted within hidden curriculum than properly planned. The knowledge gained through this research underlines the importance of strategy training as it may help teachers to choose the right methods and plans in order to enhance learner autonomy and support life-long learning. The paper also aspires to address teachers of different subjects as giving advice on learning to learn plays a vital role not only in teaching foreign languages.

BYOD and turn to your neighbours

Beata JAROSIEVITZ

Dennis Gabor College, Institute of Basic and Technical Sciences, Budapest, Hungary

Do we have any tool in our hand to motivate our students better? Do we know enough? We are confident that students' attitude to learning and doing in the last few years has been changed a lot. Students attend the lectures, seminars, workshops, if they are motivated, if they are attracted or if they see differences compared to a book, or a paper.

In the last years, the use of own mobile devices (BYOD) has increased considerably in education. We can follow the changes only, if we apply the new techniques and methods during our courses.

Much of the students have at least one of the devices, which can be transported and used during the lectures or workshops in higher education. Many of the students bring their own devices (BYOD) and they can work in pair or groups, by turning to their neighbour when the lectures present opportunities for that.

M-learning devices are very useful for learning, for reading and finding relevant content on the Internet, for assessing acquired knowledge and for performing real measurements. Their use in experiments is based on the rich set of built-in sensors in the smart phones (Kuhn, J., & Vogt, P., 2013). If we want to let our students leave universities, colleges with an adequate knowledge and with applicable skills we should take the advantage of the ICT, multimedia and m-learning devices (laptops, smart phones, tablets) and their applications (Jarosievitz, 2015, 2011, 2009).

This research work has been done with first-year students in Physics at the Dennis Gabor College from Budapest, in the school year 2015-2016. My objectives were to learn about the impact of the use of own devices of the students and to answer the following questions:

- Do the students understand better the phenomena in physics?
- Are they performing better in problem solving?

I have developed and tested the following student activities, questions. Students used their own devices and turned to their neighbours:

- Responding the quiz questions, during the physics lectures (30-hour course)

This experimental teaching with mobile learning devices involved 188 students who were enrolled in the course. In the beginning of the course 43 % of students filled in the general questionnaires sent to them via internal communication system. During the lectures 5 different surveys have been filled out, each of them was related to the physics chapter taught previously. The 6th survey included mixed questions which were already asked during the previous surveys. Students used their mobile devices to fill in the online survey, turning to their neighbours, discussing the results and using the program Secretive real-time questioning tool. In the end of the course some students gave personal interview, and reflected to the method used. All the reflections were very positive, and promising.

I think that quiz questions can be developed and the method can be implemented also in other courses. The results, questions and answers will be presented during the conference.

Viliam Gaňo importance in Special Needs Education

Monika LŐFFLEROVÁ, Ivana JANUROVÁ

The department of Special Education, Comenius University in Bratislava, Bratislava, Slovakia

This contribution is focuses on the life and work of William Gaňo as the doyen of special education in the territory of Slovakia. His contribution to the special pedagogy is considerable. Precisely for this reason we wish to express our admiration and point out his message through teaching and publishing site. For this post it is characterized by unusual structure. Each period represents the life of this genius. Entire article acts as a comprehensive resume, which highlights the importance and terminology of special education and rich educational and publishing activities of an informed expert. We consider necessary point out the different terminology differences, as this great man was a pioneer in this very area. In one section, we describe the school system, which was created based on the needs of students with disabilities and to follow-up legislation. For actual development of special education was very important also the education of teachers, as the education of students with disabilities is very specific and therefore it devote one single part of the contribution. Viliam Gaňo was not only a theoretician but also a specialist in practical work, so we give a picture of his rich publishing and full teaching. We select those of his work that most approached us: The Defective children, Education of Defective Children, Small Doctrine Education Deaf-mute, Slovak Deaf-mute Youth. For the purpose of this work we drew up a brief search from these. We also point out what or who inspired him while writing these works. In conclusion, we pay his memories, memories of his loved ones.

