

ABSTRACTS

KALOCSAI, JANKA – KAPOSÍ, JÓZSEF: Do we teach or learn democracy? A survey and its lessons

The importance of preparation for citizenship has been recognized for millennia, while education for democracy has been central to pedagogical thinking in Europe and in Hungary for more than a quarter of a century (Crick Report, European Year of Citizenship through Education, EU key competences, modified version of the NCC). Educating a citizenry that is capable of thinking independently, is equipped with critical skills and can deliberate about matters appears in these documents as a definitive goal. The concept of civic competence or citizenship competence indicates a combination of such knowledge, skills, abilities and values that make the individual capable of effectively participating in an everyday

life that is based on democratic values as well as in civic society (Hoskins and Crick, 2008, cited by Kinyó, 2012). The various models of preparation in schools assume that civic knowledge has identifiable elements that can be taught (e.g. texts of legal documents, constitutional principles, the structure of the state); at the same time, civic „knowledge” comprises rather the adoption of attitudes and the practice of certain skills. This study, supported by research data based on survey questions, seeks to discover the degree of prevalence of education for democracy and citizenship in everyday practice, as well as the kinds of problems those affected see in this area and what recommendations they have to address these difficulties.

Keywords: *citizenship competences, active citizenship, education for democracy, student council, cooperation-competition, students' voice*

MAKK, GÁBOR: The Modelling of the Learning Concept in the light of the Adaptivity to Communication Technologies

Adding up the theories of McLuhan and Kuhn, in parallel with the adaptability to communication technologies, scientific paradigm shifts have occurred, which have resulted in changes of knowledge and learning theories. Consequently I suppose, the spread of the Phonetic Alphabet, printing press, moving picture and computerization contributed to the appearance of a new epistemological paradigm vigorously. According to the didactic theory of Nahalka the concepts of

learnings are formed by these paradigms. Adding up the theories of Kuhn and Nahalka and McLuhan, the study reflects on the concept of learning from the antiquity to the present is in constant change largely depending on the adaptivity to communication technologies. The heart of the change lies in the different interpretation between the cognitive mind and the outside world. As a result, the subject is similar to that of a given communication technology. Since based

on the adaptivity to communication technologies in the case of paradigms of knowledge theory or learning concepts,

no qualitative difference can be assumed, it seems meaningless to outline an evolutionary arc.

Keywords: *communication technology, adaptivity, paradigm shift, concept of learning, phonetic alphabet, textual revolution, book printing, sensualist revolution, motion picture, visual turn, computerization, cognitive revolution, constructivist learning*

MOLNÁR, GYÖNGYVÉR – TURCSÁNYI-SZABÓ, MÁRTA – KÁRPÁTI, ANDREA:
From interactive learning environments through methodological innovations to creative self-expression

New methods provided or supported by ICTs (Information and Communication Technologies) are able to profoundly change learning and instruction. Educational integration of tools and their functionalities may be supported through a variety of approaches, keeping in mind that technology should not direct, but catalyse change. It is unrealistic to expect that the appearance of digital infrastructure in the classroom automatically leads to its productive utilisation. Therefore, infrastructure placement should always be accompanied by the acquisition of related, new methods. The biggest issue of the first three decades of educational technology is that ICTs have arrived at schools well before the

methodological culture they support. The aim of this study is to give an overview of new potentials of digital technology for formal and informal education. We provide examples of good practice for its effective integration, and show how its methodological repertoire can / should be adapted to new educational challenges and how it may affect creativity and expressivity of children and youth. We introduce the SMART School project, initiated in 2013 and two personalised digital teaching and learning support environments, eDia and eLea. We summarise innovative endeavours in Hungarian teacher training and show how digital technology affects self-expression and creativity.

Keywords: educational technology, instruction, good practice cases, methodological repertoire, digitalisation, creative self-expression
