

4th International Conference for Theory and Practice in Education

Society and Education

9-11 JUN 2011, BUDAPEST
HUNGARY

PROGRAM
ABSTRACTS

Association of Educational Sciences
Budapest, Hungary
2011

Conference organized by

Association of Educational Sciences

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Place:

International Pető András Institute of Conductive Education
for the Motor Disabled and Conductor-Teacher Training College
(Budapest, Kútvölgyi út 6.)

Conference Program (09.06.2011):

10.00 – 10.15

Opening the Conference

Judit Torgyik, vice-president,
Association of Educational Sciences

Short film (14') about International Pető Institute

10.15 – 11.45

Keynote Session

1. Franz Schaffhauser: Society and Education

**2. Nicholas Chandler: Questioning Assumptions: Assessing
organisational cultures in Higher Education Institutions**

Room No. I.

12.00 – 14.00
Presentations in Sessions

Session No. 1. Room No. I. <i>Language Teaching and Learning 1</i>	<i>Chairman:</i> <i>Judit HARDI</i>	<i>Marietta BANKÓ</i> : Foreign Language Teaching and Higher Education: through the Example of the Centre for Foreign Language Education in Veszprém, Hungary <i>Idiko CSAJBOK-TWERFOU</i> : Humour in Foreign Language Teaching <i>Erdoğan PARLAK</i> : Teaching English through Literature <i>Wai-nga Gloria CHAN</i> : The Professional Identity Development of Preservice PGDE (English) Teachers in Hong Kong <i>Neşe SOYSAL</i> : A Self-regulated Learning Based English Course for University Students <i>Turgay HAN</i> : Trend Analysis of Graduate Studies in the Field of Interdisciplinary ESL/EFL in Turkey
Session No. 2. Room No. II. <i>Higher Education 1</i>	<i>Chairman:</i> <i>Éva FEKETE SZAKOS</i>	<i>Katalin HAJDICSNÉ VARGA & Eszter Cecília SZÜCS</i> : Modernization of Business Administration Trainings in the 21st Century: Best Practice at Kaposvár University <i>Zeliha TRAS</i> : Examination of The Relationship Between University Students' Social Self Efficacy and Emotional Intelligence <i>Zeynep AKIN & Didem KEPIR</i> : Impact of Fear of Communication with Instructors on Teachers' Academic Achievements <i>Corina IUREA & Georgeta CRIVOI</i> : The Effective Teacher Involved in Ensuring a Quality Management of the Education <i>Aslı BUGAY & Raquel DELEVI</i> : Turkish Married Men' Attitudes towards Marriage and Family Therapy
Session No. 3. Room No. III. <i>Mathematics, Computer</i>	<i>Chairman:</i> <i>Réka ASZTALOS</i>	<i>Eren Can AYBEK</i> : Comparison of Attitudes of Students towards Computer Who Study In Different Countries <i>Irfan SURAL</i> : Developing Intelligent Electronic Portfolio System <i>Cem Oktay GÜZELLER & Ayça AKIN</i> : The Effect of the Computer Assisted Instruction on Student's Attitude and Achievement on the 6th Grade Mathematics Lesson <i>Radu TURCAN</i> : Algorithmic and Heuristic Strategies Used in Solving Problems in "Elementary Arithmetic" <i>Vural HOŞGÖRÜR & Tuğba HOŞGÖRÜR</i> : Changes in the Information Era and its Impacts on Education <i>Zeynep EKEN & Gülnaz ALKAN</i> : The Effect of the Computer Assisted Instruction on the Students Perception of Self-efficiency, and Math Anxiety on Mathematics <i>Sevda BARUT & Elif UNUVAR</i> : Teachers' Views on the Application of Drama and Animation Technique in the New Primary Mathematics Teaching Program and the Effects of this Technique on the Students' Academic Success
Session No. 4. Room No. IV. <i>Reading Skills</i>	<i>Chairman:</i> <i>Margit SAVOVIC</i>	<i>Sinem SEZER & Elif Yildirim DOĞRU</i> : Assessment of Graph Drawing and Reading Skills of 7 th Grade Students <i>Filiz YAKUPOĞLU</i> : The Effects of Cognitive and Metacognitive Strategy Training on the Reading Performance of Turkish Students <i>Tiiu TAMMEMÄE</i> : Games for Beginners of Reading <i>Radoslav RUSŇÁK</i> : Author's Fairy Tale and Child Reader <i>Martin KLIMOVIČ</i> : Narratives in Primary Education <i>Silvia NIKOLAEVA</i> : The Comenius School Project: Reflections on its Goals, Activities and Products

14.00 – 15.00
Lunch Break

15.00 – 16.30
Presentations in Sessions

Session No. 5. Room No. I. <i>Language Teaching and Learning 2</i>	<i>Chairman:</i> <i>Marietta BANKÓ</i>	<i>Michael GUEST</i> : Alternative Assessment in Foreign Language Learning; A case study from Japan
		<i>Judit HARDI</i> : Use of Mother Tongue in English Observation Diaries
		<i>Katarína VUŽŇÁKOVÁ</i> : Research of Word-formation Language System and Child's Speech Development in Early Childhood Education
		<i>Valentin Vasile MORGovan</i> : Teaching English through Characters to Primary School Children
		<i>Erika FRANKOVA</i> : The Use of IWB in Primary English Language Classroom
Session No. 6. Room No. II. <i>Higher Education 2</i>	<i>Chairman:</i> <i>Júlia HORVÁTH</i>	<i>Krisztina VÁCI</i> : Secondary School Language Teachers' Teacher Identity Formation
		<i>James MOIR</i> : Higher Education as Authentic Self-realisation
		<i>İlknur ŞENTÜRK</i> : A Qualitative Research on Classroom Management at a Teacher Training College
		<i>Dávid FARKAS</i> : Academic Cheating in Hungarian High Schools
		<i>Valentina MILENKOVA</i> : Quality of Higher Education under Bulgarian Context
Session No. 7. Room No. III. <i>Web and Multimedia</i>	<i>Chairman:</i> <i>Szabolcs TUSORI</i>	<i>Tansu MUTLU & Abdülkadir ÖZTÜRK</i> : The Relationship among Attachment Style, Happiness in Relationship and Subjective Well-Being
		<i>Zuhal CUBUKCU</i> : Meanings Attributed to the Basic Values by Teacher Candidates
		<i>Réka ASZTALOS</i> : Teachers' Use of a Virtual Learning Environment at Budapest Business School
		<i>Tomislav TOPOLOVČAN</i> : Communication and Teaching and Learning Methods in Multimedia Online Distance Education
		<i>Bekir Sami SAZAK & Sevkett YILMAZ</i> : Computer-Aided Vocational and Technical Education
Session No. 8. Room No. IV. <i>Curriculum</i>	<i>Chairman:</i> <i>Eszter Cecilia SZÜCS</i>	<i>Mustafa DOGRU, Fatih SEKER & Tuna GENCOSMAN</i> : The Effect of Use of Webquest in Science Education on Success, Self-Efficacy and Web-Based Education Attitudes of Primary School Seventh-Grade Students
		<i>Sevkett YILMAZ & Bekir Sami SAZAK</i> : Design of a Web Based Interactive Fundamentals of Electrical Engineering Course
		<i>Mutlu SOYKURT</i> : A Happy Couple: Balancing Syllabus and Testing in Speaking
		<i>Kenan DEMIR</i> : Efficacy of Applying Integrated Curriculum using Cooperative and Project Based Learning Approaches
		<i>Fatma ÇELİK KAYAPINAR, Kenan DEMIR & Behsat SAVAŞ</i> : The Effect of Integrated Curriculum Applied at Historical Places to the Emotional Products
		<i>Gülten YILDIRIM & Cemil ÖZTÜRK</i> : An Action Research on Effectiveness of Measurement and Assessment Dimension of 7th Grade Social Studies Curriculum

16.30 – 17.00
Coffee Break

17.00 – 18.30
Presentations in Sessions

Session No. 9. Room No. I. <i>Challenges for Teachers</i>	Chairman: <i>Zoltán BÁBOSIK</i>	<i>Margit SAVOVIĆ: Moral Dilemmas and Challenges for Teachers in the 21st Century</i>
		<i>Maria KOCÓR: Teachers' Professional Competences in Theory and Practice</i>
		<i>Rebeca SOLER COSTA, Jacobo CANO ESCORIAZA & Javier SARSA GARRIDO: The 21st Century Breakthrough: Teaching Specific Technical Skills in Elementary Education</i>
		<i>Meltem Begüm SAATÇI: The Revolutionary Changes in the Education System in the Turkish Republic</i>
		<i>Pinar GIRMEN & Emel BAYRAK: Validity and Reliability Study of the Listening Comprehension Scale</i>
Session No. 10. Room No. II. <i>Vocational Education</i>	Chairman: <i>Erika GARAJ</i>	<i>Tsang-lang LIANG: An Investigation of Integrated Vocational Training Programs at High School Level in Taiwan</i>
		<i>Eva FEKETE SZAKOS: Possible Ways of Innovation in Vocational Adult Education and Training in Hungary</i>
		<i>Abdülkadir ÖZTÜRK & Tansu MUTLU: The Relationship among Career Decision Self-Efficacy, Vocational Outcome Expectations and Subjective Well-Being</i>
		<i>Szabolcs TUSORI: The Importance of Crisis Intervention in the Education of Fire-fighters</i>
		<i>Cemil ÖZTÜRK & Özlem YİĞİT: Technology and Society in the Views of Social Studies Student Teachers</i>
Session No. 11. Room No. III. <i>Teaching and Learning Methods</i>	Chairman: <i>András BARDÓCZ- TÓDOR</i>	<i>Carmen Liliana MARUNTELU: Holistic Teaching and Learning – the Case of Suggestopaedia</i>
		<i>Laura-Elena CAPITA: Evidences of Student's Learning and of Teaching for Learning</i>
		<i>Janet Yu-gi CHAO & Tsang-lang LIANG: Relationships among Learning Styles, Listening Strategies and Listening Comprehension of Taiwanese EFL Students</i>
		<i>Jana LACEKOVA: Comparison of Mathematics Education at Primary Schools in Slovakia and the USA</i>
Session No. 12. Room No. IV. <i>Family and School</i>	Chairman: <i>Erzsébet CSEREKLYE</i>	<i>Marina MATEJEVIĆ: Transgenerational Transmission of People's Customs and Beliefs in Family Education</i>
		<i>Andrita KRUMINA: Parental Competence of Media Education in a Family</i>
		<i>Nora JANSONE-RATINIKA: Paternal Involvement in the Upbringing in Modern Family in Latvia</i>
		<i>Snezana JOVANOVA-MITKOVSKA: Family School Participation</i>
		<i>Milana GRK & Radovan ČOKORILO: Pedagogical Competence and Pedagogical Education of Parents</i>

18.30 – 19.30
Meeting of International Advisory Board
with János Tibor KARLOVITZ
Room No. I.

Conference Program (10.06.2011):

9.00 – 11.00

Visiting of International Pető Institute

11.00 – 11.15

Coffee Break

11.15 – 13.15

Presentations in sessions

Session No. 13. Room No. I. <i>Tools and Methods</i>	Chairman: <i>Viktória LÁZÁR</i>	<i>Emina KOPAS-VUKASINOVIC</i> : Game as the Basis for Qualitative Relationships in a Community
		<i>Carolyn STONE & Carol DAHIR</i> : Preparing Culturally Competent Educators
		<i>Ona MONKEVIČIENĖ, Kristina STANKEVIČIENĖ & Vitolda Sofija GLEBUVIENĖ</i> : Challenges of Child-oriented Education to Educator's Competence and Model for Education Organisation
		<i>Vasile MARCU & Adela BRADEA</i> : European Dimensions of Education in the Romanian Educational System
		<i>Sonia PAVLENKO & Cristina BOJAN</i> : The University, Knowledge and Wisdom
Session No. 14. Room No. II. <i>Multicultural Education</i>	Chairman: <i>Andrea BENCÉNE FEKETE</i>	<i>Jacobo CANO ESCORIAZA, Rebeca SOLER COSTA & Pablo LORENTE MUÑOZ</i> : The Teaching-Learning Processes in Multicultural Education: Classroom Social Environment
		<i>Erika GARAJ</i> : Cultural Diversity, Cross-Cultural Competences and Learning Styles in International Higher Education in Hungary
		<i>Erzsébet CSEREKLYE</i> : Graduality of Intercultural Approaches: Teachers' Views on Non-dominant Groups
		<i>Khalid Y. QUDAH</i> : Global Perspectives of Cultural Diversity in curricular courses and among Students at Al al-Bayt University in Jordan
		<i>Vivian GIANG</i> : The State of Science Communication and Education Outreach for Aboriginal Youth in Alberta, Canada, and Applications for Other Marginalized Youth Populations
Session No. 15. Room No. III. <i>Classroom Management</i>	Chairman: <i>Károly FARKAS</i>	<i>Rozalina POPOVA-KOSKAROVA</i> : Role of the Teacher for Successful Classroom Management
		<i>Aleksandra BUJACZ & Alina KOPPA</i> : Mutual Perception of Creative Behavior in Relationship between Student and Teacher
		<i>Barbora LIŠKOVÁ</i> : Character Strengths as One of the Determinants of Classroom Climate's Quality
		<i>Maja DRVODELIĆ & Višnja RAJIĆ</i> : Prospective Primary School Teacher Views on Personal and Professional Teacher Qualities
		<i>Dóra LASZTOVICZA & Anna PROTZNER</i> : The Effect of Group Conscious Development on Social Skills in 8-9 Year Old Students
		<i>Valentin Cosmin BLÂNDUL</i> : Elements of Professor's Teamwork in School

13.15 – 14.30

Lunch Break

14.30 – 16.00
Presentations in Sessions

Session No. 16. Room No. I. <i>Poster Session</i>	Moderator: <i>András KESZTHELYI</i>	<i>Birute ZYGAIENE & Inga KEPALIENE</i> : Development of Technological Education in Lithuania
		<i>Ivana HROZKOVÁ</i> : Preliminary Results of Qualitative Part of Research of Learning Strategies in English as a Foreign Language Employed by Primary School Pupils
		<i>Ágnes HARSÁNYINÉ PETNEHÁZI & Erika FIGULA</i> : School Bullying in Primary School
		<i>Erika FIGULA & Ferenc MARGITICS</i> : School Bullying Questionnaire
		<i>Ferenc MARGITICS & Ágnes HARSÁNYINÉ PETNEHÁZI</i> : School Bullying in Secondary School
		<i>Éva BECK</i> : Adopting Conductive Pedagogy to Teach Voluntary Voiding Functions to Dysfunctional Incontinent Individuals with Spina Bifida and Paraplegia
		<i>János Tibor KARLOVITZ</i> : Values in Pedagogical Programmes in Hungarian Schools
Session No. 17. Room No. II. <i>Language Teaching and Learning 3</i>	Chairman: <i>Ildiko CSAJBOK-TWEREFU</i>	<i>Orsolya NAGY-SZILVESZTER</i> : Challenges of English Language Teaching in the Multilingual Classroom
		<i>Anikó SZILÁGYI</i> : Teaching and Learning Languages One-to-One – Challenges and Rewards
		<i>Viktória LÁZÁR</i> : The Attitudinal Profile of Adult Language Learners
		<i>Angela JIREGHIE</i> : Designing an English Special Purpose Course
		<i>Mark HOPKINS</i> : Organizing Independent Language Learning for Digital Natives: Preconceptions and Reality
Session No. 18. Room No. III. <i>Minorities in Education</i>	Chairman: <i>Adrienn DEÁK</i>	<i>Éva NAGY</i> : Local Boundary Interpretations and Minority Education
		<i>Radim ŠÍP</i> : The Need of Trans-National Perspectives in the European Education
		<i>Pablo LORENTE MUÑOZ & Rebeca SOLER COSTA</i> : Literature as a Welcoming Mechanism for Immigrant Students
		<i>Zsófia Irén HORVÁTH</i> : The Comparative Study of Minority and Majority Adolescents' Self-image Based on their own Self-characterizations
		<i>Karel PANČOCHA & Petr HOREHLÉB</i> : Special Andragogy – Education and Support of Adults with Special Needs

16.00 – 16.30
Coffee break

16.30 – 18.00
Presentations in Sessions

Session No. 19. Room No. I. <i>Special Needs</i> <i>1</i>	<i>Chairman:</i> <i>Judit</i> <i>TORGYIK</i>	<i>Slavica PAVLOVIĆ: Special or (all) Inclusive Education</i>
		<i>Kornélia PONGRÁCZ: A Reliable Attitude Measurement Method for Analyzing Children Attitudes towards Handicapped Schoolmates: The Adaptation of CATCH Attitude Scale</i>
		<i>Bogdan UNGUREAN & Adrian COJOCARIU: Study Regarding the Amplitude of Heart Rate and Respiratory Rate for Normal Children and Children with Mental Disability</i>
		<i>Marie VÍTKOVÁ & Miroslava BARTOŇOVÁ: Special Educational Needs in the Context of the Framework Educational Program for Basic Education</i>
Session No. 20. Room No. II. <i>Peace Education</i>	<i>Chairman:</i> <i>Anikó</i> <i>SZILÁGYI</i>	<i>Viorel IOSIFESCU: School as a Place of Moral Education</i>
		<i>Zoltán CSOMORTÁNI DOMOKOS: Impacts of Parental Overprotection to Psychosocial Development in Childhood and Adolescence</i>
		<i>Vesna TRIFUNOVIC: The Multicultural Education and the Culture of Peace</i>
		<i>Agnieszka DOMAGAŁA-KRĘCIOCH & Iwona OCETKIEWICZ: (In)Equality in Education</i>
Session No. 21. Room No. III. <i>Pre-school Education</i>	<i>Chairman:</i> <i>Diána</i> <i>MOLNÁR</i>	<i>Ferit BACA: Theory and Practice of Peace Education: The case of Albania</i>
		<i>Andrea BENCÉNÉ FEKETE: Acquiring Foreign Languages in the Kindergarten with the Help of Gouin-method</i>
		<i>Júlia HORVÁTH: Development of Handedness Tendencies at the Pető Institute's Kindergarten</i>
		<i>Marija JONILIENĖ, Aldona MAZOLEVSKIENĖ & Sigita MONTVILAITĖ: Children from Families of Various Social Groups in Lithuania: Pre-school Education Assistance and Services</i>
		<i>Ksenija ROMSTEIN & Andrea JUHAS: Disabilities from Preschool Children's Perspective</i>
		<i>Denisa DENGLEROVÁ: Cognitive Abilities of Children at the Start of School Attendance</i>
Session No. 22. Room No. IV. <i>Learning and Teaching Methods</i>	<i>Chairman:</i> <i>Orsolya</i> <i>NAGY-SZILVESZTER</i>	<i>Viorica BÂNCIU: Children's Literature: A New Approach in Teaching the ABC in Preschool Years</i>
		<i>Nicoleta BERCU: What do Learning to Learn Competencies Mean and Whether, How and For what are They Developed in School?</i>
		<i>Petra KARKOVIĆ: Learning through Symbolic Play</i>
		<i>Jolanta ENKO & Aleksandra BUJACZ: Teachers' Creativity and their Use of Innovative Teaching Methods: Description of Interdependence</i>
		<i>Péter Kristóf NAGY: Students' Habits of Internet Usage at the Different Levels of the Educational System</i>

19.00-
Facultative programme in "Márványmenyasszony" Restaurant
with Károly FARKAS

Conference Program (11.06.2011):

9.00 – 11.00

Presentations in sessions

Session No. 23. Room No. I. <i>Methodologies</i>	Chairman: <i>Zsófia MÉREI</i>	<i>Ana TORRES</i> : Integration of an LMS in an Institution of Higher Education
		<i>Alena KAŠPÁRKOVÁ</i> : Teaching Methods Applied with Interactive Boards in ELT Lessons
		<i>Zsuzsa KOVÁCS</i> : Discourse Analysis Application and the Supportive Context of Self-regulated Learning
		<i>Lajos KIS-TÓTH</i> : An Overview of the Activity of the Hungarian Higher Education Accreditation Commission (HAC) with Special Emphasis on Teacher's Training Programs
		<i>Erika SZIRMAI</i> : Cool School: Targeting Bullying the Finnish Way
		<i>Attila KŐSZEGHY</i> : Two Attempts for the Prevention of Violence at School: <i>Expect Respect</i> (Austin, Texas, USA) and <i>ViSC: Viennese Social Competence Training for Students</i> (Vienna, Austria)
Session No. 24. Room No. II. <i>School and Social Environment</i>	Chairman: <i>Éva FARKAS</i>	<i>Andrea LEHENOVÁ</i> : Intrapersonal and Interpersonal Aspects of Social Ostracism in School Environment
		<i>Mariana CANEPECU</i> : Mobility Grants – A Continuing Education Opportunity for the Teachers of South East Europe
		<i>Mihály FÓNAI</i> : The Effects of Social and Cultural Capital on Students' Success
		<i>Roxana UREA</i> : The Impact of Social Communication on the Alter Perception at Preadolescents with Mental Deficiencies
		<i>Henriett PINTÉR</i> : The Declarative Knowledge and the Written Language
Session No. 25. Room No. III. <i>Mental Health</i>	Chairman: <i>Nárcisz KULCSÁR</i>	<i>Anikó HAZAG</i> : The Phenomenon of Burn-out among Students, Protection of Mental Health of Students
		<i>Kornélia LAZÁNYI</i> : Physician-patient Communication from an Educational Perspective
		<i>Noémi VERÓNÉ JÁMBOR & Gyuláné GYURCSÓ</i> : Health Education from Periphery: Issues of Health Education in Prevention of Prostitution and Trafficking in Human Beings
		<i>Iván DEVOSA</i> : The Effects of the Preventive Education in Secondary Schools on the 17-24 Years Old Student Population
		<i>Csilla SZABÓ</i> : Methods of Preventing Adolescent Drinking
		<i>Katalin SOÓS</i> : Health Education during the Age of Dualism
Session No. 26. Room No. IV. <i>Computer Primary</i>	Chairman: <i>Zoltán CSOMORTÁNI DOMOKOS</i>	<i>Renáta BERNÁTOVÁ</i> : Computer Visualization of Natural Sciences Educational Contents for Primary School Pupils
		<i>Micheál ÓDÚILL</i> : Towards Turing Teaching: Technicity to Transition
		<i>Pavel BOYTCHEV</i> : Pedagogical Inversion
		<i>Vessela ILIEVA</i> : Working with the Computer in Primary School: Knowledge and Creativity
		<i>Miklós LEHMANN</i> : Social Web and Digital Literacy
		<i>Károly FARKAS</i> : Spectacular Illustration Techniques in Education