Shaping perception of society using service dogs in the integration of hearing impaired children into pre- and elementary school communities

Eszter LOVÁNYI, Andrea PERLUSZ

Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education, Budapest, Hungary

The choice of the topic was motivated by personal experiences: Eszter Lovanyi was born hearing impaired and owns a four-legged companion. She is a volunteer in an association dedicated to the training of helping dogs where she creates and coordinates sensitizing programs. Her PhD advisor Dr. Andrea Perlusz is a well-known expert in the field of teaching inclusive education of the hearing impaired. Dr Perlusz helped Eszter in her own integration into the regular school system.

The presentation – based on the research results of NEO Hungarian Service Dog Association – enumerates some novel tools to improve social attitudes through school programs raising social awareness, use of service dogs and a storybook introducing the world of these dogs. This book was written by Eszter Lovanyi and was reviewed by Dr Andrea Perlusz.

The classroom environment (e.g. teacher`s proficiency, class-mates` empathy) plays a major role in the integration of hearing impaired children. Shaping of attitudes, organization of simulation- or experience-based exercises or programs are crucial to improve the host environments (e.g. educators, children). Several methodologies exist to accomplish this task.

The title of the book: Kuku and Friends – let`s discover the exciting world of service dogs (searchable by the published Hungarian title: „Kuku és barátai – Ismerjük meg közösen a segítőkutyák világát!"). The aim is to show the everyday life of service dogs and their impaired owners. The story is written from the perspective of Kuku the hearing-dog. The 44 page publication is full of cheerful illustrations.

An important conclusion of the attitude shaping programs that (pre)school aged children still handle "differences" in a more natural way than elder students or adults. These positive experiences are important from the aspect of early development of their empathy. For children this topic (very difficult to discuss frankly) will not remain a taboo anymore.

As the stories are supported by the regular programs mentioned above, held by hearing-, vision- and mobility impaired people the children accept them as authentic. Consequently the main topics of the lecture (integration, sensitizing training and storybook) are tightly connected.

The involvement opportunities of hearing impaired children's parents in mainstream education

Szandra LUKÁCS

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In the international educational practice, as well in Hungary, particular attention tends to be paid to the dominant role of the family increasingly including the parent involvement of children with special educational needs (SEN), which appears differentiated.

The children's education should be based on the cooperation and shared responsibility of the family and the institution. This partnership assumes equality. Joyce Epstein (2001) examining the types of school-family-community partnership cooperation developed the forms of parental involvement, potential opportunities and activities that could be applied in practice. The principles and parental involvement forms enshrined by her (parenting, communicating, volunteering, learning at home, decision making, collaborating with the community) are often abused in practice.

What kind of programmes and good opportunities are available for the parents and teachers of children with special needs in methodological centres? Referring to TAMOP 2012, which concerned such activities of methodological centres there are good opportunities available for parent involvement, for example Parents school , Family study hall, in Special Schools for deaf and hard of hearing students, where mental health and methodological techniques can be acquired, by which solving everyday problems in a hearing-impaired child's education becomes more efficient and constructive.

The population of deaf and hard-of-hearing children comprises a heterogeneous group. The number of hearing impaired students in mainstream schools indicates an increasing tendency. The needs and demands of the population are characterized by a high degree of heterogeneity. Several Hungarian studies aim to present how partnership works in mainstream schools showing the viewpoints of parents and the changes in the relationship between parents and professionals.

As a specialist working in practice, I believe that re-reading the system of relations in which the parents will be the customers as well as the resource and also as the partner of the service remains much to be done.

Virtual Mobility in Higher Education – The Case of DOBA Faculty

Anita MAČEK, Nataša RITONIJA

Doba Faculty, Maribor, Slovenia

Virtual mobility of students is gaining in importance in higher education because it enables mobility to students who are unable to engage in traditional mobility programmes. In the proposed article authors discuss the benefits and challenges of virtual mobility that have been noted by DOBA Faculty students who were engaged in virtual mobility programmes. DOBA Faculty started developing virtual mobility ten years ago and since then satisfaction with virtual mobility programmes is measured with the questionnaire every year. The study proves that the main competencies that students expect from international virtual mobility are the improvement of intercultural competencies and an improved knowledge of English. While within challenges the most exposed is the challenge in the form of specific knowledge and skills that students should have in order to be able to take a course in the virtual environment.

