7th International Conference for Theory and Practice in Education

Methodology

25-27 JUNE 2015, BUDAPEST, HUNGARY

PROGRAM

ABSTRACTS

Association of Educational Sciences
Budapest, Hungary

2015

Conference organized by
**Association of Educational Sciences,
Hungarian Pedagogical Society – Study Circle,
and Nevtud Education and Economics Researches Ec.**

Place:
International Business School (old building), Budapest II. district, Str. Tárogató út, No. 2-4. Room No. 123.

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Conference Program

25 June 2015

9.00 – 9.40 Registration

9.40 – 11.20 Presentations in Session

Session No. 1. Current Issues	Chairman Zoltán Meszlényi-Bodnár	Philippe Remy: Tutoring between Future Teachers: Motivation, Metacognition, and Cognition. A Model to Self-regulated-Learning
		Emina Kopas-Vukašinović and Margit Savović: The Traditional in Contemporary Curricula of Preschool Education
		Sorina Cretu and Carmen Mihaela Niculescu: Teaching Methods
		Zoltán Meszlényi-Bodnár: Process of Motivation in Non-formal Education
		Semseddin Gunduz and Yasemin Ozbek: Investigation of Cyber Bullying Levels of University Students in terms of Some Variables

11.20 – 12.00 Plenary Session

**Dr Valentin Cosmin Blândul PhD
(University of Oradea, Oradea, Romania):
The Importance of Non-formal Education Programs
in Scholar Life**

12.00 – 14.00 Presentations in Session

Session No. 2.	Chairman	Zsuzsanna HEGEDŰSNÉ TÓTH: Methodological Challenges in the Musical Training of Pre-school Teachers and Nursery Educators
		Zsuzsanna HUNYADI: New Concepts in Music Education
Methodological Questions	Peter LEVAI	Peter LEVAI: Understanding of the Basic Motifs in the Dance Education
		Rabia YILMAZ & Yuksel GOKTAS: New Way for Interactive Storytelling Systems: Augmented Storytelling
		Hakan ERGIN: Methodological Barriers for Education Researchers
		Nóra Veronika NÉMETH: School Leadership Toolkit for Accelerating Achievement

14.00 – 16.00 Presentations in Session

Session No. 3.	Chairman	Tuğba SELANIK AY: Metaphors of Teacher Candidates Regarding the Concept of "Nongovernmental Organizations"
		Nuray KURTDEDE FIDAN: The Views of Class Teacher Candidates Related to the Activities They Can Realize for Teaching Humane Values
Preparation	Judit TORGYIK	Serkan DINCER and Ahmet DOGANAY: The Impact of Pedagogical Agent on Learners' Motivation and Academic Success
		Karmelita PJANIĆ and Edin LIĐAN: Evaluation of Visual Models for the Greatest Common Factor and the Least Common Multiple
		Tibor ÁBRÁM: Some New Viewpoints of the School-System Development Strategy of the Reformed Church in Hungary
		Mariana MARINESCU: The Realization of Entrepreneurship Education among Students

26 June 2015

10.00 – 12.00 Presentations in Session

Session No. 4. Teachers	Chairman Béla MOLNÁR	Katalin KISSNÉ-GOMBOS: Charismatic or Effective Teacher?
		Béla MOLNÁR: Confessions about Teacher Training, about Starting a Career, about a Primary School Teacher's Profession
		Nil DUBAN: Primary School (Classroom) Teachers' Views of Primary School Science Curriculum
		Jasna HAMZABEGOVIĆ and Karmelita PJANIĆ: Are Future Teachers Methodically Trained to Distinguish Good from Bad Educational Software?
		Adela BRADEA: Communication and Reception in Teaching: The Age of Image *versus* the „Weight" of Words

27 June 2015

10.00 – 12.00 Presentations in Session

Session No. 5. Health and Sex Education	Chairman Katalin KIS	Encarnación SORIANO-AYALA & Verónica C. CALA: A Comparative Study of Breakfast Habits of Romanian and Spanish Adolescents Enrolled in Southern Spain Schools
		Verónica C. CALA, Encarnación SORIANO-AYALA and Antonio J. GONZÁLEZ: Adolescent's Perceptions of Health Education in Schools: The Need for a Dialectical, Practical and Transcultural Proposal
		Sunita BHATTARAI: Medico-Social and Behavior Problems Among Primary School Chidlren in Kathmandu, Nepal
		Henriette PUSZTAFALVI: Sex Education as a Cultural Question
		Katalin KIS: Outlining the Ethics of Progressive Sex Education

12.00: Closing of the Conference

The Importance
of Non-formal Education Programs in Scholar Life

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Non-formal education (NFE) represents one of the most important component of education, that can help pupils to effective development of their personality and integrate in scholar and social life. Even it is an extracurricular activity, NFE should be well-organized, being implement by a specific programs. These programs should have some very clear objectives, a specific informantional content, some interactive didactic strategies and a certain way for assessment. Therefore, in the present study, we intend to identify the level of which teachers are able to improve some different NFE Programs proposed to their pupils. The instrument of research was represented by a survey composed from 25 items that was applied to 172 professors who teach some different scholar disciplines in pre-academic learning system from Bihor County, Romania. The results demonstrate that, even teachers are well-prepared in this field, having access to a lot of continues training in NFE, in practice they are confronting with several difficulties, that need to be overcome for improving the quality of learning process.

The problem

According with opinion of many researchers, education is a complex process, involving a positive transformation of the human being from a lower stage to a higher development. Moreover, the action of human personality formation is achieved by exploiting its genetic potential or society expectations (Otilia Dandara et al., 2010, p. 25). We can infer that, in achieving educational phenomenon, between educated and educator there is a mutual inter-relationship in the sense that, as the investment and teacher expectations will be higher, the trainee will be better prepared and able to live up to the expectations raised, and "educational cycle" can be restarted. Of course, the process can not be reduced to a relationship of "cause and effect" established between those two poles of the education binomial, but we believe it could be an enough plausible structure to build a consistent definition of education (H. Yamat, 2010).

According with pedagogical literature (J. Kalenda, 2015), the main forms of education are formal, non-formal and informal ones. In the last few decades, non-formal education get more and more importance, the educational experts considering it the best opportunity for students to improve their theoretical knowledge and practical skills. Non-formal education (NFE) includes a combination of structured, organized and institutionalized activities implemented outside the classroom or offered as optional educational activities. NFE completes the formal one and it consists of an extremely large range of flexible activities, which are better adjusted to the needs and interests of individuals. Certain radio and TV programs that focus strictly on training a certain segment of the population can also be included in the category of NFE. As a result, the target group of NFE is extremely

large and can include pupils, students, adults and people facing difficulties etc., while the providers of NFE can be educational institutions, parents' associations, children and youth organizations, non-governmental organizations and so on. The risks involved by this form of education consist of the possible unprofessional implementation of specific activities, as well as in the difficulties that may arise in the objective evaluation of the results. These aspects will be detailed in the following chapters (Blândul, 2008:21).

Although, by its definition, non-formal education seems to be "formless", its implementation is not an unorganized process. Rather, NFE implementation involves following the same rules as the other teaching activities, given the nature of the differences being more relaxed and out of school in which NFE occurs. Most often, this occurs by the implementation of specific non-formal education programs, rigorously designed, with clearly defined educational objectives, well-defined activities or of teaching / learning / assessment interactive strategies. These programs can be implemented by any institution with an educational expertise: school, church, non-governmental organizations, children's clubs, public authorities etc., and activities that may be contained in the NFE are extremely varied and include: visits, trips, artistic activities (dance, music, painting), sports, cooking, environment protection, pleasant spending of leisure time, reading, cinema and theater, learning a foreign language, computer etc. Group of people eligible for NFE programs is extremely vast, from students from preschool to senior adults (T. Archibald, 2015. pp. 138-140). Therefore, in the following paragraphs, we will try to present a briefly description of common marks of NFE Programs, analyzing the way how rhey can contribute to harmonious development of pupils' personality.