11.00 – 11.30

Coffee break

11.30 – 13.00
Presentations in Sessions

Session No. 27. Room No. I. <i>Adult Education</i>	Chairman: <i>Judit ORGOVÁNYI-GAJDOS</i>	<i>Cristina BOJAN & Sonia PAVLENKO</i> : Does the University Education Make you Wise? On Education, Knowledge and Wisdom
		<i>Nárcisz KULCSÁR</i> : Fine Arts for the Psychical Health of Adults
		<i>Éva FARKAS</i> : Roles and Competences of Adult Educators in the Context of the Adult Learning Action Plan
		<i>Ludmila BABAJEVA</i> : Adults' Personal Development in Non-Formal Education
		<i>Attila NAGY</i> : The Change of Life Cycle and the Personality Development among Young Adults
Session No. 28. Room No. II. <i>Sport</i>	Chairman: <i>Attila KŐSZEGHY</i>	<i>Beatrice ABALASEI</i> : Ambidextrous and its Valences Increase Creativity in Sports Games: Handball
		<i>Dóra GÖRÖGH</i> : Comparison of Elite Handball Players Related to Attacking Positions on the Evidence of Psychological Investigation
		<i>David ZALAI</i> : The Big Sport Choice Events and the Choice in Sport
		<i>Florin NICHIFOR & Iulian DUMITRU</i> : Study Upon the Identification of Cultural Dimensions Concerning the Decision Flow in a Sports Camp Organization
		<i>Miroslava ADAMIK ŠIMEGOVÁ</i> : School Psychologist in Slovak Schools: Special Tasks in Solving Emotional Problems of Pupils
Session No. 29. Room No. III. <i>Art Education</i>	Chairman: <i>Erika SZIRMAI</i>	<i>Zsófia MÉREI</i> : The Effect of Music Therapy on Young Adults Who have Grown up in Orphanage
		<i>Diána MOLNÁR & Mária JASKÓNE GÁCSI</i> : Drama Pedagogy for our Psychological Culture
		<i>Ádám CZIBOLY</i> : DICE – Drama Improves Lisbon Key Competences in Education
		<i>Ljupco KOSKAROV</i> : Characteristics of the Successful Teaching of Trumpet
		<i>Ilidkó ÁCS FERENCZI</i> : Breathe with the Singers
		<i>Magdolna SZABADI</i> : About Music Therapy in General, and Music Teaching in Particular

13.00 – 14.00
Lunch Break

14.00 – 15.30
Presentations in Sessions

Session No. 30. Room No. II. <i>Special Needs 2</i>	<i>Chairman:</i> <i>Henriett PINTÉR</i>	<i>Mariana POPA</i> : New Technologies in Recovery Intervention of the Children with Special Educational Needs in Romania
		<i>Goran LAPAT & Ivana BUJAN</i> : Lifelong Learning for Disabled Persons in Medjimurje County
		<i>Dejana BOUILLET</i> : The Standards of the Inclusive Education in Croatian Schools
		<i>Andrea ZSEBE</i> : Parental Attitudes in Inclusive Education
Session No. 31. Room No. III. <i>Teacher's Training</i>	<i>Chairman:</i> <i>Judit TAUSZIG</i>	<i>Judit ORGOVÁNYI-GAJDOS</i> : Reality-Strategies-Practice: How can Teacher Candidates Prepare for Meeting Challenges in Class Situation Involving Problematic Children?
		<i>Endika BENGÖETXEA</i> : Statistical Analysis of Erasmus Student Mobility Patterns in Europe
		<i>Elena DUMITRASCU</i> : Students in Economics in European Mobility: the Springs of a Successful Career Teaching
		<i>Elisaveta GEORGIEVA KOSTOVA</i> : Mediated Communication: Drawbacks and Advantages

15.30 – 16.00
Conference Closing

János Tibor KARLOVITZ, president,
Association of Educational Sciences

Questioning Assumptions: Assessing organisational cultures in Higher Education Institutions

**by Nick CHANDLER
(University of Miskolc)**

"The harder you fight to hold on to specific assumptions, the more likely there's gold in letting go of them"
(John Seely Brown)

Fostering academic traditions developed over many years and stimulating new ones, Higher Education Institutions (HEIs) create a somewhat distinctive inner culture - organisational culture which is very significant for its academic members, their activities and interrelationship. HEI culture is also significantly complex. The commonly used definition of organisational culture as 'the way we do things around here' (Deal and Kennedy, 1982), may no longer be the case.

As recently as August 2010, the Economist contained lengthy articles highlighting the challenges facing higher education, emphasising the need for change or the dire consequence of many HEIs closing. Some writers contend that HEIs are in the early stages of a new era of 'academic capitalism'. Enrolling students are becoming referred to as the 'raw materials' of HEIs. A new era would appear to indicate a need for further research, however if the nature of the organisations we are studying has and is changing then it may be time to question and reconsider the key assumptions that have been used in examining the organisational cultures in higher education, not to mention the research tools which have been developed based on these assumptions.

Furthermore, much of HEI research is based upon tools initially developed for the private sector and whilst we may consider HEIs in general heading towards 'academic capitalism', 'massification' and 'McDonaldization' as service providers, does that really indicate transferability? After all, Birnbaum (1989) distinguished HEIs as: less differentiation of the working processes (e.g. a professor, associate professor and assistant lecturer carry out the same teaching roles); narrow specialisation of members; developed professional hierarchy rather than a structural one; weak interdependency among subdivisions e.g. departments, institutes; limited capacity to influence the 'raw material' quality (enrolled students); limited accountability and transparency on both an individual and organisational level.

The need to develop new frameworks and methodologies as well as reassess assumptions is a necessary and arguably crucial part of research. Berquist and Pawlak (2008) revised the existing four types of culture in HE (Berquist, 1992) and expanded it to six types: Collegial; Managerial; Developmental; Advocacy; Virtual; and Tangible. The shift from 4 to 6 types represents the impact of global external forces in creating new dynamics and phenomena in the organisational culture of HEIs.

Key assumptions

Much of the research in organisational culture adopts a mixed method approach of quantitative and qualitative. This approach has also been conveyed to analysis of HEIs'

cultures too. The question here is whether the basic assumptions that have been used in organisations in general are also transferable. Before considering new assumptions and a new model, some of the key existing assumptions are listed below and then considered within the context of HEIs.

Culture is shared through interaction

This assumption can be broken down into two parts: firstly, culture is shared and therefore, a unified culture is considered in higher education. Secondly, interaction is the key cause of culture being unified.

Culture is shared

When considering the first part of the assumption, it seems sensible to consider organisations as sharing values and thereby having one culture. Generalizing is not only a means of making comparisons and utilizing data, but also simplifying as a means to make data usable. However, a number of decades ago Becher (1987, p298) suggested that HEI cultures were not in fact unified but rather that subcultures were also prevalent in HEIs. He emphasised the need not to generalize but rather focus on all areas of the organisation: "it is only by understanding the parts ...we can understand the whole".

The idea that organisational culture is unified is just one perspective of many that may be adopted in research. This unified or 'unitarist' perspective allows the classification of organisation culture as in the case of Handy (1993) with the four culture types: task, power, people and role-oriented cultures or Hofstede (1980) with an organisation having a role, achievement, power or support culture. There are a number of other assumptions tied to this perspective: top-down cultural leadership; conformity; and homogeneity. Martin (1992) referred to this perspective as the integration perspective and Deal and Kennedy (1982) see it as the 'normative glue'.

Kuh and Whitt (1988, p27) point out that "the 'small homogenous society' analogue ... is surely strained when applied to many contemporary institutions of higher education" and that, rather than as a monolithic entity (Martin and Siehl, 1983), such institutions should be seen in a multicultural context with a number of subgroups having their own traditions and values, which may or may not adhere to the institution's norms, values and beliefs.

This inherent factor of complexity is an important one. McNay (1999) put forward a model which puts forward universities as collegium, bureaucracy, enterprise or corporation, although due to the evidence to indicate complexity in the cultures of HEIs, it would seem that these models are too broad and too simplistic to show the range or heterogeneous / homogenous cultures founding in HEIs (De Zilwa, 2006; 560).

Therefore, this all seems to indicate the need for a new prospective. Martin (1992) refers to another perspective: the pluralist perspective, and recognises the existence of diverse subcultures in organisations (i.e. culture is heterogeneous). This perspective is also referred to as the differentiation perspective and highlights the diversity and inconsistency that occurs within the notion of subcultures, thus allowing for cultural diversity and accepting that conflict may exist between subcultures. Bowen and Schuster (1986) found that members of different disciplines showed different values, attitudes and personal characteristics. Becher (1987: 292) even refers to subcultures within disciplines, which is a subculture in itself: "to affiliate with a particular specialism is to become, except in a few heavily populated areas, a member of a small and close-knit community".

The pluralist perspective seems suitable for examining the organisational culture of HEIs. However, there is another: the anarchist perspective. This perspective indicates an even greater level of fragmentation, with all organisational cultures being made up of individuals with their own values and norms and as such neither a single dominant culture nor any subcultures are said to exist. Hofstede et al. (1990) found this to be the case in twenty case studies and as such, managing cultural change is impossible on an individual basis and the focus shifts towards communication and diversity management. Martin (1992) refers to this perspective as the fragmentation perspective with fragmented groups being issue-specific and no shared meaning between members of the organisation or members of part of the organisation. It seems reasonable for managers to assume the integration / unitarist perspective as this reinforces their desire for all staff to 'tow the line' and ties in with the concept of vision as an integrative force encouraging improved staff performance.

So where do this leave research into HEIs? Which perspective should be taken? Well, none of them – on their own at least. Even writers with a focus on differentiation (pluralism) such as Becher (1987) point out that the academic profession has many more similarities than differences and referred to it as a 'single homogenous profession'. So there is some aspect of commonality. Parker (2000), on the other hand, found that staff identifies with different groups in the organisation and that such groups may be formed on the basis of age, gender or education as well as location, job description and length of tenure. So, for some analysis of organisational cultures there needs to be some blending of perspectives.

Schein points to the possibility of the co-existence of subcultures and a dominant culture when dealing with pivotal and peripheral values (Schein, 1988). Pivotal values are central to an organization's functioning; members are required to adopt and adhere to the behavioural norms derived from these values and are typically rejected from the organization if they do not (Chatman, 1991; O'Reilly & Chatman, 1996). Peripheral values are desirable but are not believed by members to be essential to an organization's functioning. Members are encouraged to accept peripheral values, but can reject them and still function fully as members.

With Schein's work in mind, subcultures could be seen to exist that maintain the pivotal values but only some or a few of the peripheral values. In this way, the subcultures not only cannot be viewed as a counterculture, but should not affect the organization's function. According to Boisnier and Chatman (2002), the "members' degree of conformity to peripheral norms can vary considerably". Thus it could be claimed that subcultures may vary in the extent they are related to the dominant organisational culture. For example, administrative structures shape faculty subcultures (Ruscio, 1987, p355), especially when considering decision-making and governance.

Interaction is the cause of shared values

The second part of this assumption concerns interaction taking place as a means of having a unified culture. This seems logical in an office setting where people are working 9 to 5 and interact with one another as part of their daily routines. However, does this assumption of interaction really transfer across to HEIs? The majority of the staff of HEIs are teachers, who come to work for teaching, spend time on their own planning lessons or marking work and then head home. The teaching hours themselves are not spent with colleagues but rather with students, who have a culture of their own, which may not necessarily be similar to the organisational culture. Planning lessons or marking homework or tests may involve some interaction, but arguably to a limited extent. Thus, when referring to interaction as a means of building up shared values, we may in fact only be

referring to administrative or managerial staff. According to Tierney (2008: 35) when referring to HEIs "...on the one hand, they are organisations with highly autonomous workers – the faculty. Any yet, on the other hand these autonomous workers assume a great deal of voluntary work in their organisational and professional lives, a fact which binds them together". Thus there is a tension between autonomy and interaction, if it does takes place, then it is beyond standard daily routines and rather through certain work groups and projects.

Certainly if we consider the existence of departmental subcultures (for example) the interaction of managerial staff may be limited to a certain 'managerial subculture', which indicates that, despite interaction, the culture still cannot be assumed to be shared throughout the entire organisation. Consequently, assuming that management represents the values of the entire organisation is also a flawed one.

Organisational cultures can be typified according to orientation

When Handy (1976, p185) describes culture as "something perceived, something felt", it comes as no surprise that, depending on who is asked, different views or understandings of HEI culture appear. A student's perspective of HEI culture may be seen as "it's everything we aren't tested on in the classroom" (Van Maanen, 1987, p5). Teaching staff have a number of influences upon them, such as the discipline (prestige, publications, and reputation), profession, and the organisation. Research seems to indicate that when considering an HEI, we can examine seem how oriented an organisational culture is in a particular area, such as how research oriented or market oriented a culture may be.

When considering transferring concepts related to orientations from the private to the public sector, the concept of orientation should be used tentatively when used in reference to HEIs. Pushnykh and Chemeris (2006) claim there are significant differences between 'for profit' companies and organisations in higher education. Likewise, if referring to the market orientation of HEIs, then a key question has to be considered: who is the customer? Is it the student or the employer of the student? If we choose the former, then the student is the customer and the course is the product. If we choose the latter, then the employer is the customer and the graduate is the product, but does this mean that the courses and the teaching staff become the raw materials through which the 'product' is made. Clarification of such concepts is crucial in considering the product-, market- or consumer-orientation of an HEI.

There are so many orientations that could be considered in the context of HEI that go beyond that of product-, market- or customer-orientation. We could consider, perhaps, a research orientation, teaching orientation, professional orientation, or, with budgets being lowered, a cost-orientation. The question here though is, does there really have to be one orientation for one institution? If we consider the possibility of many subcultures and a dominant culture in HEIs, then probably not. Teachers may have a student (customer) orientation, management a cost-orientation or perhaps both have a combination of both orientations but to differing extents.

Due to such complexity, there is no simple answer. One orientation for one HEI seems an oversimplification. All staff with differing orientations, on the other hand, may require the consideration of an anarchist perspective due to the existence of significant areas of ambiguity and uncertainty and lead to equally ambiguous research findings due to such a high level of complexity. Perhaps somewhere in between with competing orientations between various groups would be a compromise between oversimplification and over

complication. Kuh and Whitt (1988, p6) suggest that some culture properties and orientations may overlap: “four discrete but interdependent [sub]cultures are said to influence a faculty member’s behaviour: the culture of the discipline, the culture of the academic profession, the culture of the institution, and the culture of the national system of education”. When considering these competing orientations, Silver (2003; 161) found that institutional culture may be seen by members as a culture of research, a culture of tension or conflict and mentions the contrast of a sense of community and fragmentation as well as the multiple and competing aspects of academic staff.

Generalizing between institutions

Kuh and Whitt (1988, p28) define culture in higher education as “the collective, mutually shaping of patterns of norms, values, practices, beliefs and assumptions that guide the behaviour of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus”. When referring to such a concept, it seems that all HEIs are alike and once a number of HEIs have been examined, generalizations can be made. However, Riesman and Jencks (1962, p132) highlight the uniqueness of HEIs and that, although related to national academic models, institutions within each country may “draw on different publics” and have “quite different flavours”.

Kuh and Whitt (1988, p7) also point out the importance of national culture in the context of researching the organisational culture of HEIs, by suggesting that an institution’s culture reflects the host society in terms of values and accepted practices to a certain extent. Thus if we consider, for example, the market-orientation of HEIs, then it can be seen that Hungary as it has transformed to a more consumerist society and away from the budget-commanded regime, has had a longer path towards a market-orientation than other countries in, for example, Western Europe. A side issue in this context is the issue of ‘cultural clash’ between the traditional HEI and commercial cultures (Fisher and Atkinson-Grosjean, 2002).

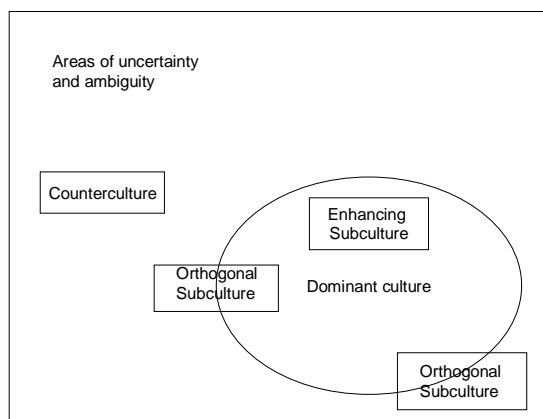
A new model for organisational culture in higher education

By questioning the assumptions listed in the previous section, we are led to consider new assumptions:

- Values are not necessarily shared throughout the organisation
- Interaction is limited
- HEIs may have multiple overlapping orientations
- Organisational culture affects all employees

Based on these new assumptions and the findings of Schein and Martin, the following model could be a potential outcome of mapping an organisational culture and one upon which assumptions may be closer to reality:

Figure 1: A multi-perspective model of organisational culture



This model may change from one institution to another based on factors such as interaction, location, communication and so on. For example, a University with three distant locations may be like to find one dominant culture shared by management and then three subcultures based on location. Likewise, restrictions on interaction or communication may result in a greater degree of uncertainty / ambiguity and less evidence of shared values in the form of a dominant culture or subcultures.

Implications

There are a number of implications for this new model which researchers need to consider for future research:

1) *Selecting a suitable quantitative tool.* The assumption that more than one type of culture can exist at any one time in an HEI indicates that quantitative tools based on the assumption that culture is unified may not be suited to higher education. Certain tools may be more suitable such as the Organisational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999). This questionnaire is based on the Competing Values Framework (CVF) and assumes that values are competing rather than shared, thus allowing for overlapping orientations and the existence of more than one cultural typology at one given time. It results in a combination of four different culture types: clan, adhocracy, hierarchy, and market and was originally developed for use in educational organisations. Another may be the Organisational Culture Inventory (OCI) developed by Cooke and Lafferty (1987), which also allows for multiple sets of shared values or cultural styles within one organisation.

2) *The importance of demographics.* Based on the previous point, the means by which a culture can be mapped may be based on previous research into the factors affecting the formation of subcultures in higher education. The basis for subculture formation can be seen in a definition of subcultures: a subset of an organisation's members who interact regularly with one another, identify themselves as a distinct group within the organisation, share a set of problems, and routinely take action on the basis of collective understandings unique to the group (Van Maanen and Barley, 1985). Finkelstein (1984; 29) saw the main

components of faculty culture as: teaching, research, student, advisement, administration and public service.

Whatever the choice of questionnaire, the detecting and mapping up of subcultures will have to be based on substantial demographic information, which may be the means by which subcultural groups are formed and maintained. For example, Tierney (1988) suggests the basis for the numerous subcultures in a university or college as: managerial; discipline-based faculty groups; professional staff; social groups of faculty and students; peer groups (by special interest or physical proximity); and location (offices arranged by discipline).

Detecting the existence and basis for formation of subcultures, dominant cultures and areas of ambiguity or uncertainty may be achieved in a number of ways. For example, a quantitative method such as the OCAI questionnaire may be employed and then with the demographic data a dendrogram (regression analysis) may be used to detect subcultures. Observation may be another means. Interviews may also be a way of mapping up the organisational culture.

3) *Representative samples and generalizations.* A qualitative approach is often preferred in studying organisational culture. However if ten or fifteen interviews are undertaken in a college of, let's say 100 staff, it might seem more than enough for a qualitative study then one has to wonder which ten have been chosen from such a complex culture as an HEI. If all ten are from one subculture or if the organisation is one of ambiguity and uncertainty then in both of these cases the results cannot be generalized to make statements about the entire organisation. In fact, allowing for fragmentation and differentiation, quantitative research is a requirement prior to any study of an HEI as a means of developing an organisational map from which a representative sample can be chosen. Randomness is not always better than a non-random strategy and thus for generalizing about HEI culture, a representative sample means at least one member of the dominant culture and subcultures.

Even interviews following quantitative research may not suffice. According to Kuh and Whitt (1988, p8) "institutional culture is so complex that even members of a particular institution have difficulty comprehending its nuances". Kuh and Whitt (1988) argue that in order to examine a HEI culture methods of inquiry are needed through which the core assumptions, values and beliefs by faculty, and others may be found and that such methods include observing participants, interviewing key players, conducting autobiographical interviews and analysing documents. Certainly, when faced with such complexity, a mixed-methods approach serves not only as a means of maximising findings but also triangulating data.

