

ABSTRACTS

BAKOS, ANTÓNIA JUDIT – TISZAI, LUCA: "There are parts of the soul that only music can light up." – Analysis of attention, memory functions of adults with severe disabilities during receptive music sessions

Individuals with profound and multiple disabilities are people with highly individual skill profile depending on the nature or extent of different coexisting disabilities a person has due to their significant differences in speech or communication, basic physical mobility, sensory awareness. According to the WHO classification the IQ score of these people is less than 20. In practice, while professionals still use IQ scores for diagnosis, there are debates on the validity of measured or labelled intellectual ability. Traditional or standardized assessments are not functional to measure the skills of these individuals. The aim of this research was to gain a deeper understanding of their cognitive functioning, namely attention memory and learning ability by the analysis of music induced movements of two nonverbal adults with profound and multiple disabilities. These individuals are participants of receptive classical music groups based on the method of Klára Kokas.

We made video-recordings about the repeated listening of a piece of piano music, composed by Chopin. The analysis

of their movements was based on the method and previous research of Zsuzsa Pásztor.

The connection of music and movement is based on ancient innate reactions. The matching contour of music and movement manifests itself in whole-body movements, hand-movements. These movements seem to respond the stress of the music, and certain characteristics of musical form. Marc Leman's theory about the embodied way of human musical cognition could provide an explanation of these gestures, offering a new perspective for cognitive functioning. According to his theory there are three levels of musical engagement with music-induced movement: synchronization with the temporal features of the music; embodied attuning with more complex musical phenomena and empathy, the emotional aspect of listening. Facial gestures are also informative about the expectation and satisfaction of the listener. According to different authors these cycles of satisfaction and anticipation is connected with the human Dopamine reward system.

Keywords: *severe and multiple disabilities, Kokas method, music, cognitive functions, special education*

ERDEI, LUCA ALEXA – VERDERBER, ÉVA – HORVÁTH, LÁSZLÓ – VELKEY, KRISTÓF – KOVÁCS, ISTVÁN VILMOS – KÁLMÁN, ORSOLYA: **Doctoral Educational Programmes in International Cooperation as Sources for Organizational Learning**

Internationalization is a growing tendency in our higher education system at the level of training programmes or student and teacher mobility, while the topic itself has had a central role as a research field since its beginning. Although higher education responds to the changes relatively slowly, internationalization helps this process of change in different perspectives and with a number of good examples. According to recent research findings, doctoral schools are the least open and active actors of the education sector in terms of willingness for renewal of education and innovative practices. Consequently, the exploration and analysis of initiatives that promise learning and renewal, are of a particular importance in the field of higher education. Joint doctoral programmes that are implemented by an international consortium are certainly the ones of this kind: they strengthen the individual, organizational and mutual learning, support knowledge sharing and the creation of new, innovative routines not only in the terms of programme development, but also in the field of international and internal organizational cooperation.

Our research aims are to discover the learning experience of the joint doctoral

degree programmes, involving at least one Hungarian partner institution, in order to gain a deeper understanding and make a systematic overview of the elements and characteristics of the identified learning experiences. The research attempts to fill in a research gap in the following aspects: on the one hand, there is a certain lack of studies with systematic and pedagogical focus on the learning experiences induced by international cooperations within the higher education system; while on the other hand, the world of doctoral education in Hungary is a hidden field for studies. In Hungary, we found three joint doctoral degree programme, therefore we applied the case study method to investigate the experiences so far. The learning experiences, the changes and innovations that emerged from the joint doctoral programmes were analysed along their organizational orientation, focusing on the institutional impacts, the process of knowledge management, and the difficulties and challenges that arise during the implementation of the programmes.

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Keywords: *internationalization, higher education, organizational learning, training programme, joint doctoral degree*