Firstly, implementation of these programs should respect the same principles and rules like formal education. It starts from the design of educational objectives based on the informational contents, teaching strategies that will be used and concrete forms of organizing of extracurricular activities. Finally, the results will be evaluated and the whole process will be improved (C. Jia-nan, 2012). The second observation concerns the fact that NFE programs are based on specific educational needs of the people, covering those areas which embrace formal harder. For example, we can mention artistic activities, sports, entertainment, games and competition, environment protection, language learning, cross-skills training, trips and visits for documentation etc. (J. DeJaeghere, N.P. Wiger, 2013). The third finding conclusion is the facts that while designing NFE programs follow the same rules as for formal education, specific method of application is more relaxed, adapted to the particularities and needs of the beneficiaries. The fourth point concerns that NFE programs address a large target group, in which an important place is for disadvantaged people in a particular area. NFE role is precisely to help them develop and fit better on the labor market and in their communities (Klosterman et al., 2012). Finally, the fifth finding observation refers to intrinsic motivation, which can help the majority of beneficiaries to engage in NFE programs. This can be explained that those programs are closer to the real needs of these persons, generating a favorable enthusiasm for lifelong learning (Matsuda et al., 2015).

Being aware of the importance of NFE for the development of students' personality, since 2012 the Romanian Ministry of Education has been implementing the program "To know more, to be better!". The program means that in the second semester of each school year students have for a week a different time table, made up mainly of NFE activities. The program aims to involve both students and teachers in extracurricular activities which valorize talents, competences and preoccupations in various fields of interest. The main benefits of the program consist of developing the professional and transversal competences of the educational factors involved, as well as the degree of cohesion, of team spirit, and last but not least, the good mood of all participants. The main partners of

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the Ministry of Education in the implementation of this program are the Students' National Council, local authorities, as well as other agencies and non-governmental organizations that are usually involved in the life of schools (Adela Bradea, 2012). For all the above reasons, a great number of students and teachers consider this program extremely important for thoroughly understanding the knowledge acquired during classes, as well as for bringing schools closer to local communities.

The objectives

Based on the findings in the theoretical foundation of this article, it can be seen that NFE has an important role in students' personality development. Even if non-formal education transcendences scholar rigorous framework, the implementing extracurricular activities (ECA) are done in an organized way, by specific educational programs. Therefore, the aim of this research was to analyze the main ways to optimize the program "To know more, to be better!" from the perspective of the involved teachers. The specific objectives of the research were: (1) to identify the participation rate of students in "To know more, to be better!" program activities, (2) to formulate some concrete proposals for optimization program "To know more, to be better!" and (3) to establish the modalities by which local authorities can support schools in implementing the "To know more, to be better!" We consider that, in this way, we can have an overview of the studied phenomenon and, generally, of the whole non-formal education.

The sample

The sample of the research consisted of 172 persons (N = 172), all of them teachers from early childhood to secondary educational institutions in Bihor county, Romania. The teachers were chosen so that the entire area of the county be covered. The people included in the sample belonged to the following categories: according to gender 63.8% females and 36.2% males; according to the school stage: preschool – 16.9% / primary school – 31.2% / secondary school – 43.8% / high school – 8.3%; according to urban-rural classification: from urban area – 35.7% / from rural area – 64.3%. The simple random sampling procedure was used for choosing the people of the sample.
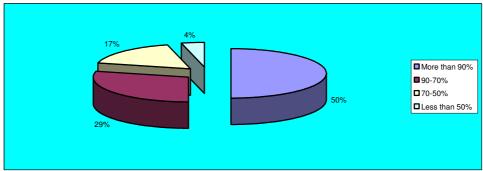
The methodology

The instrument used in this research was a questionnaire that consisted of 25 questions, with 18 close-ended questions and 7 open-ended ones. The questions referred to the following indicators: defining the concepts specific to NFE, assessing the usefulness of the "To know more, to be better!" program, establishing the main advanatges / limitations of the program, identifying the most interesting activities offered within this program and the students' participation rate in them, as well as suggesting ways to optimize the program. The questionnaire was applied in Jabuary 2015. The quantitative interpretation of the results was performed by calculating the statistic frequency of the answers given to each close-ended question.
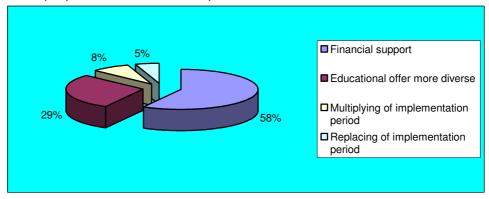
The results

The main results of the present study can be seen in followung figures.

Figure 1. The students' participation rate in "To know more, to be better!" programs activities

The results presented in Figure 1 shows that 50% of investigated teachers say their students have participated in the previous edition of the program "To know more, to be better!" more than 90% of cases. Almost half of respondents say that their students had a presence in extracurricular activities of mentioned program between 50-90%, while another 4% of respondents felt that their students have participated in more than half of the cases. The results are not surprising and describe a state of normality, represented by the growing number of students available to engage in specific NFE activities. By contrast, the participation rate is very good, although the conditions under which runs the program are really difficult. It proves once again that NFE attract students and has an increasing impact on development of their personality, in comparison with formal education. The positive feedback from students is one of the most important reasons that many teachers continue to implement various ECA, regardless of obstacles and costs they require.

Figure 2. The proposed solutions for improvment of "To know more, to be better!" Program

According to the results shown in Figure 2, the main proposals of teachers in order to optimize the program "To know more, to be better!" aimed at providing financial support for the implementation new and varied of ECA, or multiplication or even changing the period of implementation of mentioned program. Regarding this last aspect, the program "To know more, to be better!" takes place in the first half of Aprilin every year. Many teachers raises adverse weather conditions characteristic of spring and want to change the date of the program with one warmer and possibly less crowded in terms of formal scholar activities (possibly June, before the summer holidays). Another possible solution could be to multiply the program's implementation periods, possibly shorter, but more frequent. A

possible solution would be to allocate a special day dedicated to non-formal education every month. We believe that we can not propose a single solution, generally-accepted in the whole country and therefore, in each county, the solutions should be applied differently, depending on the specific area.
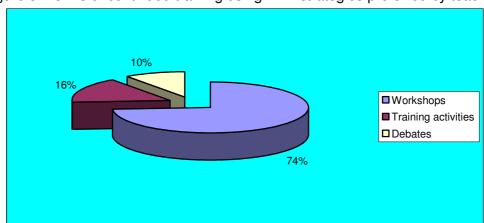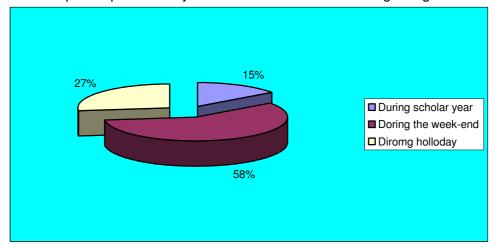
Figure 3. Forms of continued training using NFE strategies preferred by teachers

Figure 4. The period preferred by teachers for continued training using NFE strategie

Most investigated teachers (74%) prefer the workshops as the main way CVT, another 16% opting for courses and seminars, while only 10% want to participate in public debates on various subjects (Figure 3). Teachers are more nuanced opinions on the period considered optimal choice for CVT (Figure 4). Thus, 58% of teachers preferred to refine during the weekends, 27% prefer to do during the holidays, while the other 15% choose to be trained during the week, depending on the available program. The results demonstrate the interest of teachers, especially for interactive activities, which teaches practical things, and preferred teaching methods are based on the principle of "learning by doing". Concerns teachers for their professional development through specific strategies non-formal education is also demonstrated by their willingness to studio during their free time. It can be seen that for the implementation of quality extracurricular activities, teachers not only calls for meeting various educational needs, but are willing and refine in NFE thus increase the quality of teaching.
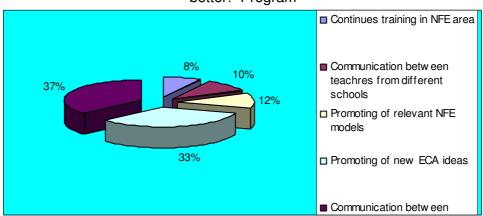
Figure 5. The support offered by local public authorities for implementing of "To know more, to be better!" Program