4) *Looking for trends.* How many interviews should take place to give valid and meaningful results? According to many text books, one should perform the qualitative research until one begins to notice trends and can see a pattern of repeated responses. However, in an organisational culture that is predominantly differentiated and/or fragmented, trends are likely to be the exceptions rather than the norm. Rather the research becomes a question of determining how the different pieces fit together and function as a whole. Patterns and trends may be unlikely on an organisational level, but may be searched for in subcultures, once the basis for the formation of subcultures has been found.

5) *A sense of boundary.* When mapping HEI organisational culture with this new model, there seems to be a sense of boundary between certain groupings such as by department or discipline (Becher, 1987). An apparent strong sense of boundaries seems to be only transversal by administrative and library staff, who, lacking academic credibility are actually interdisciplinary (Berquist, 1992; 41). Kuh and Whitt (1988, p6) point out that for different cultures existing within HEI culture, some culture properties overlap: "four discrete

but interdependent [sub]cultures are said to influence a faculty member's behaviour: the culture of the discipline, the culture of the academic profession, the culture of the institution, and the culture of the national system of education". This aspect of boundaries is highlighted by Bila and Miller (1997) who discovered that Faculty perceived themselves to be isolated from the general public, under-appreciated, and true and honest; Junior Faculty felt overwhelmed with responsibilities, and exploited; Senior Faculty saw themselves to be survivors, with a certain degree of radicalism and seeing to high an emphasis placed on external activities. A potential area for research may be the sense of boundary and how it has changed or is changing in this new era of education.

Conclusions

HEI culture is highly complex with many concepts and assumptions based in the private sector seeming flawed when transferred to the context of Higher Education. This is not to say that HEI cultures are unfathomable or unknowable. There is no question that all areas of HEI culture require attention. According to Becher (1987: 298), it is only 'by understanding the parts and their particularity, one can better understand the whole'. Kashner (1990: 20) highlights the need to understand culture in an era of change: "readying an institution to reply to the conditions that call for change or to innovate on the institution's own initiative requires a clear understanding of its corporate culture and how to modify that culture in a desired direction". Kabanoff, Waldersee & Cohen (1995) found that the understanding institutional culture helped to predict perceptions of change in the organization and through perceptions of change, employees' attitudes (and therefore levels of resistance) to change could be weighed up.

Generalization may be necessary as a means of creating comprehensive models of the world around us and trying to understand the mechanics behind organisations. However, when such generalizations mislead, it may be time to reconsider assumptions lying behind them. In recent years tools that deal with competing values such as the OCAI and the OCI seem to be increasingly used (e.g. Pushnykh and Chemeris, 2006; Sanderson and Watters, 2006; Ferreira and Hill, 2007; Kleijnen, Dolmans, Muijtjens, Willems, Van Hout, 2009). Much of the research cites the reason for selection as ease of usage, time savings or, in the case of OCAI, because it was initially developed for education, but very few cite that the assumptions of a unified culture does not apply for many HEIs.

A multi-perspective model provides the means for more accurate findings through more realistic assumptions of the organisational cultures of HEIs. It also entails adopting an entirely different, sequential methodology by which the culture must first be mapped up with either quantitative or qualitative methods and through these results, suitable representative samples of the organisation may be found.

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Abstracts

Ambidextrous and its Valences Increase Creativity in Sports Games: Handball

Beatrice ABALASEI

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The brain has an anatomical symmetry but it boasts a functional asymmetry in which emphasis is achieved with an important role in perceiving three-dimensional space and general mental selectivity. The distribution function is left or right hemisphere and this is the process of lateralisation. The distribution function is left or right hemisphere and this is the process of lateralisation. Specialization of the hemispheres relative is not made simultaneously but will express their preferences through childhood and then stabilize. Laterality is tilted up to a year when the first few primary forms dominate ambidextrous, but then the asymmetry will occur right after a year in most children. This rule is dependent on the progressive side of a cerebral hemisphere to the other. Unlike the earlier stages when the lower segments, were dominant peripheral nervous system (so obviously unstable and explosive character of the behavioral manifestations), at this stage the upper segments of the nervous system, especially cortex, become dominant. It demonstrates the regulator, sometimes lower inhibitory segments, allowing for better coordination, guidance and control of activity.

The objective of this paper is to promote the education of driving performance measures specific to the game of handball, with both hands. In this respect, ambidextrous will increase capacity to implement the specific motor acts and increased modern handball spectacular this game due to an effect of creativity better communication between the two hemispheres.

Breathe with the Singers

Ildikó Ács FERENCZI
(College of Nyíregyháza, Hungary)

When listening to choirs or seeing teachers conduct one can ask, why is it that one choir is more successful than the other even if the potential of the choirs are nearly the same? The answer is usually hidden in the personality and qualification of the conductor.

The skills involved in successful conducting are:

- using the arms and hands to clarify the music: beats, style, character, mood and phrasing;
- eye contact and facial expression;
- precise preparatory beats.

The skill of hearing the music internally, feeling, image and musical expression events – next to the conducting technique – are characteristic of the well prepared, well trained teacher. A good conductor is simultaneously also has to be good singer.

Training of choir conductors is a very complex process. There are many books and DVD-s about conducting technique from which we might understand and learn lot of movements and conducting gestures. At the same time there are also books about singing, choir voice training. But the close connection of the singing technique and conducting technique is not normally included in choral conducting teaching curriculums.

This lecture is about the very short but extremely significant movement in conducting that is used at the beginning of every piece of music, and at the beginning of new sections of a piece: the preparatory beat and downbeat. The preparatory gesture allows the singers to take a breath and begin singing all together. It transmits the character, mood, energy and tempo of the piece.

This movement is bound up with singing technique, with breathing and phonation. A choral director should know where the choir breathes – even between phrases also – and know how to enable the singers to do this together. Next to the knowledge of the physiological factors the simplest way of communicating this is to breath with your singers.

School Psychologist in Slovak Schools: Special Tasks in Solving Emotional Problems of Pupils

Miroslava ADAMÍK ŠIMEGOVÁ
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Children's social and emotional wellbeing is important in its own right but also because it affects their physical health and can determine how well they do at school. Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime, the misuse of drugs and alcohol (Adi et al., 2007). Serious and frequently occurring problems are emotional problems of pupils, more precisely, in some cases we may talk about emotional disorders. Contribution deals with the current issue of emotional problems and disorders of pupils at primary school from the point of view of the specific tasks of school psychologist and the solutions (prevention, diagnostics, counselling and intervention). It clarifies some specific emotional problems of pupils, defines them from the point of view of comparison of emotional disorders and brings findings from this particular problem coming from case studies. In this contribution we also discuss some specifics and problems of work of professional school staff at primary school, mainly school psychologist, in the field of solving emotional problems of pupils at primary school. School psychologist focuses on strengthening social and psychic skills of pupils, improving communication, human relationships, making a value system of pupils. From the school psychological practice results that the core of the work of school psychologist in the field of emotional problems and disorders of pupils is mainly: Identification- diagnostics activity - identification of social problems of pupils; screening examination of classes of the first grade with the goal to make a survey of occurrence of adaptive and emotional problems of children; observation in classrooms with the goal to make a survey and subsequent solution of problems of pupils and of social climate of classrooms; cooperation with classroom teachers when gaining information about pupils with emotional problems and about pupils recommended for the next psychological and special pedagogical diagnostics; counselling – consulting activity with pupil, parents, and teachers in an individual form; individual consultations with parents of problem pupils with the aim to solve this particular problem together; individual work with pupils in the field of their personality, emotional, social and professional development, as well as in the field of their individual psychological and special-pedagogical needs; intervention activity which is based on solving individual problems of pupils, as well as the social atmosphere and social relationships within classrooms. School psychologist focuses on strengthening social skills of pupils, improving communication, human relationships, making a value system of pupils.

Impact of Fear of Communication with Instructors on Teachers' Academic Achievements

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Effective and positive interpersonal communication of the individuals is very important for living, learning and progressing. There may be some problems on establishing communication which is a significant need for all individuals. One of the most important problems is fear of communication. Fear of communication may lead the individual to misinterpret him/herself in the community, and consequently to encounter some distress and divergence. This fact can occur on peer group or working environment as well as on learning environment while communicating with the individuals having teacher role and may adversely affects the learning process. That's why the presence of communication fear in learning environments should be checked. In case of the presence of communication fear, its impact on the academic success of the students should be determined.

This research aims to determine the impact of the discomforts that teacher candidates who are ongoing training of graduate teachers may encounter while communicating with teaching staff during the courses, on their academic success.

This research aiming to determine the impact of the discomforts that teacher candidates may encounter while communicating with teaching staff during the courses, on their academic success is performed according to scanning model. The study was conducted with 230 students who are studying in Eskişehir Osmangazi University, Faculty of Education. Tools used for data gathering are "Communicating with Instructor Fear Scale" developed by Gümüş and Geçer in 2008 and personal information form prepared by the researcher.

The data obtained via this research show that teacher candidates encounter some problems while communicating with teaching staff and afraid of communicating with them, which affect their academic achievements.

As the result, the importance of comfortable communication of the students with teaching staff was revealed. Consequently, lack of comfortable communication with teaching staff during the courses negatively affects academic success of the students.

Teachers' Use of a Virtual Learning Environment at Budapest Business School

Réka ASZTALOS

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With technology becoming increasingly important in every aspect of today's world, there is great pressure on teachers and schools to integrate it in education in many different forms. Computers and interactive boards are encouraged to be used in the classroom, blended and online learning courses are promoted. However, it is essential that these technologies serve a pedagogical purpose and are not used for their own sake. Another important issue is teachers' disposition towards these tools. Only if they understand their purpose and accept their importance, can they exploit them fully. This study aims to explore these two aspects in one particular context. It focuses on the use of a virtual learning environment (VLE), which is a web-based platform for organisation of teaching and learning, at a higher education institute in Budapest. The aim is to investigate language teachers' use of the VLE at Budapest Business School (BBS) called CooSpace and their disposition towards CooSpace and e-learning in general. In order to reach this aim, two instruments were designed: a questionnaire and an interview schedule. The second aim of this project was to pilot these instruments. The participants of the questionnaire study were 44 language teachers at BBS and two pilot interviews were carried out with two volunteering teachers. The results indicate that less than 50% of the teachers use CooSpace with very few functions. The fact that the most frequent function is *uploading documents* shows that the VLE is regarded as a mere administrative and not as a pedagogical tool. The results support Lakatosné's (2010) findings that the application of a new technology without sufficient methodological training cannot change traditional ways of teaching.

Comparison of Attitudes of Students towards Computer Who Study in Different Countries

Eren Can AYBEK

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Communication Technologies have been developing fast nowadays and they have been more and more included in the educational sciences as well as in other fields. It is not possible that the process of Measurement and Evaluation can remain unaffected by the developments that are seen in Communication Technologies. The fact that computer based tests have are getting more common around the world strengthens this suggestion. The report of PISA (2006) suggests that Iceland has already started applying the computer based tests that are administered nation-wide while Denmark has already completed the said process. We see the main factors that affect the performance shown in the computer based tests; the subject matter, the attitude towards computer and the computer anxiety. When the computer based tests are used in the nation-wide examinations, the importance of these variables increase. Therefore, having an idea about the anxieties and attitudes of students towards computer play a crucial role in the process of applying computer based tests.

The aim of this research is to compare the attitudes of students who study in Denmark and Iceland where the nation-wide tests are and will be administered through computers and who study in Turkey and Hungary where the nation-wide tests are administered through the format of pencils and papers.

In the research, a relational research model was followed in accordance with the main objective. The data were gathered from the section of attitudes towards the computer in the ICT Familiarity Component Questionnaire which was administered in 2009. The factor analysis was conducted on the data and it was concluded that the four clauses were under the same factor. Therefore, the score of the attitude towards computers was gathered by summing the four clauses. In the analysis of data, One-way ANOVA was used.

In conclusion of the research, there was not observed a meaningful difference between the attitudes of students in Denmark and Iceland towards computers. However, the attitudes of students in Denmark and Iceland towards computer were found to be significantly higher than the attitudes of students in Hungary and Turkey.

When a transition to the computer based tests in Turkey and Hungary is intended, activities which will promote students attitudes towards computer may be administered. In this way, the loss of performance resulting from students' attitudes toward computer can be minimised.

Adults' Personal Development in Non-Formal Education

Ludmila BABAJEVA
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The problem of an adult's personal development is very topical in present-day circumstances, as changes Europe has undergone result in the need for a personality to be competitive both in the educational space and the labour market. The technological and information progress requires a constant human's personality development, the development of skills and abilities to ensure a person's self-actualization in the rapidly changing world (Commission of the European Communities – A Memorandum on Lifelong Learning, 2000). Research object: adults' personal development. Personal development is based on the correlation between abilities predetermined by cognitive-practical experience and its highest manifestation – creativity and the traits of a value-motivated sphere. Research goal: to design a non-formal education model and analyze its efficiency if applied to adults' personal development. The non-formal education model for personal development is revealed in the humanistic conceptions based on the ideas. Up to present, this model has not been thoroughly worked out in the theory of andragogy. The empirical study was conducted at non-formal adult education institutions in Latvia and Denmark which provide non-formal education in different fields of interest, such as psychology, astronomy, astrology, geoecology, phylosophy, yoga and language courses etc. The respondents (30 students, 5 from each non-formal adult education institutions) were interviewed with the aim to find out their opinion on the learning process in the framework of non-formal education and their expected outcomes. Data qualitative analysis was conducted using AQUAD 6.0 program. The analysis of theoretical literature and empirical data substantiates the conclusion that non-formal education can be discussed as a systematic and goal-oriented educational activity aimed at personal development and satisfaction of the needs of a society. According to the humanistic approach adults should be seen as individuals possessing their own personal qualities, traits and abilities, their own values and worldviews. Besides analysis of the interviews confirmed, that adults usually participate in non-formal education because of their motivation for personal development and self-realization. Also participants elucidated that their aim was to be more successful in their career and family life by developing communicative competence, analytical ability, decision making and intrapersonal skills. The designed non-formal education model gave opportunities to define circumstances for effective personal development of adults.

Theory and Practice of Peace Education: The case of Albania

Ferit BACA
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The concept of peace education is inherently connected with the rise of western modernity. This concerns the concept of both peace and education as well as the combined concept of peace education. Thus, education is the most important tool of engaging in the creation of a culture of peace. It is a key factor when it comes to the enhancement and realization of positive social change and it allows an individual to make informed decisions on various aspects that affect his or her life. According to Kimberley, "the measure of successful education is that it leads to constructive action." It challenges the ideology of domination and motivates an individual to move others towards achieving sustainable development. In that way one aims towards achieving the greatest good for the majority of people. The concept of education gives people a sense of their own power to achieve their potential. It motivates and enables one to try and solve other problems and is a key mind opener that has a ripple effect.

However, in this paper is going to be presented a theoretical and analytical framework of peace education in Albania, as by means of which one can describe and understand the contents of important elements of peace, education, unity, culture in a given society and particularly in present times. It is going to be arguing that peace education should be explored and practice in terms of particular instances of human action and reaction that are embedded in concrete life situation. Therefore, in this study will be stress more on the following stages:

- The Introduction will present the current views on peace education in Albania.
- Educating for values: Imperative for promotion of democratic culture.
- Developing a peace school culture.
- Lastly, recommendation of the undertaken steps in implementing peace education.

Children's Literature: A New Approach in Teaching the ABC in Preschool Years

Viorica BANCUI
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When teaching children in preschool basic reading and writing (in the last year of kindergarten children are taught to recognize some capitalized letters of the alphabet and to use these to form simple words like mother, father, etc.), educators always bear in mind new tactics and approaches to make this goal possible. In order to make these classes attractive for 3-6 year olds, educators use children's literature.

This segment of literature presents a world both familiar and attractive for children. In doing so, educators help children develop basic skills, such as social, emotional, cognitive, and linguistic skills.

Apart from the development of children's skills teachers use children's literature as a means of discovering and developing language and imagination: children are given only part of the story, they having to make up the rest, etc.

According to Piaget's theories children between two and three year old *believe that inanimate objects move, they are alive.*

Continuing the idea all inanimate things such as machines, toys, dolls and so on are considered by children to be alive. Quoting Piaget again, young children *believe the moon followed them when they went for a walk at night, that dreams came in through the window while they were asleep and that anything that moves, including waves and windblown curtains was alive.*

Thus it does not seem to surprise the children when teachers use stories that contain magical or anthropomorphic elements. All the children move from this stage to a more realistic one, trying to connect the fairytale world with their reality. This is the most productive period for them in relation to stories and the teacher must exploit this argument when approaching the stories educationally.

Children deserve the opportunity to engage in experiences that enable them to appreciate diversity and difference.

Foreign Language Teaching and Higher Education: through the Example of the Centre for Foreign Language Education in Veszprém, Hungary

Marietta BANKÓ
(University of Pannonia, Veszprém, Hungary)

The paper places the overlap between foreign language teaching and other foreign language-related services and higher education into its focal point.

The issues involved and related seem evergreen on more grounds. One is evidently the fact that knowing languages other than the mother tongue has always been considered an asset, and that nowadays the tendencies in many fields of life are towards seeing it a basic requirement rather than only an asset. Another one is the contradiction or quasi-contradiction that on the output side of higher education, the relevant statistical data most often heard show that due to the lack of the necessary relevant language examination certificate or certificates, a considerable proportion of the students do not attain, or do not attain in time, their degrees, yet there is a general experience and phenomenon that learning and knowing foreign languages, and knowing them in an advanced level, and knowing them not only in relation to general language use but also in relation to specific purposes use are more and more revalued amongst the students themselves as well.

The paper discusses the issue of foreign language teaching in higher education in general and from a rather theoretical point of view, and thus aims to highlight and explore its complexity and other major related questions. On the other hand, it also aims to present a specific contemporary practical example of the overlap in issue, thus it presents in a detailed way a specific example as to how a university central unit, the Centre for Foreign Language Education of the University of Pannonia, Veszprém operated between 2008 and 2011, and how it answered successfully to the complexity of the issues.

Teachers' Views on the Application of Drama and Animation Technique in the New Primary Mathematics Teaching Program and the Effects of this Technique on the Students' Academic Success

Sevda BARUT & Elif UNUVAR
(Akdeniz University, Antalya, Turkey)

This research has been carried out in order to determine the applicability of drama and animation technique in the new mathematics teaching program and to determine the effects of this technique on the students' success -in the light of teachers views. The sample of this research consists of 3 teachers working at the first level of primary schools and 3 teachers working at the second level of primary school in Serik in Antalya. In this research, semi-structured interview form is used, individual interviews are made with teachers and these interviews are recorded. After that, the content analysis is applied to the obtained data. As a result of this analysis, the obtained data is dealt with in the four categories, which are aimed at the new mathematics teaching programme, the readiness in the mathematics teaching, the applicability of animation and drama, mathematics theatres. The validity and reliability of this research is made. The outcome of this research indicates that the teachers look positive to the use of animation and drama; but they think this technique has boundednesses. They also have positive thoughts about the mathematics theatre, which can be formed by using animation and drama.

Adopting Conductive Pedagogy to Teach Voluntary Voiding Functions to Dysfunctioning Incontinent Individuals with Spina Bifida and Paraplegia (POSTER)

Éva BECK

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Since defined by the International Continence Society in 1976, *incontinence* has been interpreted as involuntary loss of faeces and urine. The loss of urine is a dysfunction of the urinary organs caused by the damage or disease of the nervous system in charge of controlling their functioning; thus in any case a pathological organic disorder is at issue. The author completed the general criteria for the comparative analysis of progress in individuals with motor disabilities by adding and adopting tests of special areas concerning the voiding functions of persons with spina bifida.

The measurement criteria was worked out to fit to the existing general criteria i.e. to be suited for measuring the progress of individuals, for shaping the educational development programme and for the graphic representation of the obtained data concerning dysfunctioning persons with incontinence. In order to make progress measurable and to judge efficacy, in the case of incontinence in the author's opinion the following areas are to be expressed numerically: *urological tests, urological problems, method of micturition, volume of voluntarily passed urine, duration of dry periods, daily average frequency of staining clothes with stool / urine, voiding of faeces, indication of needs.*

The diagrams showing the results of the measurement criteria were created following the measuring and registering of voiding functions in a 10-strong group of children with *spina bifida*.

From the eight assessment areas of the criteria elaborated and advanced by the author, the first two cannot be regarded as performances although related to those; they rather characterise the situation, the circumstances of the individual with *spina bifida*.

Including also the essential additional examinations, the series of criteria provides a full picture of spina bifida children's condition and performance in terms of voiding functions. In the course of conductive education we teach voluntary urination scheduled at set times. The timing of the conditioning is not arbitrary; it is always determined by the individual's level of performance.

As voluntary urination tasks are regularly practised, the volume of urine passed on one occasion will rise subject to the period of time spent in conductive education. The duration of dry periods will also increase and in the course of time secondary signs of bladder fullness will appear.

When working out the criteria to measure voiding functions in individuals with spina bifida the author's ambition was to divide the above mentioned performance areas in segments and by allocating numerical values to the partial elements gain a refined series of criteria. The test results demonstrate that these measurement criteria are better suited for following individual progress, revealing the reason of possible standstills in the case of both individuals and groups and suggesting a direction as to how to modify the developmental plan. The criteria have been applied with incontinent spina bifida children since 2003 and repeated surveys conducted by students of the Pető Institute have yielded similar results.

Acquiring Foreign Languages in the Kindergarten with the Help of Gouin-method

Andrea BENCÉNE FEKETE
(Kaposvár University, Hungary)

Entering the European Union means the easier movement of different cultures, and so nowadays it is crucial to know at least one language. The primary and secondary schools provide wider range of facilities: there are specialized groups from the very first class, and bilingual education also exists. But in spite of these facts children do not like foreign languages, as they feel the force for learning.

