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# Abstracts

## **Investigating the application of active learning methods among primary and secondary school teachers**

Gréta Bánfi– Erzsébet Korom

### **Abstract**

This paper presents the results of a questionnaire survey which inquired about primary and secondary school teachers' (n=182) use of different learning organisational- and teaching methods. There was a particular focus on active learning, its judgement, and the difficulties of spreading it as perceived by teachers. The survey took place in schools in four cities in the Southern Great Plain region. The 43-item paper-based questionnaire consists of four sections, each with good reliability (Cronbach's alpha: 0.86-0.92). Data were analysed and compared by school type, in humanities/sciences subsamples based on teachers' subjects, and in three subsamples based on professional experience. Results show that the teachers included in the study consider teaching objectives related to active learning to be important, but that there are differences in the use of active learning methods across the subsamples. In primary schools, individual-, pair- and group work are more common and active learning methods are more widespread. Computer-assisted learning, inquiry-based learning, and student experimentation are more frequently used by teachers who teach sciences, and mainly by those at the beginning of their careers. Among the difficulties related to active learning, teachers in both types of schools highlighted the lack of curricular support, the appropriate teaching materials and teaching support materials, as well as time constraints and large class sizes. The least perceived problem is methodological uncertainty. Those with the least professional experience have the most methodological difficulties, but those who have been in the profession for more than 20 years are often uncertain about the use of active learning methods. Participation in training has a positive impact on the use of active learning methods.

**Keywords:** active learning, instructional methods, teachers' questionnaire survey, primary and secondary school

## **Factors influencing attitudes toward distance education on a sample of primary school students living in disadvantaged regions**

Karolina Eszter Kovács – Kitti Mercz-Madarassy

### **Abstract**

The investigation of disadvantaged children is a priority area concerning both education and health. The more negative attitudes towards learning, lower academic achievement and more negative manifestations of non-academic achievement indicators such as health and sport among disadvantaged young people have been highlighted in several studies. However, little attention has been paid to pandemic-specific investigations of the recent years. Although research has been conducted on the impact of pandemic COVID-19 on young people's education and social inclusion, very few studies have focused on young people in rural and disadvantaged areas. In the present study, we aim to explore attitudes towards distance education and the factors that influence them in a disadvantaged sample (N=305) of 7-8th grade students studying in disadvantaged settlements. In our questionnaire, attitudes towards distance education were investigated using a 16-item instrument in Hungarian (based on Dlugosz, 2022), and the impact factors were measured using validated instruments of well-being, perceived stress and peer support, as well as independent questions on support and academic achievement, in addition to social background variables. The results indicate that four factors (learning difficulties, poor health, time management and safety, and distance learning preference) can be distinguished in the attitudes toward distance education. Concerning social background, the effects of gender, type of settlement, deprivation and

objective financial status can be identified in distance learning preference and perceptions of poor health. Regarding the health indicators, the protective role of support from teachers and the hindering role of stress indicators were found. The role of variables related to academic performance was not significant. Overall, the factors influencing attitudes towards distance education partly follow the trends of the factors influencing perceptions of traditional education. However, it is necessary to stress the manifestation of the pandemic, in its crisis nature, which highlights the role of components such as peer support, certain stress components, or even the disadvantage itself. These segments need to be highlighted, and, in case of a similar crisis, particular attention should be paid to prevention and intervention strategies focusing on these factors.

**Keywords:** remote education, attitude analysis, disadvantaged situation, health, social support

## **Investigation of the effectiveness of prison education among female prisoners**

Barbara Di Blasio – Adrienn Ács-Bíró

### **Abstract**

In our study, we present the empirical data used by international research to prove the effectiveness and usefulness of education in prisons. The goal of our research is related to this, the establishment of female prisoners' profile of from the point of view of education and training, which is also a neglected area on international level. In our study, we used a measuring device that can be easily incorporated and applied in the prison education system. With the Cognitive Profile Test, we measured three main areas: cognitive abilities, information processing, school skills. We sought the answer to the following question: to what extent the current school preparation supporting reintegration contribute to the social reintegration of women after release. Based on our results, the studied group shows a significant difference compared to the characteristics of the adult population serving as reference group. Deficiencies in the cognitive areas necessary for the development of a life management strategy supporting reintegration are significant. It was confirmed that women's strengths in education (attention, holistic thinking) and their advantageous skill level has not been exploited yet. There is no targeted help for their weaknesses (school skills, abstraction, sequential thinking), so the impact of the improvements is contingent. Our research confirmed that the methodology of prison education organized on the model of the majority school is not very effective for female convicts who struggle with a complex network of problems.