The majority of surveyed teachers (91.7%) require local authorities to support the successful implementation of the Program "To know more, to be better" (Figure 5). Such support could consist of providing original ideas for diversification ECA, encouraging communication between different schools and between schools and communities, better promote of extracurricular activities undertaken, professional training courses in the field NFE etc. From the above, although the financial dimension is extremely important, successful implementation of a program of non-formal education can not be reduced solely to money. It matters very much the creation of an authentic educational community, composed from school, family, church, cultural institutions, media, non-governmental organizations, local authorities etc. They should act in an interdependent and coordinated way, in order to have a unified implementation of these specific NFE Programs.

Disscusions and conclusion

One of the most important issues to should be discussed concerns the financial support for the program "To know more, to be better!". It is well known that for successful implementation of any activity, it requires a financial support to and education is no exception to the rule. Indeed, education costs, but lack of education costs more! This was noted by half of the respondents of our research, who showed more consistent financial support as the main way to optimize NFE Programs. However, there are many teachers who believe that, although money is important, it is not the only source capable of providing non-formal education success. In their view, at least as important as financial dimension if identifying the optimal periods for implementation of ECA, increase collaboration between teachers from the same school or different schools and between schools and other educational agents from community, exchange of experience in this field among teachers, attending training courses in NFE etc. Of course, all these extracurricular activities are required money, but with a little imagination and involvement of all educational agents, these amounts may be minimal. So, for example, organizing a trip can be reduced to one single day, which means only expenditure related to transport or food for participants. Different artistic activities (music, dance, drawing, movie, theater etc.), sports, environmental protection, cooking and so on it can be done with minimal resources available in the school. Inviting personalities of science and art willing to participate "pro bono" meetings with students and their teachers, the development of volunteering in school and beyond are some other ways that can lead to successful implementation with

minimal resources of various ECA. Therefore, money is important, but the implementation of many NFE Programs can be done with significantly reduced resource (S. Gerrard, J. Billington, 2013).

Based on these considerations, we propose a number of solutions to optimize NFE Programs (Stearns & Glennie, 2010):

- Creating a database with models of good practice in the field of non-formal education;
- The exchange of experiences between teachers from different schools / communities working in the NFE area;
- Attracting extra-budget funding to non-formal education;
- Encouraging educational agents from community to be involved in the implementation of NFE;
- Promoting successful models of ECA to support teachers and provide other valuable ideas;
- Development of professional training courses in the field of NFE;
- Rewarding teachers who have implemented interesting ECA.

Summarizing the above in the preceding paragraphs, it can be appreciated that non-formal education plays an important role in students' personality development, helping them to deepen the theoretical knowledge and practical skills acquired during compulsory school classes. In terms of teaching, NFE Programs follow the same rules as the formal education and assume the design of educational objectives, the selection of informational content that will be transmitted by certain teaching strategies and, finally, the assessment results at the end of the program. Although the costs required to implement such programs are significantly higher, the problem can not be reduced to the financial dimension, since many ECA can be implemented from own resources or minimal cost. Therefore, we recommend a voluntary involvement of all educational agents who wish, by their work, to contribute to the harmonious development of personality of students and the quality of educational phenomenon.

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15

Abstracts

Some New Viewpoints of the School-System Development Strategy of the Reformed Church in Hungary

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Before 1948 the Reformed Church in Hungary owned more than 1100 schools, mainly primary schools, and 24 high schools all over the country. Between 1952 and 1989 there was only one single high school, the High School of the Reformed College in Debrecen, belonging to the reformed church. In 1989 a new era has been opened with the restitution of two of the former high schools owned by the reformed church: the so called "Baár-Madas Református Gimnázium", which after the preparation year opened its door for the students in 1990 with the name "Budapesti Református Gimnázium", and the former High School of the Reformed College in Sárospatak, which was restarted in 1989. After the 1990th the school system was developed without a central strategy, mainly being determined by the vision of local communities (churches). Nowadays the Reformed Church in Hungary has 317 locations of Christian education, in Slovakia 8 institutions, in Ukraine 14 institutions, in Romania 46 institutions, in Serbia 5 institutions. All together some 400 schools are belonging to this "mutual" school system. In Hungary some 107 reformed congregations are involved in the school management. A new project has been started to develop a strategy for this school system concerning the administration of the school system (integrated information system), creating and developing a living network of the schools, the professional development of the institutions, the development of the pedagogical services, creating the structure and the program of gifted and talented education, and developing a middle-term strategy of school system development. The study summarises the new innovation strategically viewpoint of this work, and links together three streams of strategical development of the school system: one created in 2010 by the Educational Committee of the Synod of the Reformed Church in Hungary, the second one the working paper of the Committee for the Vision of the Reformed Church, and the third one the pillars of the EU application TÁMOP-3.1.17-15 "The development of school system of the Reformed Church in Hungary."

Communication and Reception in Teaching: The Age of Image *versus* the „Weight" of Words

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Contemporary culture is mainly a culture of image. We get our information seeing. Examination of images is free, while reading is impelled by the necessity of browsing the whole text. The image seems more appropriate than the text when trying to communicate easy and quickly. The speech calls for articulated language, expressed through a symbolic set of oral or written codes that we must master. Understanding an image requires less work and fewer skills than reading a text. This paper aims to highlight how messages are perceived and received within the educational activities, through the two types of communication, iconic and logical-linguistic. The instrument used in conducting the research was represented by a questionnaire consisting from objective and subjective items, applied to students from high schools in Oradea. Besides these questionnaires, a key role in the study was played by the knowledge gained while observing lessons held by students of the University of Oradea within their teaching placement, as well as while supervising teachers from secondary educational institutions in the process of obtaining teacher certification level 1. The obtained results prove that the majority of investigated students prefer the combination of two types of communication in teaching.

Adolescent's Perceptions of Health Education in Schools: The Need for a Dialectical, Practical and Transcultural Proposal

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Health education in Spanish schools is still considered as a controversial subject, which Educational laws and programs have always faced ambiguously.

This report presents adolescents' opinion about health education in their schools. In particular, which curricular and extracurricular aspects are being developed, and which strengths and problems related to health education they identify in their educational centers. Based on the situational analysis, we make a quick diagnosis of the state in which health education stands, in order to find a starting point for the improvement.

We conducted 15 depth interviews with Romanian and Spanish students in 3 teaching centers of the South of Spain. The qualitative analysis of data was carried out using Atlas Ti, version 7.

The results show that participants do not consider schools as the main source of health learning, while family, peers and technologies are seen as more significant agents. In secondary schools, most of the information related to health is received through outside educational programs, and it is seen as ineffective because they are partial, merely informative and not continuous over time. The main health problems in secondary schools identified were stress and bullying, and we may consider as relevant the existence of discrimination based on origin or precedence. Furthermore, participants provide an essentialized, stereotyped and inferior vision of health in other foreign continents (Africa) and religions (Islam).

Adolescents portrays a School far from health, with a traditional health education model and a biomedical conception of health. This scenario suggest a need to bring back the Perugia School approach based on developing dialectical, praxiological and transcultural methodologies and where students could get involved and participate in their own health learning.