The aim of language teaching in kindergartens is not to educate interpreters, but to improve linguistic skills. The primary goal is to create a positive emotional relationship with foreign languages.

In 2009-2010 there was an initiation of the University of Kaposvár, and Pumuckl-kindergarten took off to provide an opportunity for children to get to know German language. The thematic outline of the sessions is based on the Gouin-method. Francois Gouin created his acting and dramatizing method for language education, which did not become popular in Hungary, apart from some fractions of the transmitting method.

I created my methodology with respect to the specialties and activities of the age group of kindergarten children – it is based on games. The teacher explains the games to the children on their mother tongue, then plays it, saying what she is doing meanwhile, then the children have to copy her. These lines of activities are always repetitive. The vocabulary is strongly related to the close environment of the children in the kindergarten, and their everyday activities. During acquiring the language the words and the acts are matched, so the essence of the method is association, copying and memorizing. The German language enters children's brain through their ears and the reality of the acts is enhanced by the mimicry and gestures. During each session the children get to know an animal, a color and count in connection with them. They play the rhymes and songs belonging to every topic. The children learn sentences in a form that they can use in real situations as well. At the end of each session they can take the 'Pumuckl-pages' home, which contain all the new phrases in German and in Hungarian too – it is an aid for the parents, so that they can help the children play the games at home. The pages contain a coloring picture for the children too.

This new method for acquiring languages is based on experience, as the knowledge based on positive impression is stored in their long term memory, and remain usable for a long time. The early acquiring of foreign languages helps to develop the sound system of that language and gives a good basis for language education in primary schools.

Statistical Analysis of Erasmus Student Mobility Patterns in Europe

Endika BENGOTXEA
(European Commission, Belgium)

The European Commission maintains in Brussels a database of the Erasmus programme with information on student and teacher mobility. This database is considered one of the biggest and more reliable on student mobility in Europe. This is possible thanks to the cooperation of the more than 4000 higher education institutions (HEI) and the Lifelong Learning Programme (LLP) national agencies in 31 countries. In the academic year 2009/10 more than 204,000 students participated in Erasmus mobility, and overall the database contains information of more than 1,700,000 mobile students since 1995.

In 2007 the structure of the Erasmus database was extended and now contains detailed information for each mobility, which in the case of students includes quantitative information such as age, sex, mobility duration, credits, grants and language-related. This is complemented with qualitative information in the form of surveys that each person in mobility has to fill in at the end of their stay. This questionnaire is compulsory for all Erasmus students, and there they are asked about the quality of the mobility, academic and logistic arrangements as preparation for the mobility in the home and host institutions, economic and language-related information, as well as the degree of satisfaction of their experience as a whole.

Taking as an example the data of student mobility questionnaires from the Hungarian LLP national agency, we have applied data mining techniques to perform a study and having better understanding on the main factors affecting the overall quality and student satisfaction of the Erasmus programme. The main motivation is to exploit Erasmus quantitative and qualitative information with machine learning techniques and provide input for reflection of the future Erasmus programme after 2013 and for higher education policy developments.

More precisely, we have applied a learning algorithm to create a Bayesian network, a statistical paradigm which is widely applied in state-of-the-art research on high uncertainty problems. The result is a statistical graphical model in the form of a graph visually illustrating conditional dependencies between all variables of the study.

Using this statistical model we have performed several analyses, notably on the factors most relevant for student satisfaction and for ensuring the quality of student mobility. Our results prove that the most important aspects for international student mobility of high quality are the existence of support services provided by the host institutions, not just accommodation support. Also, the results illustrate the importance of using a common credit system such as ECTS for an adequate recognition of the mobility in the home institutions.

What do Learning to Learn Competencies Mean and Whether, How and For what are They Developed in School?

Nicoleta BERCU

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The paper deals with the analysis of Romanian pupils' perceptions, conceptions and beliefs about 'learning to learn', in terms of aspects embedded, its ends or utility, teaching and assessment methodologies that foster it and inhibiting factors that impact authentic learning in the classroom, evidences of one's being equipped with 'learning to learn' competencies. The focus of the research was both on the process of developing 'learning to learn' and its perceived outcomes.

The data has been collected using focus group method owing to its potential for producing collectively constructed interpretations of classroom educational practices. The sample consisted of students aged 13-14 years (n=56), from urban (n = 8) and rural (n = 4) schools.

The field research data were clustered into three main categories, described in terms of features and procedures implied, as follows: a) *the real student that learns*; b) *the student that is taught to learn/to learn how to learn* and c) *the ideal student as autonomous learner which knows how to learn*. The value of the research consists in shedding light on communalities and differences in 'definitions' of LL competence, as they are provided by two main categories of educational stakeholders, specifically policy makers and students. As regards the definitions given by policy makers I used as reference the European policy papers on LL as 'key competence'. The opinions expressed by students throughout the focus groups served as basis for deriving insights about their own definitions on learning and 'learning to learn'. As a result, a normative and an interpretative/empirical approach on defining 'learning to learn' have been compared one to the other. The research findings relieved teachers' behaviors that could foster or block the development of students' *learning to learn* competencies and also provided useful insights on designing a classroom environment that promote, sustain and value this set of competencies.

Computer Visualization of Natural Sciences Educational Contents for Primary School Pupils

Renáta BERNÁTOVÁ
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The article discusses the topic of computer visualization of the educational contents of natural sciences subject taught at primary level, i.e. from the first to the fourth grade of primary school.

The need to visualize logical causality in the contents of natural sciences is a result of several years of teaching experience proving that while a pupil might be able to describe facts and processes of natural sciences, it does not necessarily mean he/she understood the mechanism behind these facts and processes. In the minds of pupils the facts are often out of context and causality. Therefore, the solution to the missing causality of the learning contents logical structure could be a computer visualization of the learning contents.

Visualization is a graphic (visual) representation of a group of key logical areas/terms and their interconnection. The structural components used for primary school pupils are the following: word maps, orientation graphs, structure grams, development/sequence diagrams, Venn diagrams, tables and graphs.

The article also presents an innovative system of teaching natural sciences to primary school pupils, which has been proposed and experimentally tested in the practice over several years. The main reason for development of this system was to innovate the existing well-functioning and methodologically detailed traditional system of teaching, rather than replacing it. Our intention was to show new possibilities of the innovation systems extending the boundaries of the traditional ones. Such a symbiosis builds on a positive sides of both systems while limiting or completely excluding the negative ones.

The final part of the articles presents the results of educational experiment carried out in the last school year. The experiment tested effectiveness of applying computer visualisation to the process of learning/acquisition of the educational contents of the natural sciences in primary school pupils.

Elements of Professor's Teamwork in School

Valentin Cosmin BLÂNDUL
(University of Oradea, Romania)

Cooperation between two or more people means they are able to work together at a task, using communication and helping each other. It is unanimously accepted that, by cooperation, individual and group performances increase with positive effects in cognitive, affective and social areas. However, many people prefer to work in an individual or competitive system, ignoring the advantages of cooperative activities. In school, the situation is the same and, even if numerous professors agree with the advantages of cooperative learning, just a very few of them encourage it in their pupils. In the present study, we will try to identify the level in which professors want to cooperate with each other, giving in that way a good example to their pupils. The sample was composed of 60 professors who teach in an inferior secondary school from 5 villages from Bihor County, Romania. The questionnaire was composed of 32 items, which try to establish how deep interpersonal relationships are between professors from the same school and the way in which they cooperate with each other, helping pupils to learn more effectively. The results prove that, even if all professors accept that team-work could help pupils to increase their academic performances, only several teachers practice it in their current didactic activities.

Does the University Education Make you Wise? On Education, Knowledge and Wisdom

Cristina BOJAN & Sonia PAVLENKO
(Babeş-Bolyai University, Cluj-Napoca, Romania)

The university is a reflexive organisation, and thus it must raise the questions of the relationship between knowledge, understanding it and using it. Possessing knowledge proves to be today insufficient, and one must also know how to handle it, one must be wise. Furthermore, it involves concepts such as *Bildung*, the cycle of personal development, and the goals of education. So does one acquire the skills to use knowledge in such a way as to obtain wisdom at the level of the individual?

Richard Münch, P. K. Liesmann and many others criticise knowledge, as today's context witnesses an impoverishment of the concept of education, its reduction from the "formation of the whole person" (*Bildung*) to the training of human capital (*Unbildung*).

From the point of view of the economic modernization of society, Münch defines the knowledge society as a society whose economy is based on knowledge and in which knowledge becomes an economic resource. Consequently, the relationship between the human being and knowledge is the one between a good and an individual, and the investment in knowledge becomes an entrepreneurial issue of the knowledge market dominated by competition. In this sense, the smallest entrepreneur is the individual, who invests in his education with the aim of transforming it in human capital.

The present paper aims to show the direction in which a potential answer to the question above could be found, and even suggests a possible answer to it.

The Standards of the Inclusive Education in Croatian Schools

Dejana BOUILLET
(University of Zagreb, Croatia)

Inclusive education/mainstreaming are a key policy in a number of countries, including Croatia. However, current research indicates that actual 'inclusion' (the child *experiencing* inclusion as well as being *placed* in a mainstream environment) is not necessarily occurring in a practice. As it stands, the conflict is between desires to embrace differences based on a philosophy of 'equal rights' ('inclusive' education) and prioritising educational performance, structuring it in such a way that it leaves little room for differences and creativity due to the highly structured testing and examination culture. By all means, all interventions are not equal; some are much more likely than the others to positively affect student outcomes. Simple logic suggests that, in general, teachers should prioritize the use of instructional practices that are most likely to bring about desired student outcomes. In this regard, this article is directed to the analysis of the gap between legislative and practical 'inclusive' education in the Croatia, in order to contribute to the debate about the needs and the possibilities for improvement of the human dimension of the education.

In the article are presented results of the research which was conducted on the Faculty of Teacher Education of the University of Zagreb, in winter year 2010. Data were collected by the elementary and secondary school teachers, who had the tasks to complete the questionnaire about the level of achieving the ISSA inclusive pedagogical standards in their school. The International Step by Step Association (ISSA) is a membership organization that connects professionals and organizations working in the field of early childhood development and education. ISSA promotes equal access to quality education and care for all children, especially in the early years of their lives.

The sample consist 212 teachers from 15 Croatian's schools. According data collected by the research, it is visible that there are no inclusive pedagogical standards which are completely fulfilled. author concluded that so long the above-mentioned standards will be not visible in every Croatian schools and classrooms; it will not be possible to say that Croatian educational system is the system which welcomes all children, what can be interpreted as the breaking of their basic human rights in the quality education.

Pedagogical Inversion

Pavel BOYTCHEV
(Sofia University, Bulgaria)

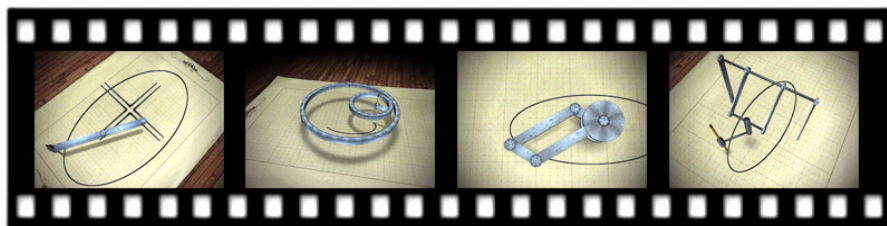
Pedagogy can be considered to be both science and art. As a science it relies on scientific methods to achieve predictable results. As an art it provides freedom for experiments by using the expressive power of intangible artifacts. The term *inversion* is well defined in a broad spectrum of knowledge areas like Mathematics, Literature, Physics, Genetics, and Chemistry. In an educational context the inversion represents the projection of several disciplines within the scope of another one. We name this representation a *pedagogical inversion*, as it differs from both multidisciplinary and interdisciplinary approaches.

Traditionally, the curriculum is granulated into disciplines and cross-disciplinary topics bridge only areas that are more or less conceptually close. The pedagogical inversion allows connecting disciplines, which are otherwise considered insoluble.

This paper presents one exemplary implementation of the pedagogical inversion in three undergraduate courses at Sofia University. The practical application reaches topics from other disciplines and repacks traditional problems from new and unexpected points of view.

The pedagogical inversion as implemented in these courses tries to provide an alternative perspective on a given topic. For example, it recognizes that wrong solutions to problems are at least as educational as the correct solutions. Wrong solutions may also trigger ideas for additional exploration that goes beyond the primary topic or even beyond the discipline. Another example of an inverse perspective is to solve problems under severe, yet unusual, constraints. This type of activities maps to the real life, where people are unable to pursue problems along their common solutions and face the challenge to “discover” new solutions.

Finally, the paper presents some of the educational materials that are used in these courses. These materials range from power-point presentations to libraries of hundreds of programming examples and a collection of multimedia animations and mathematical movies.



Snapshots from a programmed mathematical movie about devices generating ellipses

Turkish Married Men' Attitudes towards Marriage and Family Therapy

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Raquel DELEVI

(California State University, USA)

The aim of this qualitative study was to examine Turkish married men' attitudes towards marriage and family therapy (MFT) in Turkey. The sample consisted of 9 males who are married for at least 5 year. Informal, open-ended, and semi-structured interviews were conducted and content analysis method was used to analyze the obtained data. The results suggest that the the majority of the partitipants (8) had positive attitudes towards MFT. More specifically, they agreed that there is a need for MFT and that they would seek MFT if they need to. On the other hand, participants reported that MFT was associated with feelings of shame and weakness in the Turkish culture, especially for men, but reported that this could change with public awarenesss. In addition, half of the participants reported that if they went to therapy, they would not share this information with their friends and families. Lastly, the majority of the participants believed that Marriage and Family therapists were not educated enough in Turkey. Results are discussed in light of the related literature.

Mutual Perception of Creative Behavior in Relationship between Student and Teacher

Aleksandra BUJACZ & Alina KOPPA
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Modern society requires teachers who can properly recognize and develop the creativity of students. Previous studies rarely take into account the variability resulting from the mutual influence between a teacher and a student in the learning process. It is known that teachers who perceive their behavior in a classroom as creative also consider their students as more innovative. Most teachers express their willingness to work with a creative student, but simultaneously at the behavioral level they punish pupils for signs of creativity, leading them to admission of submissive attitude. Therefore, it is worth to take a closer look at the mutual perception of creative behavior in relation between a teacher and a pupil. How does it associate with real innovative competencies of both parties? Is the nature of this relationship important for the development of students' creative behavior?

In order to answer those questions, study in which high school teachers and students were attending, was carried out. Teachers and students rated each other by completing questionnaires measuring the level of creativity in its both aspects: personality and creative skills. For the purposes of research the two scales were built: one base on adjectives measuring the perception of creativity, and second concentrated on creative behavior and methods used by teachers.

The results allow to describe and partly explain (by showing the interdependence) the effect of asymmetrical educational relationship on creativity in a classroom. The comparison to creative skills measurements enables to check the mutual relevancy of creative nominations. Practical applications of the results are also presented, mainly by showing methods for building mutual understanding of the concept of creativity by both parties of the educational process. Therefore uniqueness of the results comes from the comparison of different aspects of creativity important for students and teachers.

Mobility Grants – A Continuing Education Opportunity for the Teachers of South East Europe

Mariana CANEPESCU
(University of Bucharest, Romania)

Subject to the economical, social, political and cultural changes taking place in our society, the education system is permanently changing and improving. Modernization of initial training, professional reorientation and continuing education are compulsory.

The reforms implemented and the steps taken by the European education systems towards modernization have led to a change in the understanding of the teacher's roles. It is unanimously agreed that the success of any education reform greatly depends on the quality of the teacher's professional activity. Thus, teachers' training represents a major part of both education reforms and modernization programmes.

Modernization of initial training, professional reorientation and continuing education are compulsory. The attempt to understand and identify the differences and resemblances between teachers' training programmes still remains a difficult one, due to the fact that, in the European Union, teachers' training is included in heterogeneous systems and models. There are differences between teachers' training programmes and their content. Although the major characteristic of these training programmes is diversity, European Union policies converge towards a common point, which is that teachers' training must be seen as a continuous, dynamic and open system that starts with the initial training and grows into the continuing education.

2007-2013 is the period in which our country received a great number of funds intended for human resources development. The European programme 'Lifelong Learning 2007-2013' is one of them; the offices for community and international relation programmes included in the Romanian universities and the European funds for professional reorientation to be managed through the sectoral operational programme for human resources development – SOP HRD are connected with this programme.

The competencies obtained during different experiences make us positively appreciate the participation of the teachers in training courses. Considering the results obtained pursuant to the survey developed, we propose to investigate the way in which Mobility Grants can change the attitude regarding teaching activity and mitigate both prejudices and negative attitudes.

The Teaching-Learning Processes in Multicultural Education: Classroom Social Environment

Jacobo CANO ESCORIAZA, Rebeca SOLER COSTA & Pablo LORENTE MUÑOZ
(University of Zaragoza, Spain)

The increasing number of immigrant students in Elementary and Secondary Education classrooms conditions the development of the teaching-learning processes. The teacher must not only teach the content prescribed by the official curriculum, but must also develop a set of teaching skills that enable him to meet the wide range of abilities and interests of his students. The inclusive school combines quality when teaching and allows the teacher to dedicate individual attention to his students. However, human resources available in schools are not always enough for students' knowledge acquisition. The current model of multiculturalism has moved to the area of education in an attempt to approximate society and education. Also this action strengthens the quality of the teaching, teacher training remains in the same parameters than 10 years ago. The new teacher's profile not only adheres to the academic requirements but must go much further. Thus, he must be able to capture the attention of his students and meet their needs. In order to develop this teaching, he combines the theoretical framework of multiculturalism and comprehensive education. The inclusive school development contributes to achieve teaching skills that allow a specific attention to the child's needs. Methodology and classroom organization criteria must conform the development of the teaching-learning process, focusing on students' interaction with peers, homogeneous and heterogeneous grouping and the diversity of teaching situations. Considering teacher training, the university level must be completed with a constant updating of their knowledge, so that it is able to combine in his teaching the new demands in the socio-educational perspective. The development of teaching programs involving the use of Information Technology and Communication is a major breakthrough in the classroom that allows individual attention and an acquisition of knowledge in a personal learning stage. New trends in multiculturalism move beyond traditional didactic paradigms and emphasize the creation of a necessary classroom social environment in the teaching-learning process.

Evidences of Student's Learning and of Teaching for Learning

Laura-Elena CAPITA

(Institute for Educational Sciences, Bucharest, Romania)

The paper presents an ongoing interest of the institute in analysing the Romanian teachers' perceptions, conceptions and beliefs about educational matters. Due to the fact that teacher perceptions of their own activity are triggers for their actions supporting fine-tuning didactic approaches, I wanted to know what are the meanings that teachers are generally attaching to students' learning and their competency of learning to learn and consequently how teachers are thinking of designing the learning environments that enhance or, at least, not inhibit learning and learning to learn. The research looked for diversity in the ways teachers "see" their role on a continuum from the stand of teacher as an inspirator, facilitator of learning process or just a direct provider of learning techniques to students.

The exploratory research was grounded on integrating the documentary analysis, including theoretical studies, educational policy and research papers that present the state of the art on the topic at hand and insights about classroom practice obtained in some qualitative researches carried out by the institute between 2002-2010, and in which I have been involved. The data has been collected using focus group method (Secondary school teachers of Humanities subjects (n=45), from urban (n=8) and rural (n=4) schools).

The research has revealed that in terms of teaching and assessment methodologies, at least on a declarative level, the teachers seem to leave behind the knowledge-based perspective in favour of reflecting on learning environments factors that could foster or infringe the development of student competences.

The Effect of Integrated Curriculum Applied at Historical Places to the Emotional Products

Fatma ÇELİK KAYAPINAR, Kenan DEMİR & Behsat SAVAŞ
(Mehmet Akif Ersoy University, Burdur, Turkey)

This study was carried out to identify the effects of applying the integrated curriculum to historical places on emotional products. For this purpose; the acquisitions, skills and personal characteristics (values) of primary school 3rd grade lessons consisting of Science of Life, Turkish, Math, Visual Arts, Music and Physical Education were integrated under the theme of “Sagalassos”.

The integrated curriculum was applied by using “creative drama” and “cooperative group study” as teaching methods in “Burdur Museum” and “the Ancient City of Sagalassos”.

This study was carried out between the 24th of April and 25th of May 2010. Primary 3rd grade students at the ages of 9-10 were participated in this teaching process with their parents. The study was conducted with a total of 36 participants consisting of 18 parents and 18 students. 4 fathers, 13 mothers and 1 grandmother were participated in the study as parents. The voluntary students taken part in the study from two different classes formed the testing group and the students who didn't take part in the study formed the control group. The study was maintained with 3 academics and 1 archaeologist.

In the studies started at Burdur Museum, activities about a theme were done every week. The study started with “Communication” theme and then went on successively “I know Sagalassos”, “Life in Sagalassos-Special Days”, “Art in Sagalassos-1” themes and ended with “Art in Sagalassos-2” theme.

In the study where qualitative and quantitative data were collected, Sociometric as pre-test and last test was used in testing and control groups. The qualitative data of the study was collected from the video camera records of the process, the diaries kept by students and parents and the interviews which were carried out at the end of the study.

When the results of Sociometric used as pre-test and last test were investigated, it was found out that at the end of the study, the students in the testing group mostly changed the friends they chose in pre-test. Generally, the changes in preferring the friends were observed in the studies lasting for 5 weeks. However, it was detected that the changes in preferring the friends of students in control group were very limited.