MOOCs for European Higher Education Institutions
Anita MAČEK, Christian FRIEDL
FH Joanneum University of Applied Sciences, Graz, Austria

Massive Open Online Courses (MOOCs) caused a major impact on higher education worldwide. European universities started to build MOOCs in 2012 but their initiatives evolution is 'nationally isolated'. The distribution of MOOCs is not equal throughout the continent, but it is concentrated around certain countries.

In the proposed article, authors discuss the potential of MOOCs in Europe. Based on data gathered through interviews within the EU BizMOOC project, a comparative statistical analysis was used to find stylized facts, which could be a sign of a different concentration of MOOCs in Europe. The study was conducted in 2016, and the sample consists of 40 representatives of different Higher Education Institutions (HEIs) located in the EU countries. The study proves that MOOCs could serve as a marketing or research tool and are applicable in any educational level. MOOCs are open, free, scalable and flexible way of training/education without entry requirements. But on the other hand very low interaction level with the provider of the MOOC, not personalised courses, accreditation, and high dropout rates were mentioned as limitations to MOOCs from the perspective of HEIs.

Roma identity and social mobility

Ilona MILLEI

SZILTOP Nonprofit Kft., Pécs, Hungary

Current problems 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's 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 disadvanteges 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 –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 praxis 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, beacuse none of the participants deny their minority-ethnicity.

The potentials of stimulated recall for investigating novice / trainee teachers' professional development and commitment to continuous professional development

Emma GAZDAG, Krisztina NAGY, Judit SZIVÁK

Eötvös Loránd University, Budapest, Hungary

In the past academic year Systematic Literature Reviews (SLRs) have been gaining significant attention at our graduate school. Therefor our research team conducted an extensive SLR focusing on *reflective pedagogical thinking*. Our aim was to examine the potentials of stimulated recall method for investigating novice / trainee teachers' professional development over the past four decades. This is a significant and relevant research area of the international educational science as well as the Hungarian educational science (Hennissen, Crasborn, Brouwer, Korthagen and Bergen 2011; Creswell 2014; Polat, 2015). Regardless of its importance the Hungarian educational science has not explored it appropriately yet (Bloom, 1953; Calderhead, 1981; Bem, 1995; Baumeister - Leary 1997; Gass – Mackey 2000; Mortimer - Scott 2002; Cooper, 2003). This deficiency inspired our systematic literature review, in which we gathered all the suitable articles and researches from two databases; and performed a complex inquiry by a critical analysis of the given articles (Lee, Landin and Carter 1992; Tan 1996; Powell 1996; Artiles, Barreto, Pena and McClafferty, 1998; Akerson, Flick and Lederman, 2000; Yerrick, and Hoving, 2003; Freitas, Jimenez and Mellado, 2004; Schepens, Aelterman and Van Keer, 2007).

Throughout the presentation the researchers will explain the characteristics and the role of stimulated recall with special attention paid to the potentials of stimulated recall among novice / trainee teachers. In addition to these the researchers will summarize their SLR findings, the most common research methodologies concerning stimulate recall protocols, their research questions and results.

The research was carried out by using two different electronic databases (Ebsco, Web of Science). Following the protocol of SLR the researchers first determined the correct search parameters, settings and identified the search terms, which was followed by the skimming and scanning of the articles. The most important attributes were collected and presented in a chart, as well as in a Prisma checklist (2009). The researchers paid special attention to record the different forms of stimulated recall protocols, but even more notably they compared their findings with international trends.

This research draws attention to the fact that it is time to the Hungarian educational science to adapt the methods of SLR (Baumeister & Leary, 1997), which would contribute to the prestige of national and international doctoral and scientific researches. In addition to these incorporating stimulated recall methodologies into teacher training could have many beneficial features for novice teachers regarding professional growth and commitment to continuous professional development.

Creative Accompaniment: A Working Model for Grieving Children and Adolescents – Example of Good Praxis

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PLAMIENOK, n.o. as the first organization in Slovakia established and started mobile hospice for children in need of palliative care. This action could be considered as a milestone that made a considerable impact in the development of paediatric palliative care in our region. Our organization also offers education to health care professionals (doctors, nurses, students) working in the field of palliative care. Families after the loss of a child often need professional help to process this extremely demanding life situation. To give an answer to families' needs, Plamienok n.o. opened a Grief Centre in March 2011. Children, adolescents and parents being in their grieving process are accompanied by professionals. One of the very specific activities Plamienok n.o. offers to its clients are therapeutic summer camps for children who lost their close relative. The camp is important part of the recovering process and gives an opportunity for therapeutic growth by sharing experiences related to losses, using peer support in context of camp activities.