Teaching Methods

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Worldwide one can find that educational and school system undergo a crisis both in form and in content. The current educational system results in a low percentage of young people properly employed according to completed studies and a high unemployment rate among young people. The above mentioned prove that the educational system has gone from the need to prepare the individual for society and became an end in itself, being torn by society needs. Current problems of the educational system are: I. economical; II. socio-relational; III. motivational; IV. methodological. We intend to analyze one problem in each.

I. An economical problem is the cost for schooling a young man up to the age of 18.

Possible solutions: Identifying real conditions in which the child begins his education and practically avoiding repetitive teaching already known due to the impact of present technology.

II. One social problem is the inconsistency between the social development of the individual and the form in which education is done. Specifically, ever since he was a child he's been in the spotlight, his position and his view in the family and in society are important to everyone around him. Then assisted specialist training begins, where there is a chair with a teacher and he, the child, is standing in front of the the teacher; we simply perceive a situation that hosts two camps prepared to face, in this case respect of the child for the person in front of him comes primarily from the social position.

Possible solutions:As it is experienced in the Finnish educational system, we propose giving up the formal organization of the class.

III A motivational problems is the lack of student interest when facing some already resolved issues. As teachers, we know to sustain our solid teaching approach without flaws. The main taught elements become fundamental to construct arguments that explain phenomena or events that we face and we want to solve.

Possible solutions: If our construction does not leave open doors, open questions, that could clearly make him understand that we are still in search of truths and explanations, the young man in front of us will be considered absolutely useless in his fight to understand the reasoning. Our construction needs to have windows and doors open towards the possibility that they rekindle us one day.

IV A methodological problem is, in our view, the issue of teaching scientific disciplines, and technical applications. Given the fact that in Physics, Mathematics we operate with more quantitative and less qualitative elements, teaching these subjects is based on pragmatic needs, forgetting that the student develops throughout his life, both intellectually and psycho - emotionally. This differential development between the intellectual and the emotional one is marked by the sound bell separating Maths/ Physics from music!

Possible solutions: From our experience we have learnt that if all technical information is loaded with emotion, this is retained on a long-term and the student can effectively use it being able to extrapolate his knowledge. To have some changes and not just as mere "numbers" representing the marks obtained by them in summative assessments, it is imperative to discover the current needs of society and economical context of forecasting them.

The Impact of Pedagogical Agent on Learners' Motivation and Academic Success

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Pedagogical agent is generally described as educational programs that guide, motivate learners while encouraging them during learning by providing feedback. The tasks (informative, guiding, or friend, etc.) and types (human-like, cartoon character, audio, text, etc.) of these modules can be classified based on various variables. Although computer-assisted instruction software is commonly used as a teaching material, research on modules integrated on such programs is scarce. Studies in the field have revealed that such computer-assisted instruction programs increase motivation of learners. In order to keep motivation levels high, these programs need to be adopted depending on the individual needs. Therefore, it can be beneficial to integrate software designed that can be personalized. In this respect, the present study was conducted with secondary school students to identify the impact of pedagogical agent on learners' academic success and motivation. For the purpose of the study, four groups were formed. The first group received education via fixed pedagogical agent, the second group had the option to choose among several pedagogical agents, the third group received the education without pedagogical agent and finally the last group received the same education through traditional (non-computer) way. This four-week program was introduced to students via MS Excel program and the data was gathered as pre- and post-test method. The findings have revealed that interfaces impacted motivation and accordingly academic success in a positive way. As a result of the study, it is suggested that learners should be provided programs that can be personalized depending on learners' needs and preferences.

Primary School (Classroom) Teachers' Views of Primary School Science Curriculum

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Science and technology curriculum has been changed and started to be used in 4th and 5th grade in 2005-2006 education year. With regard to the teaching methods in the New Science and Technology Curriculum (NSTC), constructivist teaching strategies are suggested for the teachers to be used in science and technology lessons, which are all student centered approaches. In this curriculum, it is clarified that, based on the suggested teaching strategies, teachers have to select the appropriate strategies to acquire the determined objectives. They are expected to provide appropriate learning environment for their students. The role of the teacher is the facilitator by guiding the students. As for the evaluation and assessment of students, strategies are constructed by taking the constructivist view of teaching and learning process (MEB, 2005). Since 2012, twelve years of education is compulsory for boys and girls, which can be divided into 4+4+4 years of schooling. With a new Law, The primary school education was changed to 8 year continuous education to two levels of 4 year primary and 4 year secondary. The last 4 year calls as high school. According this new system, science courses begin from third grade (9 years old) of primary schools instead of fourth grades. So the second change at Science Curriculum made in 2013. The name of the course changed as "Science Course" instead of "Science and Technology". This study aims at identifying classroom (primary school) teachers' views of primary school science curriculum, following a phenomenographic approach. In parallel to this, this study attempts to answer the following research questions:

1. What are the views of classroom teachers about inception of science course at third grade in primary school?
2. What are the views of classroom teachers about the acquisition of the new science curriculum?
3. What are the views of classroom teachers about their necessity of in-service training regarding new science curriculum?

This study is a phenomenography which is one of qualitative research designs. Phenomenography is an empirical technique used in educational research that aims at uncovering the individual ways of experiences, conceptualizations, perceptions and understandings about different events (Marton and Booth, 1997). This study is a phenomenography that explicit classroom (primary school) teachers' perspectives about primary school science curriculum based on their experiences and perceptions.

Participants of the study were identified through opportunistic sampling. Opportunistic sampling technique is used when the participants are available to report their views (Schreiber and Asner-Self, 2011). Participants consisted of 105 classroom teachers teaching in primary schools in Afyonkarahisar city of Turkey. All participants took part in the seminar given by the researcher. Teaching experience of the participants varies from 6 to 35 years and all have a certificate of teaching.

Data were collected through an open-ended question form developed by the researcher. Phenomenography allows for collecting participants' experiences about or views of concepts through group interviews, observations, open-ended questions, drawings and historical documents (Marton 1994). In order to establish internal consistency of the question form, four three experts reviewed the form. Items in the form were rearranged based on their evaluation, and the number of items was limited to three.

Methodological Barriers for Education Researchers

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Research is not an easy job to do. It requires meeting universal standards. Among them, methodological considerations exist. That is, a researcher is expected to have ethical and methodological knowledge and concerns in every step of his/her study including the selection of the participants, collection and analysis of the data and publication of the research findings. These methodological concerns are taught in 'Research Methods' course in most graduate programs. Therefore, researchers with a graduate degree are expected to have a satisfactory level of theoretical knowledge about methodology. Nevertheless, it may not mean that researchers do not experience any methodological difficulties while they conduct their academic research. In this sense, this study explores methodological difficulties that education researchers experience when they conduct education research. Ten education researchers in Turkey, who have a master's or doctoral degree in education, were interviewed twice through qualitative semi-structured interviews. The data were analyzed by conventional content analysis technique. The findings reveal that participants experience various methodological difficulties in both qualitative, quantitative and mixed-method research designs. The reasons behind these difficulties and recommendations for minimizing them were provided at the end of this study.

Investigation of Cyber Bullying Levels of University Students in terms of Some Variables

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Information and communication technologies have affected all area in a society. Human can learn quickly and accurately from the internet. Internet can also be dangerous if human is not careful. Nowadays some people have tried to harm other people via the internet. This research aims at determining university students" levels of cyber bullying and specifying whether or not that varied on the basis of gender, faculty, department, academic achievement. This research was carried on 318 university students studying in different department in Konya/Turkey in the fall semester of 2014-2015 academic year. Research data was obtained with "Personal Information Form" and "Cyber Bullying Scale". The SPSS (Statistical Package for the Social Sciences) 21 was used in all statistical analysis of the research and 0.05 was adopted as the significance level. Descriptive statistics, independent sample t-test and One Way ANOVA tests were used in the analysis of the collected data. At the end of the research, it was found that 92% of university students use the internet every day. The cyber bullying levels of university students were found to be at low levels. Cyber bullying levels of vocational school students were found to be higher than that of faculty students. There was a significant difference in the levels of cyber bullying by gender, in favor of male university students. But it was found that cyber bullying levels showed no significant difference in terms of the academic achievement. At the end of the study, obtained data have been interpreted after being compared with literature.