**Keywords:** female prisoners; ability profile; special pedagogy; return to society; methodology of prison education

## **Attempts of restricting the professional authority in the secondary school teacher training after the great war**

Imre Garai

### **Abstract**

Modern professional occupations including the professional groups which exercised authority over secondary teacher training emerged in Hungary in the second half of the 19<sup>th</sup> century. Their professional field was monopolized by the bureaucratic regulatory system of the state thanks to the close cooperation between the ministerial branch and the professionals. However, this partnership broke up during the Great War and the era following it. In this study, through the personal nominations of the secondary teacher training institution, the initiated changes in the curriculum of the teacher training institution and the reform of the training of PE teachers are investigated from the perspective of whether the professional group scrutinizing the secondary teacher training were deprofessionalized as a result of the endeavour of the state to intrigue into the internal affairs of the teacher training institutions. The current paper intends to present the preliminary results of a research project, which could be labelled as a deductive and idiographic type of investigation based on the examination of archival and secondary types of sources. Document analysis of archival sources and secondary literature review were employed as primary methodologies. Out of the main research questions of the research project, the analytical aspect of revealing the nature of the connection and its changes between the Ministry of Religion and Public Education and the professional institutions of secondary teacher training are investigated

in this study. The previously mentioned measures almost resulted in the dissolution of the boundaries of the theoretical-ideological frames of secondary teacher training, which were solidified before 1920 and played a crucial role in monopolizing the scrutiny over secondary teacher training. Additionally, the cessation of the previously established ideological background of the teacher training could have led to limiting the operation of professional institutions based on professional competencies. Thus, it would have resulted in an immediate deprofessionalization of the professional group. Even though the professional institutions managed to evade the immediate deprofessionalization through a fortuitous involvement of an influential politician, who was in favour of the argument of the professionals against the planned measurements of the ministry. Still, this did not result in decreasing the recurrence of state intrusions in the rest of the Horthy-era.

**Keywords:** secondary school teacher training, teacher training institute, reform of PE teacher training, deprofessionalization

## **Measurement and evaluation expected of teachers – in the light of a research**

Anikó Bánné Mészáros

### **Abstract**

Professional requirements towards teachers are described as teacher competencies, in which no. six elaborates educational assessment. Self-assessment in the educational institution, school inspection and certification process by external delegate were investigated regarding the fulfilling the requirements. Successful execution of the nine teacher competencies presents a variable challenge for each teacher. We researched how the teachers participating in the preparatory training for the professional examination at the Faculty of Pedagogy of the Károli Gáspár Reformed University evaluate their own performances regarding competence 6: which requirements make them face difficulties and which do not. Content analysis of students' essays was conducted on students' essays. Our research is based on the content analysis of these essays. Competence 6th contains 10 indicators (subareas). We examined which indicators were mentioned; which were stated 100% achievable; and in what proportion indicators were considered easy or difficult to achieve by teachers in different areas of public education (kindergarten, primary- and secondary school). Kindergarten teachers mentioned 44% of the indicators, while primary- and secondary school teachers mentioned 52.5%. In all groups, the proportion of positive answers was very high, over 80%. The number of indicators that were considered successfully completed were seven among kindergarten teachers, four among lower-grade elementary teachers, and two among secondary school teachers. All indicators were mentioned to some extent, but indicators 6.1-4 and 6.8 were mentioned by less than half in all groups. It was found that teachers try to fulfil the requirements; the difficulties at different school levels are distinct; and declaration of professional difficulties is typically not followed by an action plan to improve.

**Keywords:** Iskolakultúra, teacher competence, educational assessment

## **Fair play teaching methods among Turkish, Kenyan and Hungarian physical education teachers – qualitative examination**

Gabriella Hideg– Gülfem Sezen-Balcikanli – Ayşegül Gamze Ceren

### **Abstract**

Education in the spirit of fair play is a task at all levels of the sport, but it is especially important in the training of schoolchildren and future coaches, physical educators and teachers. In our experience, the years spent in sports and the experience gained there do not in themselves guarantee the development of a value orientation for sport-like behaviour. The aim of our study is to examine the level at which physical education teachers from different cultures can and do apply fair play education methods.

In the framework of online interviews, 9 open-ended questions were asked. The respondents were physical education teachers from three countries - Turkey, Hungary, and Kenya. The first question asked how teachers define fair play. The second question was about the importance of fair play education, and the last one asked about the methods they used in fair play education. The

sample included 26 physical education teachers, 10 Turkish, 10 Hungarian and 6 Kenyan physical education teachers. The responses to the interview questions were analysed using a qualitative research method. Results show that physical education teachers in all three cultures believe in the importance of fair play education, but the methods they use are not sufficient to teach fair play successfully and effectively.