In our paper we focus on the model of Creative Accompaniment developed by Prof. Rubén Bild (Plamienok's Honorary President and clinical supervisor). Also we illustrate how monitors trained in Creative Accompaniment used this model during Plamienok's therapeutic summer camp as an example of good praxis.

In this paper we will introduce the book "Ayu and Grof in Land of Volcanoes" written by psychotherapist Iván Gómez (psychotherapist and director of Plamienok Grief Centre) to show how the story can be used as a therapeutic tool in a summer camp.

Research of the Bodybuilding Subculture-Specific Lifestyle Characteristics, and their Impact on Social Situation among Competing and Leisure Athlete Bodybuilders

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The subculture is the culture of smaller groups living within a larger society. This research as well, conducted during my doctoral studies, is focusing on such a subculture, the bodybuilding subculture, the representatives of which are well recognisable, but we do not know them and their way of life deeply, furthermore we do not know what the sociological consequences are for the individual's way of life, in addition to physiological changes.

The bodybuilding subculture pursues the perfect appearance, however, it is a question whether this perfection helps or pulls back the integration into society. In case of bodybuilding, all factors that influence lifestyle, are done in an extremely different way compared to the average, therefore the consequences of their actions may cause unusual outcomes in the social field. They bring changes, the question is to what extent and in what direction? The novelty of the research is that while many publications deal with bodybuilding as a sport, describe its establishment, concept and development, but on academical level no doctoral thesis has been dedicated so far to the research of this subculture within sports, where it is not the athletic performance, but rather the body itself is the product. The topic is quite actual, in fact the scene of bodybuilding is growing, both in the media and in the magazines (bodybuilding magazines), we can meet it every day. During my research, similarly to the time-balance method of lifestyle, I shall first examine the bodybuilders' activity structure organised in a hierarchical system, as well as all of their actions during 24 hours a day and the amount of time spent on it; among competing and leisure athlete bodybuilders. In addition, I shall complete the aforementioned study with paper-based questionnaires, and I also wish to make interviews with the leaders of bodybuilding alliances.

By the results of this research, we can get a comprehensive picture of the bodybuilding lifestyle and its impact on the social situation. By learning more about this special way of life, we might influence and mitigate the stereotypes linked to this sport.

Changes in the Regent's image in Hungary, in the 1930-ies and 1940-ies

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The public representation of the head of state and the image of the head of state created for the general public played an extremely important role in the Horthy era from the points of view of political legitimacy and the system's stability. After World War I, the society's political activity improved; the role of publicity increased; the media consumption became wider and wider and people got more and more informed on public life. As a result, social acceptance of the country's leaders, the political elite gained more significance than before. The image drawn about Regent Horthy had considerably changed by the middle of the 1930-ies. Earlier, he appeared in front of the public as a military chief, who created order with a rod of iron after the turmoil of revolutions, who fought against each external and internal enemy as the chief of his army. However, starting from the 1930-ies, the propaganda showed him rather as a peacetime ruler who was building the country, developing the economy, and improving foreign political prestige. In contrast with the radical expressions of chief cults that could be experienced in other countries, regal externalities recalling the turn of the century, traditional forms well known and accepted by the society appeared in the representation of the Hungarian head of the state. They also regarded it important that the No. 1 person of the country was present symbolically in the weekdays of ordinary people, too. The following things served this purpose: holidays related to the Regent's person, autobiographies published in large numbers, press articles, radio broadcasts, and newsreels broadcasting about his activities, posters, postcards, stamps featuring the Regent, and the coins issued with the face image of the head of the state. The family of the head of the state also got a role in the image projected about the Regent. How the members of the family appeared in public, it mostly served the purpose of emphasizing family values and strengthening national cohesion. It brought the head of the state closer to the people, because in addition to fulfilling his nation-level functions, he lived the same family life as anybody else. Forming the Regent's image, not only ensured that the head of the state was popular, but it also served concrete political purposes.