Are Future Teachers Methodically Trained to Distinguish Good from Bad Educational Software?

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In the era of information technology and general digitization of society, invasion of every kind of software is evident. No matter how laudable is the existence and development of educational software, taking into account its role, its quality and whether it achieves the desired goal is very important. In addition to programming experts it is necessary to include educational experts in certain fields when developing educational software. Those who should take an active part and be able to distinguish good from bad educational software are certainly teachers. Especially as they should be the most competent persons from which parents will seek the advice and opinion when searching for appropriate educational software.

At the Faculty of Education of University of Bihac next to students of primary education, future IT teachers in primary and secondary schools are educating. During their studies, these students are learning about modern programming technologies and they acquire skills to create modern, multimedia and interactive applications. These skills in combination with knowledge in Educational Psychology, Didactic and Teaching Methods students use within the course of Educational programming applications to produce high-quality educational software. At the end of study, they are supposed to be able to make educational contents and applications for the purpose of teaching IT, as well as for the needs of fellow teachers from other areas.

The main goal of our study is to verify whether pre-service primary school teachers have obtained sufficient training in teaching methods to be able to differentiate the good from the bad educational software. Students of IT had the task to create educational applications for primary mathematics: Multiplication tables through fun and games. When completed, applications have been shown to students of primary education and they have been asked questions regarding the methodological correctness of these applications.

Initial results of the study show that pre-service primary education teachers tend to accept educational applications without critically reviewing them. In fact, only after the students' attention was focused on the possibility that applications were not based on a proper methodical approach to build the concept of multiplication, students started to notice all the deficiencies of presented applications. Then they provided the correct models that should be built in applications.

Methodological Challenges in the Musical Training of Pre-school Teachers and Nursery Educators

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The modern training of educators of young children involves the preparation for independent creative activities. Another indispensable methodological requirement is the close connection between theory and practice while paying attention to students' special requirements (Falus, Golnhofer, 2001). The successfulness of the teaching process mainly depends on the creation of applicable knowledge. (Deli–Podráczky, 2005) In the process of changing students to experts it is worth using methods that help students in identifying and analysing practical problems so that they can become active participants in the process of their own personal and professional development. (Szivák, 2003) The aim of the research performed between 2010 and 2014 (attitude research, narrative essays, questionnaires on satisfaction, metaphor analyses) and the methodological inventions based on these (portfolio, pair work, simulations, and teaching musical instruments based on adaptivity) was to support the more intensive development of the competences necessary for their profession as well as the organisation of their practical knowledge and the implementation of the theoretical knowledge.

In my paper I would like to introduce how the portfolio technique is used in singing/music teaching methodology, the functions of the documents included in the portfolio and students' reflections to this technique. The successfulness of the use of the portfolio method is apparent in several fields including the development of competences; the more appropriate use of academic terminology; the development of students' self-assessment; and the identification of the ways of the individuals' further development. As regards the development of students' pedagogical skills it results in the formulation of a more realistic career plan; the internalisation of practical experience in planning, methods and assessment; and the development of certain elements of reflective and analytical thinking.

When revising the methods of singing/musical training in higher education institutions it became evident that it is also necessary to deal with the special characteristics of learning in adult age. It is worth examining individual and group requirements, identifying realistic aims and considering the fact that adults make decisions consciously to begin learning; they learn in a logical and rational way; differentiated didactics and methodology is necessary during their training; and the lecturer must possess special competences in the field of adult education.

New Concepts in Music Education

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Today's music teachers can perceive the changes, new trends and fresh conceptions in the public education through their students' performance during lessons. I would like to reveal the possible effects of the new pedagogical approaches – the three paradigms: traditional-multi-disciplinary, competency-developing paradigm and constructivism - on music education. I try to adapt these ideas to the area of music teaching, for example, we can try to build up the musical thinking of the students by encouraging them to focus more on improvisation. Students should use the learned musical elements to produce minor constructs, for example, exercises with different types of bars, or perform freely. Or what about the manifestation of problem solving ability in music? What can such issues, challenges or inspirations in the world of music be? These problems are beyond the scope of current music education, though they should not be, since there are many hidden possibilities for children to find their own music and understand other's music better. In conclusion, teachers or coursebooks' should help students to face challenges, get models on how to handle the different types of problems correctly and also provide them with ample opportunities to test these problem solving strategies and ways.

Outlining the Ethics of Progressive Sex Education

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The aim of my presentation is to outline an ethical framework, methodology, and basic syllabus of a progressive sexual education—a value-based project drawing on feminist, queer, and humanist ethics. It assigns a vital value to the individual and their potential for flourishing through self-realization. Its key guidelines are an individual autonomy that is respectful towards the autonomy of others, on the one hand, and a foundational equality of persons, on the other. An integral part of this ethical project is the respectful autonomy of the individual in terms of gender, sexuality, and reproduction, who is in the position to give or withhold their free and informed consent—the hopeful outcome of a long-range and comprehensive sex education, which I call here 'progressive' in order to highlight its opposition to ideologies that have been more dominant in guiding implicit and explicit sex education, properly labelled as 'conservative', or, in many cases, patriarchal-sexist, and homo- and transphobic.

The concept of sexual health as declared by World Health Organization taken into account, I will discuss some of the basic ethical issues of gender, sexuality, and reproduction as central aspects of the well-being of both the individual and society. Progressive sex education should discuss gender as a culturally dependent system of disciplinary norms, with gender expressions being "extra-moral" (Butler in Butler and Birules, 2009). With regards to sexuality, a sex-positive attitude and a pluralist approach to sexuality (Rubin, 1984; Weeks, 1985) will be introduced; and some of the issues of sexual violence and its "grey zone" (Fahs, 2012), double standards (Crawford and Popp, 2003), and the 'shamefulness' of, and guilt attached to, sex (Warner, 2000) will be addressed. Rights and responsibilities related to reproduction to be studied by future sexual citizens will be introduced with the help of "universal sexual rights" (WAS, 1999, 2014) and medical ethics. Finally, suggestions for a syllabus draft, and three methodological guidelines for sex education courses will be offered.

Charismatic or Effective Teacher?

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I supposed that the effectiveness was the subordinated notion of the suggestivity. The main characteristic of personality is the suggestivity. By weighting, arranging in order and grouping the characteristics of personality concerning the effective teacher, we can get the characteristics of the suggestive teacher. In this study, for the justification of the hypothesis, among the characteristics concerning the effective teacher, I highlighted the traits concerning the suggestive teachers. By ranking the characteristics of an effective teacher into a list, I asked the test people to evaluate the characteristics according to the aspect how much it fits to the suggestive teacher's personality that appeared in their life. Based on the scores, I arranged the characteristics in order, then I arranged them into groups by factor analysis.

After arranging the characteristics by their average scores, I found that the expression "he/she loves his/her subject" came to the top of the list, and the second was that "he/she loves his/her students". The emotional component is very important. The importance of love, attachment in education can also be proved by objective figures. The suggestive teacher has an influence mostly on our emotions, and he/she is a very strong model, and means an identification model (Gombos, Bányai, Varga, 2009). The basis of identification is the positive emotional stress. The fact that the teacher loves his/her subject, teaches with enthusiasm, is the basis of authenticity, because without this the effective pedagogical communication does not work, as Rogers (1961, quotes Tóth, 2005 and Buda, 2006) also draws the attention to this. Congruence is important, I must feel that I'm talking about. The verbal and nonverbal communication must be in harmony.

