
ABSTRACTS

BODORKÓS, LÁSZLÓ: The Place and Role of Teacher Training Centres in the Accreditation Process of Teacher Education

Keywords: *teacher training centre, accreditation, quality assurance, ESG document, Hungarian Accreditation Committee, accreditation in teacher education*

In order to harmonise the professional, organisational and scientific tasks of teacher education, and to organise theoretic and practical training, the 2011 law on national higher education prescribes the creation of a teacher training centre in all those higher education institutes where there is primary or secondary teacher education in at least two degree major areas. This study aims at finding an answer to the question where is the place of these teacher training centres, what role can they play in the accreditation process of the renewed teacher education, and parallel to that, in the processes aimed at improving the quality of teaching. The investigation focuses on those procedural and administrative regulations which are major elements of the current Hungarian higher education accreditation system. By analysing the operative procedures, the study identifies some possible scenarios for

the future accreditation procedure of teacher education. Based on the results of a research which was conducted before the analysis, the study concludes that the operation of the newly created teacher training centres is very heterogeneous. Accordingly, the current conditions do not allow for a consistent external evaluation (accreditation). The summative recommendation of the article is that in the future, the joint evaluation of teacher training centres and teacher education degrees, together with the evaluation of the teacher education accreditation of the higher education institute, be a new, but organic part of the current higher education accreditation scene, as the teacher education accreditation branch. After rethinking the role of the teacher training centres, they should become prominent actors in the realisation of this process.

STÉBER, ANDREA – KERESZTY, ORSOLYA: *Interpretations of Informal Learning in the C21st*

Keywords: *informal learning, nonformal learning, adult learning*

In the study we examine the informal learning as one of the major forms of adult learning. We give an overview about the ways, scenes, and interpretations of informal learning in the latest international, specifically in English-language literature, and at same time how it appears in parallel in the European Union policies. We investigate the main stages of the evolution of informal learning theory, starting from the overseas study of the 1970s up to recent research. We dedicate special attention to how and which criteria are used to categorize and thematize the concept in different studies, academic findings and

how they are adopted and reflected in EU documents. We consider the examination of the EU policies and documents to be important because they represent the common European values, guidelines and initiate political and social actions. Based on all of the above, we outline the major trends identified in the area of informal learning. We believe that due to the high degree of social changes, for example globalization, it is essential to rethink the concept of learning as well as the issue of informal learning since the importance of informal learning is increasing, according to the generation researches as well.



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