The transit programs

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The labour market of our country has reacted quite inflexibly to the changes in supply and demand during the last decade. Facts and reasons supporting the need for transit employment projects from the economic, demographic and labour market side and its widespread presence have been known ever since the regime change. The transit employment program is a complex activity and its aim is to provide a training-developing-service and employment unit through which participants may be provided more chances to find employment considering their options and problems.

The significance of the programs is justified primarily by the following events: the depressive areas of the country, the undeveloped infrastructure of different regions and areas, segregation, and unfavorable demographic trends, unfavorable employment structure, the presence of the ethnicity above the national average, the employment of women in low number (therefore it is aprimary aim to get women back to the labour market in higher number), the very low number of labour reserves, the disharmony of the demand and supply of the labour market – the companies do not find properly trained, relevant labour force with professional experience in the labour market.

In accordance with transit programs we can mention several features. The most important ones are the following: within the frames of the projects concrete labour force needs are concieved: the majority of the participants are either inactive or jobseekers; it is a favorable opportunity for the low employment of women; it satisfies the developmental needs beside the training, so we can talk about the training-developmental significance of the programs – this training-developmental model is completed with a service provider and social frame that includes the previous social supporting service of employment centers; there has not been developmental training since the regime change that supports entering or re-entering the labour market.

The presentation shows in details why the transit employment programs are so significant: the majority of the members of the target group cannot enter the labour market by their own power (regarding their economic, demographic situation and their judgement). Therefore they needed a external helping, supporting environment (training and service in one) with which they can appear in a program like this, they can see why it is necessary and after that they can be more successful in the labour market.

Sex/Gender stereotypes through the lens of history textbooks for grammar school

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The paper deals with sex and gender stereotypes through as thorough as possibile analysis of the content of the current history textbooks used in grammar schools in Bosnia and Herzegovina. The textbooks are the tools of transferring the knowledge as well as hidden meanings through their contents thus favouring desired social behaviours, norms and values that might be based on stereotypes related to deeply rooted roles of sexes, that is a man and a woman. The aim of this paper is to examine the representation of sex and gender stereotypes in the history textbooks for grammar schools following the curriculum in the Croat language. The content analysis showed the existence of sex and gender stereotypes in those textbooks due to historical and social pecularities of the periods they deal with as well as the lack of critical reflecting on sex/gender issues. In the end the authors give possible guidelines in terms of understanding sex/gender stereotypes issues, and their overcoming within the teaching of history.

Teaching Strategic Management by Business Simulation Games

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Business simulation games are one way to teach economics for university students. Many universities use them in the USA and Western Europe but in Hungary they are often neglected. Simulation games can help students to more deeply understand what they learn. The term business simulation is clarified as it is very different to mini-games in complexity. This paper discusses why these complex simulations are useful in the education and what positive learning outcomes they may cause. Several previous researches all around the world prove that business simulations are useful to make education more practical. Business simulations enhance skills like strategic overview, planning, decision making and teamwork, also develop knowledge in finance and mathematic. As simulations are different, they develop different skills. A research taken at the University of Pécs, Faculty of Economics is discussed which compares three simulations: Business Simulation Workshop (BSC), Multinational Management Game (MMG) taught at the place of the research and one simulation developed by Ecosim Kft. The three simulations are compared to each other regarding which simulation develops what type skills or knowledge. Comparison is made by an own questionnaire research and conclusions are drawn. One way to categorize the simulations is the visibility of the underlying mathematical model, which can be visible (transparent-box) or hidden (black-box). These two types of simulations are also compared to each other. Other important aspects as simulations like engagement and feedback are also discussed.