During the factor analysis, the characteristics were arranged into three big groups. The suggestive teachers are characterized by the following styles: 1. emotion-focused or mother style (Cronbach $\alpha=0.95$), 2. exercise-focused father style (Cronbach $\alpha=0.93$) and 3. respectable, autocratic, father style (Cronbach $\alpha=0.67$). If we take a look at the factors of Bányai et al.'s (2001) study, then the fear of negative judgment, the admiration can be parallel with my third factor where the odd, scientist-type suggestive teacher style surrounded by great respect, the dependency and the need for attachment would get a place in the factor that I call factor of mother and father.

My study proved that the suggestive teacher can be determined along different characteristics than the effective teacher. Identification, the archaic involvement to the teachers are very important.

As a result, I got a scale being in connection with the mother, father and a professional competence. This means that the suggestive teacher has an influence mostly on our emotions, and he/she is a very strong model, and means an identification model.

The effectiveness of teachers, their capability to be the subject of identification depends on the fact if the students have intuitively accepted him/her as a respectable person. At primary school age the identification is not yet conscious, students accept the person who is capable of being their object of identification.

The Traditional in Contemporary Curricula of Preschool Education

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Contemporary curricula of preschool education are the result of the improvement of pedagogical and didactic theories. They imply a technical plan with which it is possible to achieve measurable objectives of preschool education. The curriculum is also defined as a tool for quality and equal education for all. It represents a reflection of the time, society and culture in which it exists, but also a model for future society and education. Thus an important research question arises as to what extent we recognize traditional ideas about learning and the development of a preschool child in contemporary preschool programs. Are traditional ideas about educating young children unjustly neglected or do we recognize them in contemporary pedagogical theory even today, at the same time forgetting about the past and declaring them innovations? This paper deals with the starting points for the development of a curriculum. The goal of the research was to determine to what extent can the starting points for the development of preschool children, which have existed in the first preschool programs in Serbia in the late 19th century, be recognized in contemporary preschool programs. A descriptive method was applied as well as a procedure for content analysis of program documents. Research results confirm that the elements of the first preschool programs, which remain relevant until today, can be recognized in contemporary preschool programs. They are related to target orientations, principles and functions of preschool education. However, these ideas are defined as contemporary tendencies, and the fact that they existed in preschool programs that were developed a long time ago is unjustly ignored.

The Views of Class Teacher Candidates Related to the Activities They Can Realize for Teaching Humane Values

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The aim of this research is determining the view the classroom candidate teachers' related to teaching humane values. In this context, the following questions are presented:
1. Which humane values are prior for you to teach as a teacher? Write 3 of them according to the importance they have for you.
2. What do you think about the importance of teaching humane values to the students?
3. Which tool and sources would you refer for teaching humane values?
4. What kind of activities can you carry out for teaching humane values to the students?
5. Do you think you are competent for teaching humane values to the students?
6. What kind of applications would you carry out for family attendance when you become a class teacher?
   • The activities that you can carry out by family attendance
   • The activities that the families can carry out with their children

Descriptive model is applied that is one of the research approaches aiming to determine the views of the candidate teachers about the activities they can us effort teaching humane values. The study has been carried out with 131 candidate teachers consisting of 104 females and 27 males that are at the 2nd and 3rd grade of Afyon Kocatepe University in the spring semester of 2014-2015. One of the purposive sampling methods, criterion sampling method was used in this study. The criterion of this study is having taken the lesson "values education and social studies course". % 68 of the participants is 2nd grade students of class teaching and % 63 is 3rd grade students. The students have been numbered beginning from 1 to 131. The data has been gathered by the survey that is improved by the researcher. The draft of the survey prepared by the researchers has been presented to the experts of the field for validity. After the examination and the feedback taken, the correction is carried out. The survey consists of two parts: 1.st part consists of the questions related to the gender, grade level, the school type graduated. 2nd part consists of the 6 open ended questions for learning the views of the candidate teachers about the activities they can carry out for teaching humane values. The data of this study were analyzed through descriptive analysis techniques as one of the qualitative analysis techniques. The data has been read; meaningful units have been found; codings have been made and temporary themes have been created. The themes have been created according to the data. Each question on the interview form has been accepted as a theme. Totally 7 themes have been generated. Interview coding key has been generated by the assistance of the generated themes. The quantification of the qualitative data has been run and the data has been presented by frequency with the tables. Besides by the direct quotations of the views of the teacher candidates, the data has been supported.

Understanding of the Basic Motifs in the Dance Education

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As we know the Hungarian dances - include the men solo dances - are most improvised. In the basic smallest forms of the Hungarian dances - called motifs - has been defined by Gyorgy Martin (1957) can show what is the connection and structure of the dances and how can build motif by motif the whole improvised dance. Now I would like to give more experience to reduce lot of motifs to four general forms what I called „basic motifs" in the solo men's dances. To identify these forms I invite to help the Labanotation system.

First of all, how the rhythms of support legs, relation to the music accents - support on beat/off beat?

Second the variations of basic rhythm change to augmentation and diminuation in movements.

And the third is most important: how the dancer can do best variations in hes individual presentation and project own habit from hes procedural knowledge.

How can we find these basic motifs? First I identify the support leg's rhytms, when it can be equal with the music beats. Now we have three different basic motifs with a similar rhythm form.

1. Open two legs with jump on the beat (second position q), and close the legs with jump in support on off beat (first position q).
2. Double time support with right leg (qq) and double time support with left leg (qq) with the music tacts. It can be step and hop, or leap and hop.
3. Make step to one direction on one leg (q), and keep the support on this leg and close the other beside of this (first pposition q).

All this tree motif contants similar rhythm form basicly in the dances.

4. The forth one is different, when two shorter times and one double time can be hear in steps or jumps. Is it no important wich legs are in support, it can be one or booth legs eighter (nq).

The DVD examples can be show the curriculum from the four simple signs in the real theaching ambiance, and it makes clear the children's attitude for understanding and building their dance from these elements.

The Realization of Entrepreneurship Education among Students

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School curricula and entrepreneurial modules give to the pupils / students the tools necessary to think creatively and to solve problems in an effective manner.

Entrepreneurship education can be particularly effective in initial training as pupils / students are close to employment and deploying independent activities can be an important option for them.

The present paper presents the results of a survey given to the students regarding the place and role of entrepreneurship education in the Romanian education system.

In a context of high unemployment, which persists in many countries of the world, entrepreneurship has become a viable solution for the economic problems of the country. *Entrepreneurship education* can be particularly effective in initial training as pupils / students are close to employment and the development of specific practical activities that can be an important option for them.

The main factors that have the potential to influence the situation of entrepreneurship have been identified as: skills and abilities of the entrepreneur, access to finance, the existence of networks and connections, capital and entrepreneurial culture, entrepreneurship education and public policy.

Entrepreneurial culture plays an important role as a stimulus of entrepreneurial activity in a country. From this point of view, Romania is currently a high social capital and *entrepreneurship* and *entrepreneurs* are valued in society. 23% of the Romanian claim to have participated in at least one course in entrepreneurship, the same percentage was recorded at European Union level.

Entrepreneurship is appreciated in the Romanian society, with 48% of the active population expressing a desire to work on their own compared to the European average of 37%. Romanians are among the first European countries when it comes to the way *entrepreneurship* is viewed in society.

Process of Motivation in Non-formal Education

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As a leader of Open Circle Theatre-in-Education (TIE) Company I have to face the problem of motivation of participants almost every day. We work with students of public education and we meet different attitudes during our programs. Therefore we use a system of motivation of non-formal education for getting our guests involved.