According to the results of the content analyzes of interviews and diaries, it was found out that the students and the parents participated in the study were happy and they found the activities useful. And, it can be said that the students and the parents have gained the skills such as self-management, planning and production, having fun, emotion management, responsibility, participation, sharing, cooperation and team work at the end of the integrated program.

The Professional Identity Development of Preservice PGDE (English) Teachers in Hong Kong

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This research examines the professional teacher identity development of four non-native speaker (NNS) pre-service English as a foreign language (EFL) teachers in a one-year full-time Postgraduate Diploma in (Secondary) Education (PGDE) program in Hong Kong. Prior to the programme, the participants had received all of their education in Hong Kong; they had no or limited teaching experience. None had any previous study abroad experience; several of them had never travelled to any English-speaking countries before the PGDE sojourn in the UK. During their 6-week stay, they lived in a home-stay and participated in a specially-designed academic programme, school visits, and social and cultural activities.

Data was collected at strategic intervals throughout their programme: in-depth, semi-structured, individual interviews, documents (e.g. reflective writings, concept maps, teaching portfolios, field notes), and survey questionnaires. The analysis and triangulation of the qualitative and quantitative data captured changes in the participants' self-perceptions as professional NNS EFL teachers, and EFL learners over time. Discussion centers on their professional teacher identity development in relation to their previous learning experience, their self-perceptions as EFL teachers and EFL learners, their self-esteem and confidence in their English proficiency, their immersion experience in the UK, the formal teacher training they received in Hong Kong and the UK. It was found that their development as professional NNS EFL teachers was influenced by: (1) socio-contextual factors (e.g., community, school, parents); (2) the participants' evolving expectations for themselves as EFL teachers and learners; (3) their learning and teaching experience in the teacher training programme; (4) the community/ support group they formed with other preservice teachers; and (5) their perceived roles of professional EFL teachers. Implications for the education of NNS preservice EFL teachers and teacher educators are discussed.

Relationships among Learning Styles, Listening Strategies and Listening Comprehension of Taiwanese EFL Students

Janet Yu-gi CHAO & Tsanglang LIANG
(National Changhua University of Education, Taiwan)

English is a foreign language in Taiwan. English listening has been considered as difficult for Taiwanese students to develop. However, listening comprehension plays a pivotal role in the communication of global village. Listening has been recognized as an active and complex cognitive process. Listening strategies have been explicitly taught at elementary schools all the way through college students to facilitate Taiwanese students EFL listening comprehension. Cohen (2003) advocates the learning styles, strategies and tasks meet together to empower the foreign language learning. Therefore, in order to facilitate students listening comprehension proficiency, learning style preferences and listening strategy use should be taken into consideration.

The purpose of the study aimed to identify the relationships among listening strategies, learning styles, and EFL listening comprehension. The subjects of the study were 502 third-grade junior high school students. The instruments of the study were three-fold: a Listening Strategy Questionnaire, a Learning Styles Survey and a GEPT listening comprehension test. The GEPT (General English Proficiency Test) is widely accepted in the field of education and by the general public in Taiwan. It is a standardized test with a total score of 120 points for the listening comprehension test. The quantitative data collected from the GEPT Listening Test, Listening Strategy Questionnaire and the Learning Styles Survey was analysed by SPSS English Version 15.0 for Windows and Structural Equation Modeling (SEM). Moreover, the Structural Equation Modeling with LISREL 8.7 and AMOS 7.0 and Maximum Likelihood were employed to examine the data.

The results showed that there were significant correlations among listening strategies, learning styles, and listening comprehension. For Taiwanese third-grade junior high school students, visual learners, reflective learners, impulsive learners and field independent learners used more various listening strategies. These learners who applied more monitoring, and evaluation in metacognitive strategy; more inferencing, elaboration, repetition, summarization, note-taking, and resourcing in cognitive strategies; more self-encouragement, cooperation, and asking for clarification in socio-affective strategies while listening to English tended to induce better EFL listening comprehension. Pedagogical implications will be discussed at the end of the paper.

Meanings Attributed to the Basic Values by Teacher Candidates

Zuhal CUBUKCU

(Eskişehir Osmangazi University, Eskişehir, Turkey)

Everyone has understood their basic such as: liberty, honesty, accuracy, respect, love, understanding, tolerance, peace, happiness, responsibility and justice etc. values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. In this study, it is aimed to determine teacher candidate's personal values. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. This study investigated the teacher candidates perceptions on the concept of basic values. In order to determine teacher candidates meanings attributed to the concept of basic values 80 teacher candidates who enrol at Eskişehir Osmangazi University in Faculty of Education. The data is collected with an interview form which is developed by researcher. Teacher candidates were asked to answer the question; "What do you think about the meaning of the concept of basic values?". In the analysis of written answers content analysis is used. According to the results 10 thematic group is determined. These 10 groups named as; liberty, honesty, accuracy, respect, love, understanding, tolerance, peace, happiness, responsibility and justice. Value examples which they generated to support their descriptions. Findings were interpreted with the help of the related literature.

DICE – Drama Improves Lisbon Key Competences in Education

Ádám CZIBOLY

(Káva Kulturális Műhely Egyesület, Budapest, Hungary)

DICE ("Drama Improves Lisbon Key Competences in Education") was a two-year cross-cultural research project investigating the effects of educational theatre and drama on five of the eight Lisbon Key Competences. The research was conducted by twelve partners (leader: Hungary, partners: Czech Republic, Netherlands, Norway, Palestine, Poland, Portugal, Romania, Serbia, Slovenia, Sweden and United Kingdom). All members are highly regarded nationally and internationally and represent a wide variety of formal and non-formal sectors of education. Educational theatre and drama practitioners have believed in the efficacy of their work for a long time, but until now it has rarely been measured with scientific tools. In the DICE project, several dozen educational theatre and drama practitioners from twelve countries, with the widest theoretical and professional background, have allied forces with academics (psychologists and sociologists), to measure the impact of educational theatre and drama.

In the final database we have data from 4,475 students altogether, from 12 different countries, who have participated in 111 different types of educational theatre and drama programmes. We have collected data from the students, their teachers, theatre and drama programme leaders, independent observers, external assessors and key theatre and drama experts as well.

The international cross-cultural research study proved the significant impact of educational drama on the following five out of the eight Key Competences:

1. Communication in the mother tongue,
2. Learning to learn,
3. Interpersonal, intercultural and social competences, civic competence,
4. Entrepreneurship,
5. Cultural expression

The research proves that educational theatre and drama also significantly supports the targets of the most relevant EU level documents, such as the Europe 2020 strategy. Raising citizens with educational theatre and drama in the curriculum will result in

- rise in the employment rate,
- reduction in the number of early school leavers,
- raising the overall quality of all levels of education and training,
- stronger synergy between culture and education,
- more active citizens,
- citizens being more sympathetic towards cultural diversity and intercultural dialogue,
- more innovative, creative and competitive citizens.

Humour in Foreign Language Teaching

Ildiko CSAJBOK-TWEREFU
(University of Ghana, Ghana)

All over the world, people laugh by listening to humours. Interestingly, many people of different nations find their native humours to be the best in comparison with others. This may be partly due to the fact that they may often not understand the funny aspects of some jokes of other natives. There may even be situations where the humour in one language may be seemed to not be funny in another language but rather offensive. According to some researchers humour aids the learning of not only the language and culture of native speakers, but also serves as a motivation, in that, it is easier to teach and learn anything including a foreign language in a humorous atmosphere.

Research questions that arise are: should humour be used as a language teaching and learning strategy or language teaching and learning goal in the learning process? Which type of humours can be understood by beginners and which may not be understood even by advanced learners? Is there only a language barrier to the understanding of humours from other languages or is there something else? Do mother tongue or official language and the culture of students influence their sense of humour where another language is concerned?

In this work we discuss humour and its uses in second language teaching citing examples from some European languages, more specifically Russian humours. We show how Africans and Ghanaians in particular understand humours in a second language. General and specific suggestions aimed at finding out how and what kinds of humour can be used in foreign language teaching are also made.

Graduality of Intercultural Approaches: Teachers' Views on Non-dominant Groups

Erzsébet CSEREKLYE
(Eötvös Loránd University, Budapest, Hungary)

The presentation will introduce my PhD research on surveying intercultural attitudes of teachers working in public education in two urban regions in Hungary.

The research is based on a gradual interpretation of intercultural approaches, and investigates teachers' attitudes to non-dominant groups in general, and immigrant and gipsy children within the school.

Intercultural and multicultural theories are often described as gradual series of approaches, generally from a relatively conservative approach, with static interpretation of cultures and society to radical, dynamic approaches.

Intercultural and multicultural attitude surveys offer a tool to identify and measure intercultural competencies in three major trends: the earliest, rather static approach to cultures emerged in the 1950's, measuring intercultural communication competencies based on personality features. From the late 1980's models to estimate the likelihood of successful adaptation to intercultural working environments were created, based on individual's psychological characteristics. The third type of such surveys investigate intercultural competencies with a reference to social structures, and are often used for policy development for teacher training, since they are able to identify the fields, where teachers' competences need further professional support.

My research investigates two main areas: how such surveys can be adapted in the Hungarian context to track teachers' attitudes to race, ethnicity, culture, class and gender, with a special emphasis on attitudes to immigrant and gipsy children in the classroom; and what kind of information do they offer for policy developers. The presentation will describe the process of adaptation and some of the main issues identified.

Impacts of Parental Overprotection to Psychosocial Development in Childhood and Adolescence

Zoltán CSOMORTÁNI DOMOKOS
(University of Szeged, Hungary)

The phenomenon of parental overprotection is one of the most common parent-child relationship disorders. Despite of its incidence it was rarely investigated in the past, and this process was full of definitional problems that disturb the generalisability of earned solutions. In these studies the investigators use some term interchangeably like overprotection, overindulgence, overrestrictiveness and overpermissiveness, fondling, oversolicitude, domineering, overregulation, babying etc. In some cases even the investigators are not sure that the used construct is more sophisticated than the measure what explored it.

In this presentation I try to summarise shortly the main theories of parental overprotection, and the attempts of empirical research. In the further part of the presentation I show the first steps of my investigation in the area of overprotection. The presented research consists of two coherent parts: the first part represents the overprotection characteristics of a non-clinical sample, the second part represents this phenomenon in a clinical sample. My samples are made up of cohorts from kindergarten age children to high school age adolescents.

In the first part of the exploration we analyzed the relationship between the parental overprotection and intelligence as well as social status (45 boys, 8 girls, high school students of 9th and 10th grade). The results show partly significant relations: negative correlation between overprotection and general intelligence, and positive correlation between parental control and social status.

The second part of the research investigates the aspects of parental overprotection found in the Child Guidance (the composition of clinical sample in the first step was: 53 persons, 22 girls, 31 boys – 3-18 years old – in the second step was: 14 children and adolescents, 10 boys and 4 girls – 10-17 years old – suffering from severe mental disorders like externalizing and internalizing problems). We found that 3-8 years old children experience greater degree of parental overprotection, the parental overprotection was related to conduct problems in boys, while among girls it was related to separation anxiety and enuresis. We found paternal excessive control as risk factor for children's externalizing behaviour (aggression and deviance), while the parental overprotection was risk factor for internalizing behaviour and suicidal thinking in children.

Efficacy of Applying Integrated Curriculum using Cooperative and Project Based Learning Approaches

Kenan DEMIR

(Mehmet Akif Ersoy University, Burdur, Turkey)

The key aim of the study was to explore the effectiveness of the integrated curriculum using cooperative and project based learning in place of traditional teaching approach. The study includes the completion of teaching programs of fourth grade elementary school. The subject consists of Turkish, Social Science, Mathematics, Science and Technology incorporated since 2005 in the curriculum, under the theme of "Energy". These teaching programs were applied to control group through traditional education conditions however for integrated teaching program, it was applied to experiment groups through traditional educational conditions, cooperative learning method, "Jigsaw II" and project based learning activities.

The study was carried out with the help of 83 students in total. The results received from all the tests concluded that the application of integrated curriculum through Jigsaw II (experiment group 2 -21 students) and project activities (experiment group 3 - 26 students) are more effective as far as increasing the success of students is concerned according to the traditional education conditions that apply to control and experiment group 1. (15 students) Similarly Jigsaw II and project activities affected students' successes. The study also helped in drawing the conclusion that the application of integrated and course teaching programs through traditional education conditions did not make much difference in drawing success for the students.

Quantitative data were collected from the measurement of academic self-confidence through success tests whereas qualitative data were collected by the observation of teaching environment through the medium of interviews with students and teachers.

Analysing the course by course comparison of successes received from various tests it was found that the application of integrated teaching program through Jigsaw II and project activities increased the success of students at science and technology, mathematics, social sciences, and Turkish courses. At the same time it also fostered self-confidence of the students studying these courses except for science and technology course which was more effective as per the traditional education conditions applied to experiment group 1 and control group. The study also revealed that the self-confidence of all groups at science and technology course were at similar levels. Jigsaw II and project activities affected successes of students and academic confidence at all courses. However the study also revealed that the project activities in mathematics affected academic self-confidence of students more positively than students in cooperative group.

The research concluded through the medium of content analysis, observations, primary research in form of interviews with teachers and students, Integration II and project activities through means of living learning's by doing affected feelings had positive impact on the cooperative and creative thinking abilities of students compared to teacher centred teaching activities which were applied to experiment group 1 and control group.

Cognitive Abilities of Children at the Start of School Attendance

Denisa DENGLEROVÁ
(Masaryk University, Brno, Czech Republic)

The study concerns with the cognitive abilities of children when they start attending the school. The children are of the age between five and seven years, from different cultural environments and different ethnics. Cognitive abilities were compared between boys and girls, and also between gypsy's children and children from ethnic majority. There was developed a computerized method, called "Cognition Test", in this research study.

In the first part two geometrical objects were presented tachistoscopally to children. Some pairs of objects were identical, some differed in shapes, colors or numbers. During the test the children had to decide, whether the objects are equal or different. The time, that the children needed to give the answer, was measured.

The results show us that there are no statistically significant differences in average number of correct answers between children coming from different ethnics. The results show us the differences in average time that children needed to answer all items. These differences are partly caused by socially disadvantageous background of some children. Next results are the comparison of psychomotoric tempo as personality characteristics of children. The speed of information processing has influence during the adaptation to the school attendance.

The second part of the test was targeted on attention. The children should mark all specific symbols on computer screen among big number of similar symbols. The number of incorrect answer and the time was measured.

These results can help to specify which cognitive abilities are needed to be developed and how to do it in pre-school education (particularly in preparation classes).

The Effects of the Preventive Education in Secondary Schools on the 17-24 Years Old Student Population

Iván DEVOSA
(University of Szeged, Hungary)

During our preliminary studies it was found that the number of abortions in 1995 (abortion ratio: 43.7) to 2009 (26.3) significantly decreased in the 15-24 years age group. At the same time, however, the age group of women aged 17-24 increased slightly in the incidence of Chlamydia, which is one of the most common sexually transmitted infections and the college and university students are most at risk. Our questionnaire survey conducted in the University of Szeged in trying to explain this paradox: a survey of sexual risk-taking attitudes were examined with Mann-Whitney U test, χ^2 -test and logistic regression were used for multivariate analysis. With nearly 478 first-year students 434 sexually active; for those who have participated in some kind of sexual education, we found lower sexual risk-taking behavior, but one third of them did not even use condoms. No-condom users explained it by the cost. Sexual risk takers had more sexual partners also, but were less sexually active, compared with their companions. The number of contraceptive users among students is high, but they tend not to use condoms with casual partners during sexual intercourse. As a result of the school and media based sexual education sexual active lifestyle starts at delayed age and the proportion of reliable contraceptive method users is increasing.

Conclusion. It can be concluded that the teachers and health professionals in contact with the age group tested, play a significant role in the relevant age group to defend itself properly – not only against unwanted pregnancy but also against sexually transmitted diseases. To answer the question that the health education in educational framework in what areas, what methods contributes to the development of these attitudes, needs further - in progress - researches.

The Effect of Use of Webquest in Science Education on Success, Self-Efficacy and Web-Based Education Attitudes of Primary School Seventh-Grade Students

Mustafa DOGRU, Fatih SEKER & Tuna GENCOSMAN
(Akdeniz University, Antalya, Turkey)

The aim targeted of the education is to raise specialists individuals open to information technologies, searching, following technological progresses, adapting changes fast. In accordance with this aim, diversification is seen in education environments. Web-based science education is a product of this diversification. Materials used to teach concepts are important in science education. Especially, considering mental, physical and psycho-social characteristics of children at the age of primary school, the significance of supporting science and technology class with teaching material will be understood. Web-based teaching being of a highly dynamic structure compared to traditional methods took its place in both subject and method concept in curriculums. Many approaches were developed for the computer to be used in education-teaching activities. One of these approaches is the "WebQuest" approach created by Bernie Dodge from San Diego University in 1995. WebQuest model consistent with constructivist approach, prepared by teachers easily offers important benefits for using information technologies for education purpose. In this study, while WebQuest one of the techniques of web-based teaching method, success, attitude and perception of self-efficacy of students were discussed and it was aimed to introduce a different dimension to these discussions. For this reason, affect of use of WebQuest for the unit of light on academic success, attitudes of web-based teaching method and levels of self-efficacy of science and technology class of seventh-grade students was examined. Pre-test and post-test group semi-experimental pattern was used in the study. Number of participants is total 34 persons student groups as 17 persons of whom are control group attending to a private school, 17-persons are experimental group. In this study, lesson was taught to experimental group by WebQuest technique and was taught to control group based on constructivist approach. "Test of academic success in science and technology lesson" and "attitude scale about web-based education" and "scale of self-efficacy of science and technology lesson" applied before and after the study were used for collection of data. Data obtained were analyzed with the test of Mann Whitney-U. As a result of study, it was found out that Webquest technique in web-based teaching method had important effect on academic success, self-efficacy of students and their attitudes for web-based teaching method.

(In)Equality in Education

Agnieszka DOMAGAŁA-KRĘCIOCH & Iwona OCETKIEWICZ
(Pedagogical University of Cracow, Poland)

On the one hand changes, which have taken place in the 21st century, allow for equalization of educational opportunities for students through promotion of various actions. On the other hand these changes may contribute to the intensification of inequality prompting, in consequence, to the social exclusion.

Despite many advanced solutions, school space still remains a place of selection (tests, grades). It is an area of tensions and didactic failures. It especially relates to those, who do not possess definite knowledge and competences. Meanwhile contemporary education, which promotes education throughout life, imposes on a man a skill and readiness to permanent learning and acting set for success.

Therefore school, wanting to prepare all the students to this process, cannot remain indifferent to such phenomena as: school selections, social exclusion, marginalization, but above all, school should take actions leading to levelling them. It is also worth paying attention to the functioning of early childhood education. At this stage, at the beginning, some inequalities in education, among children and youngsters, should be equalized. Research results show that at the next rungs on the educational ladder it may be too late to equalize students' opportunities. Despite the sequence of positive foundations of the reform of the education system, according to which lower secondary schools were to be a place of opportunity equalization, the reform contributes to the formation of educational failures and increased school selection at these rungs on the educational ladder. Such a situation is not only influenced by analyzed socio-cultural factors, but also new trends and educational models. Against a background of changes, a new generation of students is emerging which requires not only modern teaching methods but also this generation functions in different educational space.

Prospective Primary School Teacher Views on Personal and Professional Teacher Qualities

Maja DRVODELIĆ & Višnja RAJIĆ
(University of Zagreb, Zagreb, Croatia)

Teacher competences and teacher qualities are widely discussed topics in scientific literature. There are large scale projects on European level considering teacher competences. TUNING, one of the best known projects, lists generic teacher competences and classifies them as: instrumental, interpersonal and systemic competencies. OECD's project DeSeCo (2005) finds that it is necessary that initial teacher education must not only provide basic training in subject-matter knowledge, pedagogy and general pedagogical knowledge; but it also needs to develop the skills for reflective practice and research on-the-job. Teachers need to be aware of their competences as well as their personal and professional qualities.

The paper presents results of the research undertaken on first year (N = 90) and fifth (final) year (N = 90) prospective primary school teachers, currently studying at Faculty of Teacher Education, University of Zagreb. The main goals of the research were to identify student perception of the key personal and professional teacher qualities and to determine whether student perception of these qualities change according to the level of the initial teacher training. A questionnaire constructed out of two open-ended questions examines student perception of five most important qualities that a teacher should possess. These qualities are then ranked by the students depending on the level of importance and the level of acquisition. The results show common teacher qualities identified by both groups of students and differences in rank according to the level of the initial teacher education.

Students in Economics in European Mobility: the Springs of a Successful Career Teaching

Elena DUMITRASCU
(Ovidius University, Constanta, Romania)

Student mobility in Europe is becoming increasingly important, both in number of students and in opportunities. Mobility issues to be taken into consideration are many: those connected to the student himself, to Europe and to higher education institutions and the market for employment. Academic mobility contributes to international competitiveness evaluation of educational institutions, competitiveness assessed through the international rankings (ranking done by Shanghai University).

Based on the experience of international mobility involving students of the Faculty of Economics, University of Constanta (Romania) at the IUP Clermont Ferrand (University of Auvergne, France), we will examine the linguistic and educational challenges of an activity that integrates them into the target group during the stay abroad: taking notes in a foreign language for economics courses. We postulate that this is a fundamental activity for learning and for the overall success of mobility and would like, on the one hand, to examine the strategies of taking notes effectively used by the French students during a usual course of economy in France (on the basis of a student body of drafts) and, on the other hand, to propose some ideas for improving teaching these strategies upstream. This second part of our communication will probably make the link with the wider debates on aid to international mobility in contemporary Europe.