The impact of using Social Media in adult education

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In a knowledge based society, where ICT and intellectual capabilities have a main role, the use of ICT in order to improve the quality of education and training has started to be implemented more and more. Thus, in order to improve the quality of education and training, classic e-learning solutions need to be revised in order to include a more interactive approach, and as such Social Media has started to be more and more present in ICT learning solutions, either as platforms or as interactive content that can be accessed on premise by the beneficiaries of the educational product. Within this paper, the authors aim to conduct an analysis that would facilitate a presentation with regard to the way Social Media can improve the quality of adult training and education and how it affects conventional means of training and education either by improving existing electronic teaching methods or by having a negative aspect in some areas of education. The paper will analyse the recent developments in e-learning and how the inclusion of tools that are based more on Social Media influence learning outcomes, such as MOOC's or conventional e-learning platforms that have a more interactive approach in the last years that they originally had when they were developed, based on user feedback or the level through which Social Media has influenced web content. And based on these aspects the authors will identify aspects that could significantly improve certain e-learning technologies or learning techniques that imply the usage of ICT to reach their desired quality level of education.

Analysis on the match of competences provided by university programs and the labour market – A case study on Romanian university degree programs in public administration

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The role played by the secretary of the territorial-administrative unit at local level in Romania, especially in rural areas and in small towns, can be quite significant in ensuring appropriate public management in general, and sustainable development in particular. The position of secretary of the administrative territorial unit can be held by people with legal or administrative Bachelor degree and a Master degree in its field of studies or in management.

Given the requirement for Bachelor degree in administrative studies, the current paper explores whether current public administration programs provide competences that would enable the secretary to support public management in general, and sustainable development in particular, in the community (s)he manages. In order to conduct this analysis, based on an observation grid, we analyse the information related to competences provided by Bachelor public administration programs, using information from the Romanian National Registry of Qualifications in Higher Education, as all universities have the legal obligation to register information about competences provided by their programs in this registry.

While specific local specificities are to be taken into account, we argue in favor of the development of a systemic approach at national level that would reflect the competences required for such public office position, which would in turn enable possible adjustments in the design of public administration degree programs and reduce the potential mismatch between educational offer and the demands from Romanian local public administration.

The Status of Women in Reading Circles in the 1940-ies
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On rural residential areas, in the Hungarian agrarian society, the role of women was mostly limited to family and farming tasks even in the middle of the 20th century. There were only few opportunities offered for social activities and public functions. Primarily, local, non-governmental organisations, reading circles that operated in large number at the agrarian areas gave ground to community activities for women.

Up to the 1940-ies, women got only limited role even in these associations. They could not become full members. They took part in the life of the association as a family member. However, even in this way they had the chance to do community activities: they could acquire information on public questions, they could get to know the organisation's economic operation, and they could join the implementation of social functions undertaken by the reading circles. In the course of organising various events and celebrations within the association, they performed a work that impacted a lot of people and involved high responsibility. In the mean time, they could meet the public personalities, and the heads of towns/cities, the county, and other non-governmental organisations invited as guests. Through the reading circles, women could also take part in adult education, enrol to courses on general knowledge and economy, play a role in cultural programs and amateur performances, and use the organisation's library. At a lot of places, it further increased their opportunities when they established a respective women's group within the frames of the reading circle. The women's group was under the supervision of the circle's management and financially dependent, but it could elect its own chairwoman and plan their own cultural program.

Under the changing conditions that gradually became more democratic after World War II, the status of women further increased in the agrarian associations. From that time on, they could act as full members and at several places they were elected to be members of the reading circle's management, too. Their presence and collaboration significantly strengthened the community's cohesion and enriched the association's life. In the mean time, they also gained several experiences; their social competencies, problem solving and communication capabilities improved and their public activity gradually increased.

Determining the Effectiveness of Reciprocal Imitation Training on Imitation Skills of Children with Autism Spectrum Disorders