Our program takes mainly three hours (180 min) and we can play it in our theatre room or some of them in a classroom in school. We work always with one class. Each TIE programs speak to a certain age of young people about a real problem that comes from their age. The elements of the involvement process:

- the group (class) has to arrive to *an other place* (theatre) or they have to wait until we prepare their classroom (put away benches, make the set of the story)
- they have a *facilitator* who knows about the process, but not an authority – he/she does not know the answers, but really curious of the knowledge/opinion/conclusions of the group (highly qualified and experienced drama teacher)
- we make a *contract* in front of the door: the facilitator introduce him/herself, tells time limits (period, break), basic rules (phones, technical information), possibilities of questioning and answering: we play a story and we will explore and examine it together; there are not good and bad answers, and we encourage them to ask and answer
- after arriving to the room we ask them about the *first impressions*: "what do you feel and think at first", then ask them to watch carefully what they can see, and ask them their opinion of its meaning
- we *take seriously* their reflections, and we build it in the sequel (even if it is humorous)
- we use a *game* to warm up; this game is deeply connected to the topic of our research
- *a surprise* – it can be a twist in the story, or any effect that unbalances the participants
- *provoking* in role – they can meet strong and unjust opinions in the story and they can reflect on it in the safety of a role

These element have a goal to let the participants step out their comfort zone in safety. It is really important to stay in the learning (or stretching, or bravery) zone and not to reach the panic zone.

With the help of the story told by the theatre the group is getting involved either mentally/intellectually or emotionally. This emotional involvement touches the person: it motivates him/her to react on it. The facilitator helps the process of reflection with questions. The participants can reflect on the events by words and by other forms: tableau, scene, dialogue, movement, etc.

The program does not give certain answers, but looks for it. At the end the facilitator summarizes what happened, but let things open, so the students leave with a lack that motivates them to keep on thinking, and keep on finding their own solution.

Confessions about Teacher Training, about Starting a Career, about a Primary School Teacher's Profession

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Among my colleagues, acquaintances, former educators and teachers there are persons who studied, taught at a training institute of primary school teachers at a secondary level. Their rememberances encouraged me to get to know more about the way of their becoming a teacher. The pensioned-off teachers of primary school made up their mind in the period of one and a half decades after the world war to go on for higher education at a training college of primary school teachers. Interviewing a diminishing number of eye-witnesses about the process of their becoming a primary school teacher is a pressing task of our current research into educational history which is not to be delayed.

During the history of training primary school teachers between 1945 and 1959, the structure of training (5, 4 years, college), its content (syllabus, teaching material), the perspective of its development were determined by political power interests.

From among the basic kinds of interview we applied a structural interview in order to explore the motives of the choice of profession, the attitude towards the training institute of primary school teachers, the opinions about the training. The sample comprised 178 person.

On the grounds of the interviews we present the attitudes and experiences of those graduating at an institute training primary school teachers in a rather qualitative approach. During the analysis of the interviews the hypothesis was confirmed that one-time students already chose a profession with sense of vocation at the time of their choosing a career. They told about their teachers that they had taught and educated with committed professional expertise. The professional work of the institutes training primary school teachers was considered to be successful by every interviewed person without exception. The strengh of the one-time school type was thought to be the unity of theory and practice, the successfulness of practical training and the stressed methodical training. In the rememberance of all those interviewed there was a positive picture about the institutes training primary school teachers.

The traditions of training primary school teachers at secondary level were working between 1945 and 1959. Among them we can find the practical acquisition of pedagogical techniques, the formation and the development of the sense of vocation of the would-be primary school teachers.

School Leadership Toolkit for Accelerating Achievement

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In my paper I would like to present the Hungarian issue of turnaround schools and best practices of successful school leadership. This case-study is based on a research of school leadership toolkit for accelerating achievement. Our research is based on a project of how to address inequality in the European school systems by improving the skills of school leaders. The importance of the role of school leaders has been recognised by the Commission who have set up the European Policy Network on School Leadership (EPNoSL). In line with other reports, it highlights the gaps in performance between schools in challenging socio-economic areas and those in more favoured areas. It found this to be the case in all EU countries. However, it also highlighted the impact that successful and pro-active school leadership can have on the performance of these schools. This project focuses on how to accelerate improvement in school and pupil performance through up-skilling school leaders to undertake school transformation. The project's aim is improving the leadership and management of schools and developing new training resources. The methodology to be adopted started with an analysis of best practice in schools in challenging circumstances. The proposal targets not just principals but extended leadership teams. In our research we have been collecting data and good practices from principles. This project addresses the issue of school transformation and uses previous research experiences as its base-line. Five Hungarian schools are involved into the research and the development process. These schools have some common problems and of course there are different aims and difficulties as well. In my presentation I would like to present the background and the process of the project and the results of the research.

Evaluation of Visual Models for the Greatest Common Factor and the Least Common Multiple

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In the teaching and learning of concepts of the greatest common factor and the least common multiplier educators and pupils are often focused in showing and following the procedure – how to determine and calculate the greatest common factor (GCF) and the least common multiplier (LCM) of given numbers. Usually, factorig schema is used to represent this procedure. In a such manner, only procedural knowledge can be developed.

The aim of this paper is to examine if in-service and pre-service mathematics teachers are able to propose, recognize and justify didactical models that may foster conceptual knowledge of GCF and LCM. Three visual models for GCF and LCM: rectangle model, line segment model and Venn diagram model have been developed and presented independently to two selected groups. The first group was consisted of 18 in-service mathematics teachers that have experience in teaching mathematics in middle school. There were 16 seniors of baccalaureate program for teachers of mathematics and IT in the second group. Both groups were asked to demonstrate determine the purpose of observed models, to explain mathematics underlying models and to propose and justify similar models if possible.

Results show that all participants in a study are focused on developing procedural knowledge: only two in-service and one pre-service teacher provided models of GCF and LCM by themselves. On the other hand, after they observed models, all participants were able to justify the Venn diagram model, all in-service and the majority of pre-service teachers justified rectangle and line segment model. All participants think that each model can help build conceptual knowledge: all of 18 in-service and 12 pre-service teachers would use models exclusively before showing the procedure of finding out GCF and LCM of two given numbers; 2 pre-service teachers would use different models in different teaching situations, and 2 in-service an 2 pre-service teachers would use models exclusively after showing the procedure of finding out GCF and LCM of given numbers.

Sex Education as a Cultural Question

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Sex education has always been present in the history of mankind. The holy scriptures of all major world religions contain warnings with respect to sexual behavior, whether it is self-denial, masturbation, inter-relationship of gender or the basic hygiene rules. The first efforts can be discovered in the work of JJ Rousseau and philanthropists, although they found self-abuse and control of sexually transmitted diseases the most important aim; however we cannot speak about attitude shaping education, only strict prohibition. The result of the sexual reform and feminist movements was the second wave of sexual education. The Swedish Ellen Key was among the first who dealt with this topic. In Hungarian public education, the religion mediated conservative ideals were prohibition and resistance.

Research aim: Our aim was to explore the domestic characteristics of sexual education, we investigated how social effects and changes manifested in the domestic educational areas such as public education, secondary schools and higher education. Furthermore, we investigated the role of health propaganda in public education. We also would like to examine whether this can be interpreted as the typical Hungarian way or fitted with international trends.

Materials and methods: The primary and secondary sources, with Hungarian and foreign materials, documents, books, bulletins, educational films and the school curricula - was carried out by exploration, evaluation, document analysis of my educational and medical history research.

Results and conclusion: In lower level schools the aim was to create a perfect image of man through the pursuing of religious educational ideals. In secondary schools, health knowledge does not contain specific sex education; attention is only on STD (syphilis) in order to avoid young people, especially boys (eg. During the First World War). Health education of girls only involves proper and correct way of family life education, it does not deal with sexual education specially.

The People's National Board of Agriculture launched extracurricular educational lectures and public education courses. The content of the performances summarized knowledge and information for a decent married life and everyday life with the help of public health professionals, physicians. In the first half of the 20th century, the number of books in Hungarian about sex education and science grew.