**Keywords:** Fair Play education, teaching methodology, physical education teachers, international review

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## **Tanulói aktivitásra alapozott oktatási módszerek alkalmazásának vizsgálata általános és középiskolai tanárok körében**

Az aktív tanulással kapcsolatos nehézségek közül a tanárok mindkét iskolatípusban a tantervi támogatás, valamint a megfelelő tananyag és tanári segédanyag hiányát, továbbá a feszített tempójú tananyag-feldolgozást és a magas osztálylétszámot emelik ki. Legkevésbé a módszertani bizonytalanságot érzik problémának. A humán szakosok jobban aggódnak a fegyelmetlenség és a magas osztálylétszám miatt, mint a reál szakosok. A legkevesebb szakmai tapasztalattal rendelkezők küzdenek leginkább az általunk vizsgált nehézségekkel, de az aktív tanulási módszerek használatában a 20 évnél régebb óta pályán levők is gyakran bizonytalanok. Ezek az eredmények magyarázhatók azzal, hogy néhány aktív tanulási módszer, mint például a kutatásalapú tanulás, a problémaalapú tanulás, a számítógéppel támogatott kollaboratív tanulás, a játék, szimuláció az utóbbi évtizedben kezdett intenzívebben megjelenni a hazai módszertani kutatásokban, a tanárképzésben, -továbbképzésben, és mindezek hatására az oktatási gyakorlatban.

*Kovács Karolina Eszter – Mecz-  
Madarassy Kitti*

## **Hátrányos helyzetű térségekben tanuló általános iskolások távolléti oktatással kapcsolatos attitűdjére ható tényezők**

A faktorok átlagértékei alapján látható, hogy az időspórolás és biztonság faktor a legjellemzőbb a mintára, ami azt sugallja, hogy a tanulók megtalálták az alapvetően negatív helyzet pozitív oldalát a hátrányból kvázi előnyt kovacsolva, ami a mentális egészség és a megküzdés szempontjából kiemelkedően fontos (Kovács, 2020). A távoktatás-preferencia viszonylag magas értéke azt az érzetet kelti, hogy a tanulók hajlamosak lehetnek átélni egy tartós online oktatási periódusra, ami adott esetben előnyös lehet. Ugyanakkor felhívja a figyelmet a hagyományos oktatással kapcsolatos esetleges negatív megítélésre, amely hosszú távon növelheti a lemorzsolódás esélyét. A tanulási problémák faktor átlagértékei a harmadik helyre kerültek a mintában, ami azt sugallja, hogy a tanulónak kevésbé kellett komoly tanulmányokkal összefüggő problémákkal szembenézni.

*Di Blasio Barbara –Ács-Bíró  
Adrienn*

## **A börtönoktatás hatékonyságának vizsgálata női fogvatartottak körében**

Az oktatás révén a „valami cselekvés” gondolata szemben áll a „semmilyen cselekvéssel”, „az idő pazarlásával” és a „paternalisztikus megóvás” élményével, amelyek a börtön világában különböző vonatkozásban érvényesek. Az ilyen megjegyzések arra utalnak, hogy a börtönidő eredménytelen és értelmetlen módon telik el. A fogvatartottak részéről tipikus nyilatkozat: „A legnagyobb probléma a börtönben, hogy oly sok évet vesztegettem el.” Azok a rabok, akik az oktatásban olyan kivezető utat látnak, amely lehetővé teszi az élet feletti ellenőrzést, a termelékenységet, előszeretettel jelentkeznek a különböző oktatási programokra. Ösztönzést éreznek az önhatékonyság megtapasztalására egy olyan környezetben, amely jellemzően a passzivitást és a személyes autonómia tagadását segíti elő.

*Garai Imre*

## **A szakértői autoritás korlátozására tett kísérletek a középiskolai tanárképzés területén az első világháborút követően**

Ez az egyoldalú változás felveti a professzionalizáció-elméletek kritikai megközelítésében alkalmazott deprofesszionalizáció fogalmának alkalmazási lehetőségét. Mivel a modern hivatáscsoportok eredetileg a polgári társadalom keretei között formálódtak, így a társadalmi keretek megváltozásával a szakértői csoportok működésének bizonyos aspektusai részlegesen vagy teljesen megszűnhettek. Deprofesszionalizáció abban az esetben fordulhatott elő, ha az államhatalom (1) megszüntette a professziós intézményeket, (2) felfüggesztette a szakértői csoport egészének vagy egyes tagjainak működési engedélyét, (3) az utánpótlási folyamatokba egyoldalúan beavatkozott, (4) megszüntette a szakértők kiemelt társadalmi státuszát, esetleg (5) a szakértői csoport működésének ideológiai hátterét függesztette fel, vagy módosította egyoldalúan (Friedson, 2001. 128–130.).