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The purpose of this study was to firstly examine the effectiveness of Reciprocal Imitation Training (RIT) on a) acquisition of object and gesture imitation skills, b) spontaneous use of these skills, and c) maintenance of these skills of children with Autism Spectrum Disorders (ASD). The study group consisted of three children with ASD who were 26 to 42 months old. They were attending a private special education center. The design of this study was "Multiple Baseline Design Across Subjects." In order to assess the acquisition levels and spontaneous use of object and gesture imitation skills of children, Imitation Skills Observation Form was used. This form was coded by watching the video recordings of the researcher-child interactions in order to assess acquisition levels and spontaneous use of imitation skills. In this study, the experimental process was implemented in four phases. These were baseline, implementing RIT, post intervention assessments, and follow-up. Data collected to show the effectiveness of the training was graphically demonstrated at the end of the study and was visually analyzed. Pretest and posttest data was shown in tables. Firstly, having completed the RIT, the acquisition levels of children in the study group showed that at the end of the implementation all three children had critical increases in acquisition levels of object and gesture imitation skills when compared to the baseline phase. In the follow up sessions, however, there were decreases in the acquisition levels of object and gesture imitation skills for all three subjects 2 and 4 weeks after the intervention. Moreover, the findings showed that teaching object and gesture imitation skills by RIT was effective on spontaneous use of object and gesture imitation skills. In the follow up sessions there were decreases on the skills of the subjects 2 and 4 weeks after the intervention. Social validity data which was collected from parents showed that having intervention by RIT increased imitation skills, acquisition skill levels of object and gesture imitation and spontaneous use of these imitation skills of children. These findings suggest that RIT is effective for teaching object and gesture imitation skills to young children with autism. Findings were discussed in the framework of related literature about teaching imitation skills to children with ASD during early childhood period.

Theories on Stuttering

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The definition of the American Speech-Language-Hearing Association (ASHA) the stuttering is a speech disorder, a fluency disorder is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms" (ASHA, 1993). Several areas of science deal with the issue of stuttering: psychology, special needs education, speech therapy and neurology. Although the reason behind speech disorder has been investigated since ancient times, there are more and more new theories and researches born to date in connection with its development and definition. The reasons for stuttering cannot be determined univocally in general terms. A multitude of aspects, bio-psycho- social factors can be found in the background, therefore stuttering is a multidisciplinary field of research and a multifactorial, multicausal phenomena.

The lecture summarizes the current national and foreign investigations in the stuttering subject. Our research focuses on defining stuttering. Our aim is summarizing the literature on the development of stuttering.

The use of terms greatly varies in the literature. In the first part of the lecture we provide details on the sociological, medical, linguistic, psychological and special educational-speech therapeutic definitions of stuttering. Then we deal with the symptoms of speech disorder and its effects on communication. In the third part of the lecture we introduce and categorize the main theories of stuttering (Hirschberg, 2013, Packman, 2012). We demonstrate the model of Howel (2007), Healey, Trautman and Sucha (2004), Postma and Kolk (1993) in detail.

Summarizing the theories of stuttering, it can be seen that there is no coherent idea on the development and sustaining circumstances of stuttering. Experts dealing with speech disorder, regardless of their field of science, have formed several theories as explanations, attributing a major role to the hereditary factors, language abilities (e.g. language complexity, pragmatics), psychological aspects (e.g. individual psychic factors, communicational environment and mother-child relationship). The lecture summarizes such theoretical knowledge that are less known and researched in our country. The information gained on the development of stuttering might provide assistance in planning a modern diagnostic and therapeutic activity.

10 years of CLIL teacher education at ELTE TÓK

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The presentation introduces a *teacher training programme for early CLIL* (Content and Language Integrated Learning). CLIL is defined as an 'umbrella term' including all forms of education when an additional language, which is not the learners' mother tongue, is used for teaching school subjects or promoting children's development in different content areas in pre-school situations. *Eötvös Loránd University Faculty of Primary and Pre-school Education* (ELTE TÓK) is one of the very few institutions in Hungary and throughout Europe that offers CLIL teacher training courses at BA level to future teachers of young learners (aged 3—10/12). Since 2006 innumerous students have applied, studied here and graduated successfully, and in the meantime several good practices have evolved in their training. After a decade's work it is inevitable to evaluate the programme; some conclusions should be drawn and the experiences should be disseminated in order to sustain quality, enhance further positive processes and initiate professional dialogue in the field of CLIL teacher education. The presentation describes the CLIL specialisation run at ELTE TÓK for kindergarten teacher trainees. It introduces its structure, objectives, taught courses, main teaching methods, kindergarten practice modules and the expected learning outcomes. The foundation course called *'The theory and practice of bilingual education'* is discussed in more detail referring to its main topics, typical teaching-learning procedures, materials and its renewed exam practice. Some examples of students' creative pieces of work prepared for the exam portfolio and the findings of a research concerning this innovative 'good practice' are also presented.