Taking courses in foreign languages, and especially in another education system with other teaching, assessment and organization practices is an overload of work significant for the student.

Note taking can be a challenge at the beginning and especially for Romanian students staying in France. The lack of mastery of language and the speed make it difficult to participate actively in working groups. Students have difficulty taking notes during lectures, since they are not used to taking so many notes, even in Romanian.

Problems with taking notes may be related in part to the different education system: the Romanian student, used to rely on books or a written document, has the habit of taking exact notes, which are complementary to the written material.

Our methodology elucidates students individual strategies as well as some of the processes linked to listening comprehension.

The Effect of the Computer Assisted Instruction on the Students Perception of Self-efficiency, and Math Anxiety on Mathematics

Zeynep EKEN & Gülnaz ALKAN
(Akdeniz University, Antalya, Turkey)

In this study, computer assisted instruction in teaching mathematics and traditional methods of teaching mathematics were investigated in terms of their effects on students' perceptions of self-efficacy and their mathematical concern. The research was conducted to Turkish students of two different sixth grades at state elementary school in 2010-2011 academic year. Classes were selected randomly; while one class applied a computer-aided teaching of mathematics the other applied traditional teaching methods. The scale of the perception of self-efficacy in mathematics and mathematics anxiety scale were used to collect data and these were administered as post-test with experimental and control groups. For the analysis of the data, mean, standard deviation and t-test were used. As a result of the analysis, students' self-efficacy and post-test scores in anxiety scale in mathematics in the experimental group which received computer-aided instruction were higher and more meaningful than the control group students who were instructed with the traditional methods.

Teachers' Creativity and their Use of Innovative Teaching Methods: Description of Interdependence

Jolanta ENKO & Aleksandra BUJACZ
(Adam Mickiewicz University of Poznań, Poland)

We all need creativity in our quickly changing world. Schools, however, concentrate mostly on extended curriculum and preparing students for tests and exams. It depends mainly on teachers' will if their students learn how to be creative. Therefore, it is important to find key factors for teachers' efficiency in fostering creativity and to determine how those factors should be addressed in teachers' education.

We know that teachers employing innovative teaching methods are more effective in fostering students' creativity and in establishing class environment that enables individual creativity. Methodology of innovative teaching is based, among others, on employing tools such as brainstorming, student lead discussions, and divergent thinking activities. Creative teacher is also supposed to use wide variety of teaching methods, introduce materials representing different points of view and to encourage students to learn and think on their own. Therefore, the basic questions will be: are innovative teaching methods enough to build creative environment in a classroom and foster students' creativity? How does teachers' personal level of creativity influence efficiency of the methods? Does a teacher have to be creative himself to enhance student's creativity?

To answer those questions a research among high school students and their teachers was conducted. Both were asked to evaluate teachers' creative behavior and use of innovative teaching methods. For this purpose a scale of creative behavior and creative teaching methods was prepared. It was assumed that there is a mutual influence between efficiency of used methods and teachers' personal level of creativity. The shape of this influence and its practical implications are then presented. Once we know how those factors interact, we can answer the questions such as: shall we enhance personal creativity of future and present teachers, or shall we just concentrate on providing them with innovative tools and methods of teaching?

Academic Cheating in Hungarian High Schools

Dávid FARKAS
(University of Szeged, Hungary)

The purpose of this questionnaire study was to explore the effect of individual, situational, interpersonal and value-related factors on Hungarian high school students' (N = 236, M = 96, F = 140) individual and collaborative self-reported cheating behavior. Furthermore, it was aimed to measure the impact of the examined variables on the grade point average (GPA).

In order to have valid scales exploratory and confirmatory factor analyses were utilized in the case of questionnaires concerning competition (Fülöp & Rózsa, 2009), school motivation (Vallerand *et al.*, 1992), values of societal success (Hungarian Gallup Institute, 1998) and perceived group cohesion (Bollen & Hoyle, 1990). Academic cheating was measured in different dimensions: self-reported cheating behavior, attitudes towards it, guilt after successful cheating, risk of detection and expected punishments. A model was created by utilizing SEM path-analysis in order to reveal direct and indirect predictors of self-confessed individual and collaborative assignment cheating behavior.

According to the results three variables had direct impact on individual cheating: (a) attitudes towards cheating, (b) guilt after cheating, and (c) GPA. These variables explained 32.3 percent of the variance of individual cheating and the overall model –taking into consideration indirect predictors– had good statistical fit (CMIN = 55.447, CMIN/DF = 1.499, $p = .026$, CFI = .957, RMSEA = .046). In the case of collaborative cheating five direct effects were found: (a) attitudes towards cheating, (b) GPA, (c) intrinsic motivation to know – acquisition of knowledge, (d) extrinsic motivation of external regulation, and (e) perceived group cohesion. These predictors explained 26.9 percent of the variance of collaborative cheating and the overall model –taking into account indirect predictors– had good statistical fit (CMIN = 52.757, CMIN/DF = 1.465, $p = .035$, CFI = .95, RMSEA = .045).

These models can provide information concerning the role of previously identified individual and situational variables in the Hungarian educational and cultural context. The results suggest that attitudes towards cheating have the largest impact on self-reported individual and collaborative cheating. Moreover, motivational issues matter: extrinsic school motivation influences both forms of academic cheating in positive way, whereas intrinsic motivation has the opposite effect on school-related dishonesties. Finally, according to our results, societal-level values have indirect impact on cheating behavior. Students who perceive that success in Hungary depends on social networks find more acceptable dishonesties, thus they cheat more individually and collaboratively, as well.

Roles and Competences of Adult Educators in the Context of the Adult Learning Action Plan

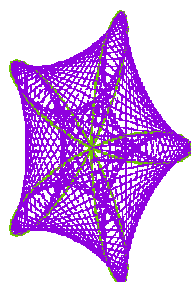
Éva FARKAS
(University of Szeged, Hungary)

The Action Plan on Adult Learning: It is always a good time to learn was adopted by the European Commission in 2007. The Action Plan defined five concrete actions which the European Commission and Member States should seek to implement in order to increase participation in and quality of adult learning and develop efficient systems that reach all adults and involve all relevant stakeholders. Various conditions must be satisfied in order to make adult training efficient. In order to achieve adequate goals, it is fundamentally important to carefully plan the curricula and to elaborate training materials in appropriate quality, while the methodological principles of adult training is also taken into account. Essentially important success factors are professional organization and administration as well as appropriate learning environment. The professional work of adult learning staff, especially adult educators however is much more significant than all the other aspects mentioned above. The quality of adult educator activities plays an essential role in the learning efficiency of training participants therefore the most important measure during the course of training processes are the professional, methodological, human skills and aptitude of adult educators. The Action Plan also considered adult learning professionals to be the key determinants of quality in adult learning. In this document the enhancement of the quality of training professionals for adult training and the expertise of professionally dedicated adult educators were regarded as key factors for the high quality of learning in adulthood; in order to create such learning environment – apart from developing training methodologies and curricula – the Member States are also obliged to invest in and take measures for the development of basic and advanced professional training of adult educators.

My presentation has two aims. Firstly, I would like to summarize main issues concerning to roles, competencies and training needs of adult educators of final conference on the Adult Learning Action Plan was held in Budapest, 7-9 March 2011. Secondly I would like to introduce current situation of adult educators in Hungary, where the issue of training adult educators is still not clear.

Spectacular Illustration Techniques in Education

Károly FARKAS
(ÓBUDA UNIVERSITY, BUDAPEST, HUNGARY)



Many identified the primary role of vision to information as above. The need for illustration is a basic principle in education methodology. Today, amid the abundant flow of information; only verbal communication and teaching would surely fail.

Besides the more traditional ways of illustration, greater attention should be devoted to novel ones too. For lectures it is more common to use the computer and the projector than the chalk and the board. The application of presentation software is considered a basic IT skill.

We expect, however, more from a professional lecturer that her talk is accompanied by her projected words. We know, of course, that this is useful too. (The last element of a talk is often the tedious slide "thank you for your attention!") In addition to the text, however, we should also project pictures! A picture is worth more than tens of thousands of words. Further; videos are usually even more efficient. Interactive simulations and videos have the highest demonstrative value.

A movie is particularly valuable if our goal is the chronological presentation of a process of change. In this case, the educational model allows us difficult to highlight aspects of reality that couldn't – or very hardly could – be perceived in another way.

For example, we refer to a recent video on the internet titled "Thousands of years of history in 5 minutes" which shows the changes of the boundaries in Europe over the past millennia, "slightly" sped up. The change of scale presents facts very effectively that many people have not realized only by reading history. Another example is showing the growth of plants in an accelerated way by film technology. Time is a similarity invariance factor of various business intelligence packages. Decision making is aided by the varying indicators on the screen.

Finally, we particularly value those presentations which are not only dynamic but you can set the parameters of motion interactively. Thus we can perform experiments and simulations to demonstrate processes that couldn't be studied otherwise. For example, we can follow the increase of population of the Earth in real time, the indicator signals will begin flashing on the world map in each country in real time, depending on the number of children in the relevant region.

In mathematics teaching, a wide range of curves can be generated using interactive dynamic models. To do this, we use the Logo programming language. We will show you the algorithm that generates a spectacular variety of cycloids: cardioid, nephroid, deltoid, astroid, ellipse, parabola, rosettes etc. The common generating algorithm also shows that these curves belong to the same family. Whereas the drawing takes place of two movements combined, it also makes it easier to understand complex curves by demonstrating their constituents.

Possible Ways of Innovation in Vocational Adult Education and Training in Hungary

Éva FEKETE SZAKOS
(Eötvös Loránd University, Budapest, Hungary)

Since 2000 many European Union documents have emerged regarding Lifelong and Lifewide Learning, which have been forcing vocational training schools, teachers, trainers and teacher training to act in new ways. Increasing chances for European mobility and unemployment (sometimes also among career starters) make teachers and trainers work out safe survival strategies in creative ways in our present society. Some of them make corrections in their careers or turn toward new roles of teachers and trainers. The roles of the pedagogue and adult educator have to be clearly distinguished, and the latter must not mean only the imparter of knowledge. The new Hungarian multifunctional type of vocational education and training (VET), the Regional Integrated Centers of VET, which were established by fusion of former VET schools, urgently needs teachers and trainers, who are competent in adult education.

Considering that context, the presentation aims to give impulses to the innovation of vocational education and training, with focusing on the following questions:

- Can the theory of adult education help the practice-oriented vocational education and training survive in the context of global (and local) crises and changes?
- What is innovation and why is it relevant for vocational adult education and training?
- What are the attitudes of pre-service VET teachers toward serving as adult educators?
- Could prognosis of trends and future researches in adult education be relevant for VET teacher training?
- What could be new contents and ways in organization of learning in VET teacher training?

Interrelated findings of Hungarian and international researches will be discussed as attempts to answer the above questions.

School Bullying Questionnaire (Poster)

Erika FIGULA & Ferenc MARGITICS
(College of Nyíregyháza, Hungary)

Due to the information deriving from the most various sources, we are confronted with the fact that regarding all walks of life, aggression, terror, violence, harassment, animosity, hostility, and all forms of social deviancy show increasing tendencies. Individual and communal reactions evoked by different events, presumed or actual realizations, wounds, fears, and several versions of tragedies manifest themselves. All these are getting more closely interwoven into the society, setting problems in more and more countries.

Our research group established by the Department of Psychology at the College of Nyíregyháza investigates the phenomena of school aggression and harassment. The term 'school aggression' covers the behaviour where the aggressive act has no obvious cause (viz. non-reactive aggression).

We set as an objective to elaborate a measuring tool that renders assistance for the experts in identifying the different types of violent behaviour and conduct patterns in school praxis, as well as in differentiating within these types.

The Effects of Social and Cultural Capital on Students' Success

Mihály FÓNAI
(University of Debrecen, Hungary)

In my presentation I study the effects of social and cultural capital on students' success who take part in a special program at University of Debrecen.

This is the gift attendance program of University of Debrecen which started in 2001. The students get into this program through three steps. In the first step the faculties give chance for upper 20 percents of students. In the second step, which is one measuring process, experts give offers to faculties to choose students. In the third step the faculties choose the students who can get into the program. In my presentation I analyse 3138 students' attributes who took part in the first step between 2002-2008. From this 3138 students got 682 students the gift attendance program in the third step. I can compare the different groups of students, e.g. the "basic population", and the students in the steps of measuring process. In my presentation I focus on students in the third step, who really got into the program.

I suppose that these students who were enrolled the program, were successful during university. I do not deal with their career at university, but I have got information about their career. They really were very successful at university, their results were very excellent, and they were leaders and members of students' organisations, they won several scholarships and awards, they took part in researches of their tutors.

In my presentation I am interested in the elements of their success. Which would be the important effect on their success: social, or cultural capital? Perhaps the two effects influence in their success in the same time. According to my hypothesis among cultural capital are the most important the fathers' and mothers' qualification as main elements of cultural capital. The results did not justify my hypothesis, parents' qualification is not enough to interpret their children's success and career at university. From the component of cultural capital the type of the settlement, proficiency examination in a language, the private teacher during secondary school (who is not an ordinary teacher), and the mark affected significant effect on students' enrolled into the program. It seems that the results query the direct effect of cultural capital. From the components of social capital which can affect on students' success are the following: who was the maintainer of the elementary and secondary schools, or the students were the leaders or members of students' organisations at university. The effect of school of churches is very important: it shows that the role of norms and values are very eminent in the process of school career of students.

The Use of IWB in Primary English Language Classroom

Erika FRANKOVA
(University of Presov, Slovakia)

This research study has investigated how Interactive Whiteboard (IWB) was used to support teaching and learning English language in primary education classrooms in Slovakia and Estonia. The topic of the research is very actual and necessary, particularly in relation to the type of educational future and dynamic learning environments required for learners to develop appropriate skills and competencies for the life in the 21st century. The intention of the research study is not to show whether IWBs are “good” or “bad”. Research done in the field identifies a broad range of positive impacts of the use of IWBs. The study focuses on students aged from 6 to 10 years, as well as on their English teachers. It analyses the use of IWB and its integration process in English language teaching from the perspective of pupil and his/her interactive learning process. In the first part, the paper discusses society change, school reform, ICT implementation and IWB use in Slovakia and worldwide. The paper draws upon the literature review from international researches critical view on IWBs use in education. Secondly, it discusses some perceived pedagogical benefits and potential problems related to adopting IWB into primary classroom and English language teaching at primary level. Finally, the paper brings results from own research, the first part done in period April-June 2010 at basic schools in Prešov region in Slovakia and the second part done in period September-December 2010 at basic schools in Estonia. Mixed methodology was appropriate due to the nature of the research questions from both parts of the research. This research provides interesting insights, which can help to better understand language learning process in this digital age. The data discussed here are drawn from a study carried out as a part of a PhD research programme at University of Prešov, Slovakia.

Cultural Diversity, Cross-Cultural Competences and Learning Styles in International Higher Education in Hungary

Erika GARAJ
(Semmelweis University, Budapest, Hungary)

Common feature of Higher Education today is the increasing cultural diversity in student populations. Researchers attribute the changing face of the students to trends in multiculturalism, internationalization and globalization. Understanding how students learn in the multicultural environment is an important part of selecting appropriate teaching methods. Of relevance to this paper is the increasing presence of international students (also referred to in the literature as foreign students) in BA of physiotherapy at the Faculty of Health Sciences of Semmelweis University (SU) in Hungary. The main objective of the research is to provide an integrated framework for developing students' cross-cultural competence by drawing on the cultural diversity and learning strategies in higher education.

The purpose of the present lecture is (1) to examine learning styles of foreign students in international classrooms and (2) to evaluate the impact of cultural diversity for developing of cross-cultural competences and learning strategies from aspects of teaching methods of college professors. This quantitative, questionnaire-based research was conducted among foreign physiotherapy students at SU in 2011. We adopted the VARK questionnaire developed by Fleming and also used by Zapalska and Dabb (2005). According to Fleming the four basic styles: visual (V), aural (A), read (R) and kinesthetic (K). Differences in learning styles are a result of such things as past life experiences, genetic-make-up, life and educational experiences and the demands of the present environment. The differences among learning styles become more striking as our learning communities in higher education have become more diverse. Each student has a specific learning style or set preferences and that instruction should be designed to best accommodate that unique way or combination of learning styles. Students learn differently from each other by face-to-face simulations, they can also gain direct experience of cultural interactions through multicultural group-work. In order to help the students succeed and to develop their cross-cultural competences, college professors need to know more about differences in learning styles and the complexity of the learning process of the international students.

Mediated Communication: Drawbacks and Advantages

Elisaveta GEORGIEVA KOSTOVA
(Complutense University of Madrid, Spain)

The number of educational institutions that have opted for electronically supplied material has increased sharply in the last decades. Much was promised in the past, and yet, dissatisfaction and failure are often the only visible result in the present, being the critical literature in vogue. In this unfavorable context it is essential to understand why some learners are not fully satisfied with the educational experience mediated by technology. This theoretical work explores some of the existing theories of human communication and their implications in order to explain the empirical data obtained in previous survey studies.

Although students seem to value highly the fact that through distance education one can study anywhere and anytime and use all the modern developments aimed at improving teacher-student and peer communication, namely, workflow systems, e-mail, chat rooms, forums and bulletin boards, it appears not to be enough. Students seem to prefer the face-to-face format of study, being the main complaints: lack of immediate feedback, answer delay in time, lack of motivation to study and lack of understanding of the teacher as a whole.

All these empirical findings are at the base of the present study. It looks into the characteristics of verbal and non verbal information and their interaction when cognitively processed. Conscious and unconscious processes bind together in time and space and the present work analyses the process through a multilevel approach of analysis. It aims to show how technology, the communication sciences, physics and psychology can clarify the extent to which the artificial medium can simulate and reproduce natural environments with its advantages and disadvantages. It is recommended to take into account the particularity of mediated communication when employed for educational purposes and gives some practical indications for future developments with the objective to enhance learners' satisfaction.

The State of Science Communication and Education Outreach for Aboriginal Youth in Alberta, Canada, and Applications for Other Marginalized Youth Populations

Vivian GIANG

(University of Alberta, Edmonton, Canada)

The term Aboriginal refers to Canada's indigenous population which consists of three groups: First Nations, Métis, and Inuit. Canada's third-largest Aboriginal population resides in the Province of Alberta. Aboriginal youth in Alberta commonly live on reserves or in marginalized urban conditions, such as inner-city neighbourhoods, which offer fewer meaningful opportunities to participate in science education compared to their non-Aboriginal counterparts. In addition, lack of exposure to skilled professionals, especially those of Aboriginal descent, may prohibit Aboriginal youth from learning about and considering potential careers in science, engineering, and the trades.

As the fastest growing demographic within Canada, Aboriginal youth are well positioned to become Canada's largest skilled workforce. Considering Canada's impending labour shortage in engineering and the trades sector, it is critical to explore how we can engage Aboriginal youth in science education and to extend services which promote meaningful educational experiences for Aboriginal youth.

Several academic institutions, professional societies/associations, non-profit organizations, and government agencies in Alberta deliver science education outreach programs to Aboriginal youth. This paper will give an overview of the programs and discuss best practices that may be applied to science education outreach activities for Aboriginal and other marginalized youth (e.g., youth from new-immigrant or low-income families) in other countries. This paper will also present the University of Alberta Geotechnical Centre's initiative to promote interactive science education among Aboriginal youth in Canada's Northern Territories (i.e., Yukon, Northwest Territories, and Nunavut), which face the challenge of limited human resources to deliver science education outreach to small communities located across its vast terrain.

Validity and Reliability Study of the Listening Comprehension Scale

Pinar GIRMEN

(Eskişehir Osmangazi University, Eskişehir, Turkey)

Emel BAYRAK

(Inonu Vehbi Koc İlkogretim Okulu, Eskişehir, Turkey)

Language is both the source and reflection of human thinking. Listening, which is the first experience with and understanding of the mother tongue in a child's life, acts as a means for learning other language skills as well as being the most used language skill in an individual's social and academic life. An effective learning experience requires that students move from where they already are. This change can only be determined by standardized measurement instruments structured in harmony with the nature of the variable to be measured. Those measurement instruments for determining listening level can involve students in the active nature of listening by means testing situations they present in practical process. The primary aim of this study is to present the validity and reliability test results of the listening scale developed in order to determine the primary school 5th graders' listening comprehension skill level. The scale's validity and reliability analyses were applied in Eskişehir city centre with a total of 750 primary school 5th graders who were chosen through stratified sampling. The scope of the listening scale comprised the listening comprehension acquisitions covered in the Primary Education Turkish course curriculum. Aimed at measuring mental skills such as understanding, predicting, summarizing, classifying, ordering, concluding, distinguishing and comparing what is listened to, the scale was designed as fifteen separate parts. Each part consisted of instructions, passages and questions. The draft version of the scale was applied twice by the researcher and once by two expert academicians being revised each time and semi-structured interviews were conducted with the students. For times when the students might be distracted, enjoyable listening activities called "leisure time" were designed in order to eliminate the validity problems to be caused by the implementation process. Relevant experts were consulted regarding the scope and face validity of the scale. The item score matrix, item discrimination power and item difficulty index of the scale items were calculated as well as other statistics such as the scale's arithmetic mean, standard deviation, validity and reliability. The item total score correlation, explaining the scales internal validity and item discrimination index, was calculated with the Pearson Product-moment Correlation Coefficient and Item Discrimination Power Based on Group Differences. The Cronbach-Alpha Coefficient was used in determining the reliability of the scale. The findings from the analyses reveal that the scale is a valid and reliable measurement instrument.

