
Welcome

This year's third English-language issue reflects the trend-like change in educational research dealing with the world of work. In our **Studies** section, timely research topics appear, the latest research results of which are based on empirical studies. It is reflected in the periodical's first study, Judit Módné Takács, Nikolett Tolner, and Monika Pogátsnik's "*University Teachers' Perceptions of AI integration: Insights from a qualitative focus group study*", showing that one of the central elements of scientific thinking these days is the issue of artificial intelligence. Tamás Kersánszki's article, which deals with the recently particularly topical topic of "*Workplace Learning during the COVID-19 epidemic and digital transition*", fits this thematic space and time. The editorial the intention was logically linked to Kinga Mandel's "*The Homeschoolers inclusion in Higher education. Szekler's case study*", which analyzes the processes related to the change in activity centers that appear the same way in the world of work and study. Helena Manojlovich illustrates the technical application of new approaches to education in her article "*Escape Rooms and Collaborative Problem-Solving: Examining the Competence of Teacher Candidates*", which examines the problematic of the pedagogical application of the activity that has become popular in the form of creative entertainment from a practical point of view. Finally, the article of this block that uses modern analysis methods is the study "*Investigation of Engagement and Performance among female and male students in technical higher education*" by Dávid Dobák and Brigitta Szilágyi.

Looking at the writings appearing in our **Consciousness** section, problem posing, conceptual questions and complex analysis are more characteristic. These analyzes dealing with the preparation of research and the review of theoretical sources were prepared with the intention of preparing new research, and their publication attempts to explain the connections by illustrating the name of the column. The study "*Career Socialization and Professional Identity*" by Nóra Hegyesi-Halmos can be considered as such, which analyzes a scientific connection that can also be considered a fundamental question based on a rich literature analysis. Thu Thu Htike's article "*Quality Education for Students in Internally Displace People (IDP) Camps Myanmar*" is of similar general importance if we look at the impact of today's conflicts on education despite the geographical distance. The education and professional socialization of refugee youth has increasingly become a global problem, with which science must also deal with the analysis of local practices and solutions, indicating how dramatic situations could be handled more effectively than at present.

The closing block of the current issue is also international in terms of authors. The first paper, Dénes Zarka's project description deals with the issue of the introduction of micro-credits, which can even be considered a new challenge in our digital environment from the point of view of the fit between the

worlds of education and work. With the process in which the demand for supplementing and renewing our professional knowledge is increasing nowadays. The author presents a project-based examination of the innovative solutions used in this process. Afterwards, *Alfred Holzbrecher* and *Patrick Blumschein*, professors of the EU-funded Jean Monnet Chair Freiburg for European Education (JMC-FrEE) at the University of Education in Freiburg (Pädagogische Hochschule Freiburg) "*Teaching and learning in a globalized classroom - a concept for university didactics.*" project. Finally, our issue ends with *Thomas Sork's* article, which reports on the news of the 2023 induction ceremony of the International Adult and Continuing Education Hall of Fame (IACEHOF).

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