In summary, in the first half of the 20th century our country was characterized by the side of a prudish hypocrisy in the field of sexual culture, with religious robes embedded in the dominant ideology. However, the spread of an infectious disease, syphilis still forced the professionals to act and have a greater role in the strengthening of sexual knowledge in a popular form.

Tutoring between Future Teachers: Motivation, Metacognition, and Cognition. A Model to Self-regulated-Learning

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With a specific look on tutoring among future teachers this article proposes a model oriented to self-regulated learning. The focus on different mechanisms inherent to the tutoring relations will consider Affective impacts or motivation, Reflexive or metacognitive and Cognitive resolutions. ARC combination postulates that personal skills will gain and beneficial transfers into the group class will be possible. This approach with significant model considers explicit learning as a part of tutoring relation successes. A prospective study on a short scale provides a few indicators in this direction. As private companies also present services in the shadow of the official educational system some recommendations will illustrate the tutoring original pedagogical relation. With specific limits and potential new understanding the following research will present relation between mentor and new teacher in training.

Metaphors of Teacher Candidates Regarding the Concept of "Nongovernmental Organizations"

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Analyzing primary education curriculum, in social studies curriculum a learning area called "Groups, institutions and social organizations" is observed. It can be seen that an important role for teachers though social studies programme to benefit the nongovernmental organizations. It is neccessary for understanding democracy; being a helpfull citizen; understanding its role in society. The aim of this study is to investigate primary school teacher candidates' and social metaphors to describe the concept of nongovernmental organizations. In the study, phenomonology method is preferred which is widely known in a qualitative research approach. The sample of this study consisted of 300 students who study primary school teaching department and social studies teaching department in Education Faculty, Afyon Kocatepe University. Nongovernmental Organizations Metaphor Form is used to collect data. To collect the study data, teacher candidates were asked to complete the prompt "Nongovernmental Organizations is like, ... because..." by focusing on a single simile. Data Analysis Process procedure for analyzing the metaphors encompassed the following stages and actions:

> naming/labeling stage,
> sorting (clarification and elimination) stage,
> sample metaphor compilation and categorization stage,
> establishing the inter-rater reliability rate,
> analyzing the data quantitatively.

Research findings will be supported by teacher candidates' views were direct quotations.

A Comparative Study of Breakfast Habits of Romanian and Spanish Adolescents Enrolled in Southern Spain Schools

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Introduction: Globalization has favored intra-European Commission (EC) and extra-EC migration to Spain. One of the most numerous cultural groups that have settled in the southern Spain is from Romania. Coexistence, especially in schools, has made us become interested in knowing the eating habits at breakfast of Romanian and Spanish populations. Numerous studies show that the food intake at breakfast, mostly made before leaving home, has an incidence on the physic wellbeing of adolescent throughout the day. The processes of acculturation are also inseparable from the eating habits, health and life, that maintain the migrant teenagers. Breakfast is analyzed as one of the habits more associated with diet quality; paradoxically, one of the findings of our study, many adolescents do not take a proper breakfast every day.

Objectives: The study analyzes the characteristics and the main cultural and gender differences in the implementation of breakfast: its maintenance or omission in young autochthonous and immigrants of Romanian origin in the southeast Spanish schools.

Design. This is a cross-sectional study with a cluster sampling in two Primary schools and seven Secondary schools.

The instrument applied was an adaptation of the KIDSCREEN-27 questionnaire.

Sample. It has been formed by 1472 students between 11 and 18 years old; nationality: 1315 were Spanish and 157 were Romanians.

Data analysis. Descriptive and differential analyses using the chi-square and U of Mann-Whitney statistics.

Results: In the study we identified 1.2% of Spaniards and 3.3% of Romanians who either skip breakfast or do not eat foods throughout the morning. The main breakfast foods of the Spanish students are dairy, bread and cereals, cookies, juice and olive oil; for the Romanian students the basic foods at breakfast are cereals, dairy products, juices, biscuits and jams. We have found significant differences between the two compared cultural groups. We also found significant differences between the food eaten by men of the two cultural groups (Spanish and Romanian) and by the food eaten by women (Spanish and Romanian) in the breakfast food.

Conclusions: The results show the need to further promote and implement educational programs that encourage students to make breakfast before leaving home. Also, it is necessary, they take care of the intake of the right foods to start the day and contemplate this habit from a transcultural and gender approach. Significant differences were identified in the breakfast practice food by both genders and cultural groups.

Medico-Social and Behavior Problems Among Primary School Chidlren in Kathmandu, Nepal

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The objective of the study was to detect the problems at the earliest age in school children and to study the psycho-social and medical problems among primary school children among primary school children of age (5-10 years) in Kathmandu, Nepal. Study was conducted in Government and Private Boarding Schools in Kathmandu. Duration of study was September 2014 to December 2014. Total 503 school children in primary school (5-10 years), Schools in Kathmandu, 5 were randomly chosen by systematic random technique. All students aged 5-10 years were included in the study. The primary school children in grades 1 to 5 were examined from the selected school Complete data of each child was collected in a pre-designed, pre-tested questionnaires. Out of 503 children, 230 (45.7%) boys and 273 (54.3%) were girls. Four hundred and thirteen (82.1 %) children were found to be suffering from one or more morbid conditions. Hygienic condition was poor as in apparent look. Ninety nine (19.7%) respondents had lice and urticarial rashes in 47 (9.3%), behavior problems in 117 (23.3%), eye related diseases in 94 (18.7%), ear diseases in 413 (82.1%) and dental carries in 130 (25.8%) as observed in the study. However, the immunization status could not be revealed due to non availability of immunization card except BCG scar absent in 108 (21.5%) cases.

The most important aspect of this study is existing awareness in family to send girl child to school in this area. This has to continue further for secondary education also which is felt need in Nepal. So health is a key factor in school entry, as well as continued participation and attainment in school. Most of the defects and diseases that are seen among the school children are preventable and the health of the child can be preserved and improved, by promotion of simple hygienic practices through proper health education by the professional to teachers. The main cause may be the male child is not sent to school in minor sickness but female child are sent in minor sickness is to be brought to notice for avoiding gender discrimination. Nail biting was most commonly observed as behavioural problem in this study which needs services of psychologist as counsellor in school. The psychological aspect needs to be a part of concern for primary school children hence the service of counsellor is desired time to time in school premises itself. Early detection and timely referrals helps in reducing morbidity as in ear, nose and throat problems. Diseases that are seen among the school children are mostly preventable and the health of the child can be improved by promotion of hygienic practices through proper health education by the teachers and parents.

New Way for Interactive Storytelling Systems: Augmented Storytelling

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The aim of the study is to examine stories created by augmented reality (AR) technology and two dimensional pictures in terms of narrative skill for fifth grade students. Also, whether this variable shows significant differences according to the experimental and control groups or gender has been purposed. Research questions are determined as follows:

- What is students' narrative skill level in both experimental and control groups?
- Is there any significant difference between groups in terms and gender?

Beside its cultural importance, story is a traditional way of transferring beliefs, values and information to the next generations (Wang, He, and Dou, 2013). Storytelling technique with its both entertaining and educational aspects is one of the most fluency methods in education (Wang et al., 2013). Storytelling systems backed up technology have developed in order to keep children busy while fictionalizing and telling a story to the others and entertain themselves more (Fridin, 2014). Augmented reality (AR) technology has been used in this research. AR is defined as a technology where real life and virtual objects combine with each other and provide simultaneous interaction between real and virtual objects (Azuma, 1997).

In this study, pre-experimental design, non-equivalent comparison groups' post-test model, is used. While stories are created with AR technology in experimental group, control group's stories are created with two dimensional pictures. The sample has consisted of fifth grade 100 students, including 46 boys and 54 girls in Erzurum, Turkey.

As data collection tools, Petersen, Gillam and Gillam's (2008) narrative scale has been used. Therefore, story length variable is used with narrative skill. Materials in this study consist of a web camera, a laptop, 24 markers and 3 backgrounds.