Comparison of Elite Handball Players Related to Attacking Positions on the Evidence of Psychological Investigation

Dóra GÖRÖGH

(Semmelweis University, Budapest, Hungary)

In elite sport, as in case of handball, positive forming of performance is many-sided. As handball is a psychomotor activity (Ökrös, 2007), the performance of players in a match shows not only the technical-tactical and physical preparedness, but requires a high level of psychic activity, as well. This paper studies the mental abilities of men and women handball players in relation to the different attacking positions. The answers for the following questions were searched for: Has the level of aggressiveness an effect on ranking the players for certain positions? Does the emotional background influence the suitability for that position? Is there any correlation between the position of the players and his/her type of personality?

Literary review. Personality of players shows differences that determines their actions, motivations and attitudes on the court. The personality of the players has to be taken into consideration when choosing their posts, best matching their abilities.

Hypotheses. It was supposed that the assertive level of women is lower, than that of the men. The wingers are the least assertive. The men are more stabile from emotional point of view than women, and men goalkeepers have the lowest value in the neuroticism scale (on the emotional scale.) The last supposition was that handball players are extroverts.

Methods. The Eysenck Personality Questionnaire (EPQ) was used. 8-8 female and male professional handball team were examined. The results were processed with the Kruskal-Wallis Anova statistical method based on the EPQ.

Results. The results show that the backcourt players have the lowest average in the psychoticism scale, but there are not significant differences between the males' and females' assertive level. There are significant differences between the neuroticism level of men and women. The pivots seem to be the most stable from the point of view of emotion. No significant differences were found between the posts. Each handball players has a higher than average value on the extroversion scale, so they are sociable people.

Conclusions. Handball rules allow the physical contact. Handball players should have a certain level of assertivity if they want to succeed on the court. The more stabile emotions of men are not surprising, as it has been already proven among civilians as well. The expectations that male handball players have an open personality were also met. It can be explained by the fact that if the players want to increase the performance of the team, they should form situations from the elementary to the highest tactical solutions together, in unison.

Alternative Assessment in Foreign Language Learning; A case study from Japan

Michael GUEST
(University of Miyazaki, Japan)

This presentation describes the results of qualitative action research carried out at the University of Miyazaki (Faculty of Medicine) regarding how first and second year Japanese medical university students view non-traditional forms of classroom assessment.

Japanese students are typically not exposed to dynamic interactive tasks, such as role-playing, portfolio development, personal interviews, self-made tests, expository writing in English as a means of assessment while in high school, generally adhering to a multiple-choice, 'objective' approach instead. Given this, it might be expected that students would feel joyously liberated when undergoing more open-ended methods of evaluation. However, initial student responses to alternative methods of assessment at university were viscerally negative, leading the teacher/researcher to find out why.

Utilizing both surveys and interviews with students carried out over six years, the teacher/researcher managed to establish a broad picture as to what aspects of alternative assessment frustrated or confused students. The issues of maintaining face validity, utilizing appropriate test taking and preparation skills, as well as establishing clear criteria for assessment were addressed.

The most salient observation made was that first year university students had not yet adopted a study schema compatible with new forms of assessment, a feature that had gone unnoticed by the teacher. By implementing enhanced forms of criteria explanation and employing classroom methods that allowed students to gradually adopt a schema more conducive to meeting these standards, students began to develop more positive and profitable study and preparation methods by their second years.

The implications for teachers who are faced with similar dilemma, as well as practical suggestions as to how to employ more meaningful forms of assessment for students unused to them, will be discussed in this presentation. This paper/presentation should be of value to those teaching English to students who come from cultures in which rote learning and traditional 'forced choice' methods of evaluation are the norm.

The Effect of the Computer Assisted Instruction on Student's Attitude and Achievement on the 6th Grade Mathematics Lesson

Cem Oktay GÜZELLER & Ayça AKIN
(Akdeniz University, Antalya, Turkey)

In this study, computer assisted instruction in teaching mathematics and traditional methods of teaching mathematics were investigated in terms of their effects on academic achievement and attitudes toward mathematics. The research was conducted to Turkish students of two different sixth grades at state elementary school in 2010-2011 academic year. Classes were selected randomly; while one class applied a computer-aided teaching of mathematics the other applied traditional teaching methods. Multiple-choice mathematics achievement test and mathematics attitude scale were used to collect data and these were administered as pre-and post-test with experimental and control groups. For the analysis of the data, mean, standard deviation and t-test were used. As a result of the analysis, students' academic achievement, post-test and attitude scale scores in mathematics in the experimental group which received computer-aided instruction were higher and more meaningful than the control group students who were instructed with the traditional methods.

Modernization of Business Administration Trainings in the 21st Century: Best Practice at Kaposvár University

Katalin HAJDICSNÉ VARGA & Eszter Cecilia SZÜCS
(Kaposvár University, Hungary)

As the digital opportunities of the families widened the frames of the students in information getting, schools have to face the demand for new learning environment. Interactive teaching-learning is recommended not only by IT teachers but from all teachers who have realized that new learning environment presumes new ways in teaching methods. The moderator, tutor develops the knowledge, the know-how by the students' web 2.0 tool uses.

In this presentation we would like to give an outlook of our experiences at Kaposvár University, where our aim is to make the national base of business administration training.

Katalin Hajdicsné Varga conducted 2 researches between 2005 and 2009 in connection with the colleagues' computer, Internet and multimedia using habits and turned out that e-learning method and tools are mainly used by the teachers of IT and sciences. Then she made another research on the computer using habits of 1st and 2nd grade Teacher BA students, focusing on reading. Comparing the results of the two researches we realized that the net generation could use the Web 2.0. tools, if they had the purpose. We made our 'Hungarian BA/business administration specialization' students and our 'Head of secretariat' higher education vocational training students use computers for learning. We will present you the students' own webpage where they upload and download their home-works and also the ways they use Internet in their simulation exercises.

We have to use this learning method in our teaching practise because as for Bessenyei and Tóth (2008) the technology of IT society gives the possibility for people and institutions to gather in networks. With the help of web 2.0 equipments teachers and students can be in permanent connection irrespectively of time and space.

Trend Analysis of Graduate Studies in the Field of Interdisciplinary ESL/EFL in Turkey

Turgay HAN
(Kafkas University, Kars, Turkey)

Developments of educational sciences seem to have been drawing attention of those who are in action in teaching ESL/EFL. An analysis of trends and issues in existing graduate level research in Turkey is helpful in identifying where further EFL/ESL academic studies are needed and in suggesting directions for future researches by considering international studies. This descriptive research attempts to examine current trends and issues in EFL/ESL graduate level MA theses and PhD dissertations in Turkey. For this purpose, research methods and theories, and other issues related to the methodological skeleton of MA and PhD studies are taken into consideration. A review is conducted on 153 EFL/ESL graduate studies available electronically in Turkey from 1989 to 2010. These 153 out of 263 theses and dissertations (110 theses are not included because of author right issues) are categorized into quantitative, qualitative, and triangulated studies; each in turn subcategorized methodologically and into some other issues related to topic, and other variables.

Use of Mother Tongue in English Observation Diaries

Judit HARDI
(Kecskemét College, Hungary)

The use of mother tongue in foreign language classes is a poorly investigated area, although its importance is inevitable taken the amount of input and the success of language learning into consideration. Research in this field is carried out mainly in the form of lesson observations, which provide fertile ground for the investigation of classroom practices. One productive way of observation is when English-specialised primary teachers visit language classes, because a written document called the observation diary is kept recording the ongoing teaching and learning practices. The diaries that provided the ground for this investigation were written as part of the school's procedures. However, the researcher's view is independent from the primary purpose of diary writing that is from the documentation of goals, instrumentations and activities.

At this time, the appearance and types of mother tongue use will be summarised relying on the observation diaries which include observation logs and lesson plans. Mother tongue use shapes a complex system in the context of language users, forms, functions and school tasks. Teachers' and learners' practise of using the mother tongue is discussed in relation to the variety of these constituents. The most commonly used forms of mother tongue use on the part of the teacher are explanation, command, disciplining, and chatting, while language learners use it mainly for translation and summary. The observation diary writer's mother tongue use materializes in the form of remarks related to the course of the lesson. Depending on language forms, there are a number of functions to which the mother tongue is used, such as organization, disciplining, teaching grammatical rules, explaining the rules of games, giving additional information, etc. The tendency of mother tongue use is outlined and correlations are demonstrated by classes. The research method made the calculation of time duration spent on mother tongue use possible, thus the estimated time by language classes and by particular language blocks are also indicated.

School Bullying in Primary School (Poster)

Ágnes HARSÁNYINÉ PETNEHÁZI & Erika FIGULA
(College of Nyíregyháza, Hungary)

The objective of this study is to reveal the structure of bullying behaviour patterns occurring at school, the occurrence rate of the aggressor, victim, joining interferer, aiding interferer and spectator behaviour patterns among pupils and students at primary school. We used the Bullying Questionnaire developed by our research team to study the behaviour patterns that are related to bullying. In the case of primary school pupils the behaviour pattern occurring most frequently was – regardless of gender – aiding intervention. Among girls the most intensive behaviour pattern was aiding intervention, while to boys joining to the attacking party was the most typical. The attacking behaviour given to bullying was not found typical. However attacking behaviour was significantly more typical to boys than to girls. The application of physical and verbal force as well as preference of advantage deriving from attack was significantly more peculiar to boys than to girls. The victim behaviour pattern was the least typical to the specimen. At the age between 11 and 12 the boys and girls became victims due to bullying nearly at the same level. As of the age between 13 and 14 however this behaviour pattern was found principally more characteristic to girls, but this did not reach the significant level in the case of either age group.

The Phenomenon of Burn-out among Students, Protection of Mental Health of Students

Anikó HAZAG
(Eötvös József College, Baja, Hungary)

In my present survey we attempt to review the phenomena of burn-out and draw the attention to the significance of burn-out among students. I show the vulnerability of young adults at the beginning of their careers, residents and medical students. I make a distinction between the characteristics of burn-out and psychiatric illnesses that have similar symptoms. Finally I summarize personality factors predisposing an individual to burn-out, proposing that burn-out can be prevented by identifying these factors and by designing vocational socialization programs, thus enhancing the more effective health-promotion among young adults.

The prevalence of burnout is increasing among students; however, no validated and reliable measure is available to assess burnout in this population in Hungary.

Aim. To assess the psychometric properties of the Maslach Burnout Inventory-Student Version (MBI-SS) in the Hungarian population.

Method. The study is a cross-sectional survey using self-administered questionnaires among 496 medical and engineering students. Discriminant validity was assessed using the shortened version of the Beck Depression Inventory, the Perceived Stress Scale, and the Patient Health Questionnaire Somatic Symptom Severity Scale (PHQ). Concurrent validity was explored by a slightly modified version of the MBI-Human Services Survey used among students (MBI-HSS). Factor structure was assessed by PCA with varimax rotation.

Results. Internal consistency of the MBI-SS was high (Cronbach-alfa=0.82). Temporal stability (2-week interval) of the measure assessed was relatively high ($r=0.73$; $p<0.001$). PCA of the 15-item MBI-SS showed a three-dimensional structure (exhaustion, cynicism, and personal accomplishment). Concurrent validity of the MBI-SS with the MBI-HSS revealed strong correlation ($r=0.71$; $p<0.001$), whilst discriminant validity was confirmed by the partial correlations found between depression, perceived stress, somatization, and MBI-SS scores ($r=0.34-0.61$; $p\leq 0.003$).

Conclusion. The Hungarian version of the MBI-SS appears to be a reliable and valid measure of burnout among students.

Organizing Independent Language Learning for Digital Natives: Preconceptions and Reality

Mark HOPKINS

(Hong Kong University of Science and Technology, Hong Kong)

The presenter is the manager of a well-regarded Self-Access Center in Hong Kong, working under the challenges of a rapidly changing curriculum, widely differing expectations from stakeholders and the growing perception that the current generation of university students, with all the resources of the Internet at their fingertips, no longer need to learn *how* to learn languages. After exploring these changes and perceptions in the specific context of a resource center set up nearly 20 years ago in the heyday of research into Self-Access Language Learning (SALL), the presentation will examine the actual current needs of Asian learners of English and other European languages, in terms of supporting their classroom learning and structuring their own independent learning journeys. Reference will be made to survey data collected in studies of learner attitudes and evidence will be provided of what support learners say they need when learning a 3rd language. Specifically, the presentation aims to suggest tentative answers to the following questions:

- In a wired world where information retrieval skills are monopolized by search engines, what do students still need to learn about language learning strategies (e.g. developing lexical proficiency)?
- How can face-to-face teacher/learning counselor support be offered as effectively as point of need electronic help?
- Which types of practice activities have the best chance of engaging motivated language learners?

Although the presenter is seeking answers to these questions with East Asian learners in the context of elite multilingual education at the tertiary level, the arguments put forward should have practical implications for the development of independent language learning programs and facilities for different ages and levels of learners and be of cross-national interest and significance beyond Hong Kong and China.

The Comparative Study of Minority and Majority Adolescents' Self-image Based on their own Self-characterizations

Zsófia Irén HORVÁTH

(Sapientia University, Tîrgu Mureş, Romania)

In our study we have analyzed the written self-characterizations of three different groups (Hungarian students from Transylvania, Romanian students from Transylvania and Hungarian students from Hungary). Our goal was to compare the self-image of students from different groups. In our study, we would like to find information about the self-image and body image of adolescents who belong to minority groups, about the self image and body image of adolescents who belong majority groups, and whether there are differences between the self-image of majority adolescents compared to the self-image of minority adolescents.

There were written self-characterizations prepared by fifth and eighth grade students of primary schools. We have studied the written compositions by means of content analysis and looked for the differences between the various categories and the frequency of self-image components in the different groups. By examining the subcategories of the two main category systems - the Physical Self and the Psychological Self - of the current self-image we can get an exact picture of the adolescents' current self-image and its characteristics.

The study of the self-image and implicit identity of minority students offers useful information to parents, teachers and school counselors, as well. The 2005-2006 study outlined important teaching and educational objectives. The results of the current research point out other particular objectives in minority education.

Development of Handedness Tendencies at the Pető Institute's Kindergarten

Júlia HORVÁTH

**(András Pető Institute of Conductive Education and Conductor Training College,
Budapest, Hungary)**

Talking about tendencies is possible and necessary when a large number of children are concerned. Earlier the subject was treated in scientific presentations and reviews and emerged in lectures both in Hungary and abroad.

In general we dealt with it in annual summaries, when going over results. In previous years the tendency of new applications and the changes in the number of births offered a number of opportunities to do that.

The proportion of candidates was examined as reflected in Hungarian documents and data and an international comparison was also carried out in this respect. Tendencies were studied in terms of the duration of conductive education in the particular symptom complexes regarding a certain period of time.

Within the limited time frame, the aim of this presentation is to look into a partial element: tendencies in the development of handedness in the kindergarten section. As we have learned from the specialist literature, determining spontaneous handedness below 3 years of age is very easy while in certain clinical pictures (hemiplegia) ascertaining hand preference in persons with disabilities is possible at a very early stage. Pupils of our kindergarten section were examined in two periods over a distance of 4 years.

We searched for an answer to the following questions:

1. Is there a change in the severity and quality of disabilities? – It can be ascertained that disabilities of central nervous origin, clear clinical pictures have become diluted; in terms of severity there has been a shift to multiple disabilities; unclear pictures, pervasive disorders and other types of lesion have appeared where motor disorder is secondary. In the diagram, clinical pictures indicated as 'other' can be seen at both times of examination, including myopathy, autism, SMA and other pictures.

2. Is there a change in terms of handedness?

3. Is there any change in terms of gender? – During the study spontaneous hand use was measured. Proportions concerning handedness correspond with data in the specialist literature i.e. in mainstream kindergarten the ratio of left-handed pupils is much lower. In the case of children with tetraparesis the issue of forced handedness arises here. We think that symmetrical hand use and task series as well as not regarding the question 'one hand or both hands' as an alternative helps support getting the affected side involved in manipulation. The tendency does not change.

The diagram reveals a small change in the ratio of speaking and non-speaking children. (Due to the limited time this topic will not be treated in detail.) Among non-speakers there are also children showing elective mutism.

The lecture will also deal with opportunities and tasks for future research concerning the connections between handedness and speech.

Changes in the Information Era and its Impacts on Education

Vural HOŞGÖRÜR
(Gazi University, Ankara, Turkey)

Tuğba HOŞGÖRÜR
(Muğla University, Muğla, Turkey)

In today's world, information increases so fast that it is assumed that all the information that is not renovated will be left out in a very short time. Due to these fast changes, the world is faced with transformations in economical, social and political areas. Moreover, organizational structures and processes have been changing as well.

Societies have been turning into information societies where the continuity in education is playing a crucial role and production of knowledge and quality in work force has fundamental importance. The steam power, physical power and material production in industrial societies have changed its place with computers, mental power and knowledge production. This situation has affected the education systems from its roots. The roles of school managers now have different roles; traditional methods of management and teaching and learning have been left out. Today's education systems have been trying to train creative and innovative team players.

In this study it was aimed to analyse the shifts in individual and social needs in the information age and its reflections on education, by using the survey method. Besides, it was also discussed that what kind of transformations will be needed in education in the future to build awareness for this crucial subject.

Preliminary Results of Qualitative Part of Research of Learning Strategies in English as a Foreign Language Employed by Primary School Pupils (POSTER)

Ivana HROZKOVÁ
(Masaryk University, Brno, Czech Republic)

Learning strategies are considered to be one of the key factors affecting the learning process and its effectiveness, study results and language level. Under the umbrella of learning styles, learning strategies are very important for life-long learning of foreign languages and as a learning skill they represent a priority in the process of European globalization and integration (cf. Common European Framework of Reference 2001). Some of the factors which influence the choice of learning strategies are age, gender, general learning style, motivation, teacher expectations and degree of awareness (Oxford, 1990). The surveys carried out so far in the Czech Republic indicate the learning strategies used just by upper-secondary students. Our research thus aims to outline the learning strategies inventory that Czech young learners apply and employ in primary schools in learning English. The preliminary results are based on the qualitative part of the research.

The analysis of the results of the quantitative part showed to 18 pupils who were so called "extreme cases" (e.g. use learning strategies to a great extent or vice versa, their mother tongue is not Czech, interesting open ended answers in the questionnaire).

These subjects were the interviewees for the semi structured interviews in which they were asked questions to find more about the strategies they apply and use.

The questions can be divided into several categories such as: usage of English outside the school, English as a favourite school subject, and teacher as a facilitator of learning strategies. The interviewees were also asked to specify and extend their answers from the questionnaire.

The interviews were recorded, transcribed and then analysed using the categories mentioned above as well as the grounded theory approach. The strategies used by young learners were identified and described according to Oxford's learning strategy inventory. The qualitative results are compared to the important research conducted by Rae Lan (2005) in Taiwan and Pamela Gunning (1999) in Quebec, Canada.

My research is unique to date as so far no research in the Czech Republic has been done by the means of semi structured interview on learning strategies with young learners.

Working with the Computer in Primary School: Knowledge and Creativity

Vessela ILIEVA
(NSOU Sofia, Bulgaria)

In Bulgarian primary schools ICT is an “obligatory elective subject,” with its own curriculum. The curriculum, which has been in place for five years, applies to all years of the primary school, from first to fourth grade. This guarantees that the educational process will be a systematic, continuous, step by step learning process resulting in all round competence. There are lessons in ICT in which the children learn to use all the possibilities of the computer as a medium in the context of normal activities for their age, by a project-oriented approach. These lessons, which take place in computer room, are one hour per week for all four years.

As one of the authors of this curriculum, the software that has been nationally adopted to support it, and a teacher trainer, but mostly as a working primary school teacher, I will discuss the specifics of the ICT lesson that must provide:

- facilities accessible, understandable and attractive to the child;
- a great variety of activities with a permanently active role for the child in the learning process;
- the opportunity to work on topics and issues of interest to the child him or herself, which are directly related to their actual life experience;
- the creation of a particular product that is valuable from the child's point of view, and that is able to "materialize" the invested skills and efforts.

In this context I will show some of the children's final products and analyze them as an illustration of the level of children's achievement and as a demonstration of the creative potential of these lessons.

This will demonstrate the importance of the connection between knowledge and creativity in the teaching process for children in primary school. It will illustrate the necessity of providing the children with suitable problems to work on and software through which they can express what they learn as they learn.

School as a Place of Moral Education

Viorel IOSIFESCU

**(University of Bucharest - Pre-school and Primary School Teachers College in
Buzau, Romania)**

Specificity of moral education is given, above all, by the fact that it can not be detached from a social context, more exactly from social relationships whose bearing, both as a subject and an object, is the student. Thus, the moral personality development is the result of socio-cultural conditions that interact with psihoindividual ones.

School, as a bureaucratic organization, in which an administrative-managerial system works (existing statutes, roles, rules, tasks), should not be reduced to only this dimension. It is defined, in fact, by the organization and functioning of the educational process by its culture, which is constantly enriched by students' culture. A feature of school culture is that the school, not completely formalized, provides conditions and a significant presence of informal events. Or, just non-institutionalized elements of school culture determine significant effects on students' moral education. Among these, we identify socio-affective factors of school climate, which may not only contribute to integration and cohesion of the members of this institution, but also to forming moral behaviors exhibited by students.

School is the place of complex interactions between teachers - teachers, students - students, teachers - students. In the framework defined by such multi-directional relationships, the students simply do not interact only in their posture as students, thus exercising their official roles, but also as beings who think and feel in a certain way, and furthermore as beings who bring with them a richer or poorer, positive or negative moral experience from their environments.

Among the values that the school intends to send them students by the hidden curriculum, is that of the conformism, the approval and respect of its own rules and regulations. Then, however, when these are not considered necessary by the students, when they are imposed in excess of authority, because the pressure for conformity is found, more or less in all groups, they will simulate conformity with complacency, meaning a change that occurs in the public plan, but not in the private one (of belief). It is a defensive strategy used by students, which we call the apparent submission. Thus, simulation and dissimulation, as ways of expressing hypocrisy, are practicing in school too.

The Effective Teacher Involved in Ensuring a Quality Management of the Education

Corina IUREA

(Titu Maiorescu University, București, Romania)

Georgeta CRIVOI

(SAM Silistea, Constanța, Romania)

Education as a priority area of the social life-lasting, which depends on the formation of one of the most important factor of the nation - man prepared by study -can not and must not afford failures.

The four pillars of the education of the XIth century are: learning to know, learning to do, learning to be, learning to live.

Long experience as a teacher has shown us that we must learn students to learn, to empower the students with effective learning techniques, preparing them as well for self-learning and permanent education.

Learning should be more and more a personal project of the student, held by the teacher, who is an organizer after all, an animator, a promoter, a manager of learning situations - to facilitate effective learning.

Paternal Involvement in the Upbringing in Modern Family in Latvia

Nora JANSONE-RATINIKA
(The University of Latvia, Riga, Latvia)

Family has never been a consequent volume, but now the traditional family has been reformed more than ever. Historically appointed, social, political, economic, and ideological, changes in society, influenced institute structural and functional transformations of family in different time periods. There is updated discourse in the division of family roles—legal, emotional, practical and ideological context—underlying father's involvement of the child's upbringing in the family.

Men's performance of household and family tasks, especially children upbringing is much more controversial in terms of changing established norms and values than women's involvement in employed work. Research article provides insight into the changes of father's role in the trend of research in theoretical thinking of Latvia and global social space context. The aim of the research is to study the development of paternal involvement in historical and modern context and eventually to develop guidelines for an informal education programme for parents in Latvia.

The main problem in the research context is a contradiction between existing and desideratum understanding of father's role in Latvian society. The research question is how to promote equal co-parenting in children upbringing in family in Latvia's socio-cultural situation? The research is based on leading theoretical and empiric pedagogical and social anthropological studies in Latvian theoretical discourse (A. Putnina, K. Sedlenieks *Men in Latvia*)

Summarizing research conclusions main tendency is brought forward – basic reason why fathers are not involved in upbringing is social stereotypes about appropriate roles for men and women. Re-characterizing the father stereotype is arguably the most decisive factor in bringing about the attitudinal change needed to move men's and women's family roles forward. This article deals with the discussion of practical conclusions after analyzing data.

Designing an English Special Purpose Course

Angela JIREGHIE
(“Vasile Goldis “University, Arad, Romania)

Teachers in the ESL/EFL classroom are interested to have students who are engaged in the current activity. In the medical English handbook, at an intermediate level I focus on oral communication and interaction strategies. The objectives proposed within the course are:

- ❖ oral and written messages consolidation;
- ❖ using of :
- ❖ specific conversations ,
- ❖ of correct grammar structures ,
- ❖ of translations;
- ❖ understanding words from the context etc.

The paper aims to show how to organize a course for a group of students with specific needs and objectives. The students of “Vasile Goldis “University, from Arad, need English in order to be able to speak and write about different situations like a telephone call, a doctor-patient dialogue ,summarizing, writing a media report etc. Most students think that English classes would be the same as they were during high school where they have a course and expect for practicing their English more, especially a lot of grammar exercises. However, we could see that younger students do not like to work in group or in a team as they might have the feeling of fear to work with their colleagues .Their image in the eyes of their peers depends on their knowledge of speaking fluently. In any way, the teacher applies his interactive style, gives students extra materials, sets a time limit for the activities, encourages students to talk about difficulties they might encounter when they speak and write in English. The paper follows the main steps a course design involves like setting a course content, methodology and main course objectives.

Children from Families of Various Social Groups in Lithuania: Pre-school Education Assistance and Services

Marija JONILIENĖ, Aldona MAZOLEVSKIENĖ & Sigita MONTVILAITĖ
(Vilnius Pedagogical University, Lithuania)

The problem of the presentation. Discussions regarding accessibility of high quality pre-school education services have become more and more intensive all over the world because attempts are made to have an effect on holistic children development, to eliminate gaps in children's achievements, to equalize possibilities of town and country children to receive education services, which would ensure the development of their cognitive, social, communicative, emotional, artistic and physical powers as well as would guarantee success at school.

Currently in Lithuania various institutions and organisations (family centres, institutions of additional education institutions, non-governmental organisations and others) provide educational support and services to families from various social groups growing pre-school children.

Though the variety of services provided to children from families of various social groups is rather wide, the services are not equally topical and accessible to everybody especially in rural areas.

The goal of the research: to identify educational support and services provided to children from families of various social groups.

The research methods: questionnaire, interview, internet survey.

The sample of the research: 1000 parents and caregivers, 500 providers of pre-school education, 200 representatives from institutions providing education services to children and families, 100 establishers of pre-school education institutions and other organisations.

The research results. Most frequently children are accepted into institutions providing pre-school education according to parents' request and living area. However, according to the opinion of one third of the parents and one sixth of heads of pre-school education, children are able to attend an education institution only according to their parents' living area. Moreover, parents living in towns have a bigger possibility to choose an institution according to the offered services.

The research revealed that the groups for children with special needs are hardly available in rural education institutions. Only one sixth of the education institutions in the survey apply integrated education for special need children.

It was established that one fourth of institutions that provide pre-school education use services of mobile specialist group from Pedagogical-Psychological Services. Institutions located in rural areas hardly ever use this service though its main function is to provide support for children from rural areas.

Least frequently pre-school education institutions and other organisations provide children from families of various social groups with services of child care: temporary accommodation for children in critical situations or child care in institution for children whose parents are broad or somewhere else, short-term care of several hours in child care institution.

Application of it in Teaching and Effective Learning in Primary Education

Snezana JOVANOVA-MITKOVSKA
(Goce Delcev University of Štip, Republic of Macedonia)

The paper is elaborated theoretical issues related to effective teaching, effective learning. Emphasize the need to implement the changes, the need for redesign of the teaching process conceived as a communications process, a process that is received, transferred, adopted information from various sources, including IT, a process in which students actively learn.

Effective teaching in elementary education also means an effective integrating of technology into the teaching process through the teaching of all subjects, their application which will allow for active student access to content, its active learning and independent learning. This would integrate core components: active engagement, group work, permanent Feed-back, evaluation, self evaluation.

In this paper as a result of micro research conducted in R. Macedonia, using descriptive method, technique analysis of documents on the subject in primary education programs, as well as scaling and interviewing, we presenting views, opinions of direct practitioners-teachers realizes the process of teaching with the help of IT, its role in achievement of greater effectiveness in the teaching process, their suggestions for improving the same, as attitudes and opinions, suggestions of the students associated with its use in teaching.

Learning through Symbolic Play

Petra KARKOVIĆ
(University of Zagreb, Croatia)

Quality preschool practices and the knowledge and skills that children gain in preschool institutions are consequences of the education every teacher has, but also are deeply connected with their personal beliefs and the manner in which the child is seen. Views of adults adult concerning space, materials and types of activities in which children engage themselves, directly influence the way in which children are learning. Humanistic approach to preschool theory and practice implies that the child is seen as the competent person, responsible for the process of his or her own learning. Namely, numerous authors underline the importance and meaning of play in the process towards gaining new experiences and skills necessary for everyday life and further education. Child's active participation in play, managed by the child, which contains concrete experiences from the real life is a crucial starting point for motivated and creative learning. Learning is also an integral part of symbolic play, through which a child in activities he or she selected, according to their own choice, is witnessing and processing experiences from everyday life, with the purpose to understand and to explain to itself the experiences he or she encountered. In the process of symbolic play child starts thinking in the symbolic way, pretending that a certain object represents a specific object from the everyday life. Pretending to be someone else children imitate and take roles of adults that surround them. Symbolic play also encourages the process of developing problem-solving skills and quality communication among children, since it includes making up different scenarios, decision-making and agreeing. In addition, symbolic play represents the foundation for early literacy development, because within symbolic play child realizes that real objects and activities can be replaced with symbols, and later understands that they can be replaced with words.

It is important to note that the quality of children's learning in the process of symbolic play certainly depends on the teacher, since he or she is making decisions concerning the space organization and offering of materials. Learning by doing, learning through experience, i.e. the use of different materials in different ways and active construction of knowledge, is a positive learning experience for the child, because by possessing control over their own process of gaining knowledge children develop confidence and security in their own competencies and motivation for further research and learning.

Values in Pedagogical Programmes in Hungarian Schools (Poster)

János Tibor KARLOVITZ
(University of Miskolc, Hungary)

Values, decisions, choices follow our whole life. The fundamentals of value-choices are used in the families and consciously in the schools.

We examined some local curriculums and pedagogical programmes, what are the most important values in Hungarian schools nowadays. We found, may be say, crisis of values in pedagogical programmes. Nor for municipal, nor for Catholic public schools have not enough ideas to build coherence useful value-system for educational work in everyday life.

The first question was, what are the main values: values of the Judeo-Christian tradition? Is it possible there are new values – within this tradition? The second question was: how respected the European core values in educational system – and in local syllabuses of Hungarian schools. The results will be seen on the poster. (Research No. OTKA K-75295, research manager: Zsuzsanna Vajda)

Teaching Methods Applied with Interactive Boards in ELT Lessons

Alena KAŠPÁRKOVÁ
(Masaryk University, Brno, Czech Republic)

The interactive board is a medium which is starting to be introduced into Czech schools. It has often been criticised as a technology which turns students into passive observers. Most researches have been undertaken on using this medium in other subjects than English. Therefore the aim of my research is to explore use of interactive boards in the lessons of English at lower secondary stage of elementary schools. Its first part is focused on teachers, whether they were or are provided any technical or methodological support, whether this new technology helps them save time during the lesson or during its preparation. The research is also aimed at pupils, if and how the i-board helps them, if it influences their results. The third domain is the teaching process itself – if the course of the lesson with the i-board is significantly different, the tempo of the lesson faster or if the pupils are more active.

In the presentation I am going to focus on the third area of my research, concretely on teaching methods applied with interactive boards, mainly how large scale and which methods the teachers use. Research methods that will be used to gain the necessary data will be described and the process will be explained. Some preliminary data will be presented and further proceedings will be indicated.

An Overview of the Activity of the Hungarian Higher Education Accreditation Commission (HAC) with Special Emphasis on Teacher's Training Programs

Lajos Kis-Tóth

(Hungarian Higher Education Accreditation Commission, Budapest, Hungary)

The current relevance of the presentation is justified by the following factors:

- ❖ In the past decade the Hungarian higher education arena experienced significant changes.
- ❖ Following the implementation of the multi-cycle Bologna type training system in 2006 such concerns of European magnitude as the quality assurance of higher education processes were assigned increasing significance.
- ❖ Currently a new higher education law is being developed in Hungary.

Section 1 of paragraph 109 of Act CXXXIX/2005 also known as Hungarian Higher Education Act specifies the scope of the authority of the Hungarian Higher Education Accreditation Commission in the following manner:

The Hungarian Higher Education Accreditation Commission is an independent, national professional authority established for the accreditation of institutions and the assessment of academic programs with special attention to the evaluation of the quality of instruction, scientific research and creative artistic efforts along with the external assessment and monitoring of the implementation of objectives listed in the respective institutional quality improvement plans.

My presentation demonstrates how the HAC performs its primary task with special attention to the implementation of a teacher training structure meeting the requirements of the Bologna process.

Accordingly, the scope of an official inquiry performed by the Hungarian Higher Education Accreditation Commission on entry level undergraduate programs extends to

1. The content and modules of dual major undergraduate programs
2. The content of the 10 credit career orientation program section providing preparation for the teaching profession
3. Additional inquiries include:
4. The inspection of the MA level teacher training programs
5. The examination of the relevant qualifications

While processing new academic program applications the HAC closely scrutinizes the scholarly research efforts and infrastructure of the respective institution along with determining the compatibility of the given subject content and scientific research efforts of the subject directors in addition to evaluating the professional relevance of particular instructor profiles to the given subjects.

Narratives in Primary Education

Martin KLIMOVÍČ
(University of Prešov, Slovakia)

Narrative turn in the humanities focused attention on the story as a cognitive construct. Stories are a basic human strategy for coping with time, changes and processes as a part of experience of the world. Stories are part of cognitive and communication activities of the individual from every day conversation to artistic expression in terms, movement and image. In linguistics, narratives are seen as verbalized memories of past or ongoing experiences (Heath), two independent clauses produced in the mutual respect of one event (Labov), a fundamental way of organizing human experience and a tool for constructing models of reality (Herman). In contribution, narratives are seen as a possible way of development of communication competence in both pre-school children and primary-school children. Some explanations in narration studies show different narrative types. Description of narrative types extends the range of communication activities in school, especially in text production. Children's narratives contain not just fictionalized stories (storytelling), but recounts, event cast (means planning of future events) and accounts of author's experience, too. Otherwise, through presentation of narrative levels a reader can follow the developmental aspects of narrative competence (the ability to comprehend the narrative structure of a text, but also the ability to create his/her own narrative text). It seems that narrative skills correlate with cognitive characteristics (in cognitive sciences: seeing X as Y), which brings a number of implications to the development of communication skills in individualized form. In the end of the paper our own research in narration field using story grammar approaches is presented. After analyzing many Slovak children's stories, it seems, that a universal model of child's step by step improving narrative skills according to the development of story grammar can be defined.

Teachers' Professional Competences in Theory and Practice

Maria KOCÓR
(Rzeszow University, Poland)

A teacher has always been the core of every system of education. At present, a lot is required from them, they are given more complex tasks resulting from the local, European and global needs and problems. For this reason, nowadays, the problem of the professional competences gains particular significance. In the face of continuous changes, it requires to be redefined and it is essential to establish the main elements and types of teachers' competences.

The author's teachers' professional competence model includes three main components: knowledge – general, substantial, pedagogical and psychological; abilities – communicative, managerial and social, personal features – subjective, moral and creative. However, a competent teacher is, first of all, reflective practitioner. Thus, the presented model of professional competence also consists of teachers' practical experience.

The elaborated model of the competence was used to design the research and competence of modern teachers. I conduct the research in many regions of Poland – among future and present teachers and students of various types of schools both urban and rural. I made an effort to define the level of teachers' competence in various fields: organizational and managerial, substantial, methodical and didactical, pedagogical and psychological, communicative, diagnostic, control and evaluative, creative etc.

The results of the research conducted among students and teachers show assessment diversity from both subjects. Teachers evaluate the educational reality and the level of their competences highly, whereas students criticize them more often. It proves that adaptive attitudes dominate among teachers (I mention it in the book: *Teachers in the face of educational changes in Poland* (2006), based on the results of the research conducted among 1000 teachers). These attitudes block their creative activities and self-development, and schools' development. The condition for teachers' readiness to develop their professional competences is their ability to accept edifying criticism, the fundament of which is the emancipation of thought. Thus, it is essential to shape the critical and emancipative attitudes among future and present teachers because they are the basis for permanent *becoming competent*.

Game as the Basis for Qualitative Relationships in a Community

Emina KOPAS-VUKASINOVIC
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Taking as a starting point the environmental factors, which determine the development of every person's potential, this paper deals with the possible influences they can have on the development of qualitative relationships in a community. Environmental factors are considered as a foundation for successful learning through game. The theory of a game in the function of preschool and school children's development is presented in the first part of the paper. The second part deals with the possibilities that a qualitative game offers, which are significant for socio-emotional development of children and youth. Also, the paper presents the results of a survey that aimed at defining in how far educators and teachers fulfill educational tasks through an organized game with regard to the fostering of qualitative relationships of children in a group. This includes defined system of games, which is realized at an older age in more detailed variants. The results of the study confirm the author's assumption that educators and teachers organize activities through game, but that they are not very familiar with the elements of the games' systems. Moreover, it is revealed that educational effects of child's game are not considered in practice. Although its importance for development of children's creative potentials is emphasized, they are not combined with the possibilities of development of qualitative relationships in a community.

Characteristics of the Successful Teaching of Trumpet

Ljupco KOSKAROV

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The work will deal with the most important characteristics of the successful teaching of instrument trumpet. In this context, we process the following aspects:

- Interactive communication teacher – students relationship
- Motivation of students to achieve better results
- Application of appropriate methods, techniques and strategies
- Reflexive teacher

The modern pedagogical thought puts more emphasis on interpersonal relationships that makes the bound among participants in the learning process, namely the teacher and the student. If you ever succeed in the classroom once depended only on well – prepared teacher who can impart knowledge to students today, even more dependent on highly – sensitive interactive communication links between teachers and students.

Motivation is another key element to successful teaching job. The teacher who knows how to motivate students to work for themselves, is a successful teacher.

An important aspect of my method is a successful and appropriate individualization of instruction. It allows each student to work under his own pace and own level of intellectual and overall development, to encourage and develop their own interests and aspirations, to independently choose and apply methods for learning and practicing, or apply individual learning styles and exercises.

Two Attempts for the Prevention of Violence at School: Expect Respect (Austin, Texas, USA) and ViSC: Viennese Social Competence Training for Students (Vienna, Austria)

Attila KŐSZEGHY

(Kölcsey Ferenc Teacher Training College of the Reformed Church, Debrecen, Hungary)

There has been an abundance of research studies in school bullying in Europe and the USA in the past two decades. Researchers have been focusing on theoretical considerations as well as practical aspects of the phenomenon. However, fewer attempts have been done to put the results of research in practice in both continents.

The two programs in the title stand for two attempts of the kind from two vastly different countries from two different decades. Do they reflect major theoretical or practical differences? How did they seek the common goal to prevent or decrease peer violence? How did they succeed in achieving their goals? These are the questions the present paper sets out to answer.

Whitaker and his colleagues claim that although "deadly violence on school grounds is actually quite rare," physical and verbal bullying are quite common in American schools and students consider them as greater problems than more severe forms of violence (Whitaker et.al., p 328). They quote the findings of other researchers who state that almost a third (30%) of 6th and 8th graders "reported moderate or frequent involvement in bullying"(p 328). The Expect Respect Project provides a thorough bully prevention training for all members of the school community thus preparing them for recognizing and adequately responding to bullying, thus preparing the way to a bully-free school environment.

The Viennese Social Competence (ViSC) training program, on the other hand, has been specially designed for disadvantaged teenagers who belong to a risk group of bullying. The theoretical basis for ViSC is social information-processing Theory (SIP) which postulates a link between cognition and social behavior. According to the program the steps of social information-processing (like "encoding of social cues," and "interpretation of social information," etc.) have to be properly trained to participants, thus preparing them for adequate reactions in bullying situations.

Discourse Analysis Application and the Supportive Context of Self-regulated Learning

Zsuzsa Kovács
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Self-regulated learning is briefly described as the process of one's self-motivation, when someone takes responsibility for their own progress, guiding, structuring and controlling their learning autonomously. Self-regulated learning (SRL) became one of the most often researched fields of educational psychology in the last three decades. Despite its rich literature and the dozens of ongoing research projects in this field, it is a highly complex topic area which lacks unified definitions.

This paper is focusing primarily on theoretical and methodological aspects of adaptation the instructional discourse analysis in educational researches, summarizing experiences based on the literature of discourse analysis and outlining the role of the method disclosing the main features of classroom context that supports SRL. I presumed that a systematic data collection and analysis of the learning context would prove to be helpful to understand the unique SRL phenomenon and the process of its development. In my view, supporting SRL can only happen and can be interpreted when there are intensive interactions among individuals and the social-context elements. The features of communication in the classroom, the methodological features of actions result in contextual situations, in which the learner gains opportunities for learning through own initiatives.

Secondly the paper briefly presents results from a research conducted in two primary schools, in grade 6, where I collected data at History lessons in the academic year of 2005/2006. The focus of analysis was on classroom culture in order to explore the patterns of communication and learning management using the methods of observation and discourse analysis based on transcripts of video recordings. The experiences of using discourse analysis raises further issues of the possibilities and ways of adaptation of this research method not only in qualitative methodological researches, but in analyzing the supportive classroom culture of SRL too.

In sum, this issue shortly introduced above, offers a new insight into the analysis of classroom context in the research of self-regulated learning and the culture of learning in Hungary. It may also prove to be a pioneer venture to pave the way for using qualitative research methodology, including discourse analysis more often in educational research in the future.

Parental Competence of Media Education in a Family

Andrita KRUMINA

(The University of Latvia, Riga, Latvia)

The role of mass media continues to increase in personality development of children and socialization processes. Nowadays childhood is “media childhood” and nursery is “a media room”.

Unrestricted access to information eliminates the differences between the world of adults and children. Up to nowadays upbringing and education has been possible and effective exactly due to differences of generations. Until now the older generation was cleverer than the young generation, and this feature created conditions for upbringing. At present parents and pedagogues have to admit that children are a step ahead of them in the application of media.

Thus media have also substantially altered upbringing and educational processes in a family. Parents frequently feel helpless and desperate as they understand that traditional patterns how they were brought up and educated do not work anymore, that their monopoly of educating and upbringing of the new generation is vanishing.

There are four tendencies in respect of the application of media education conceptions in the families: 1) authoritative or protective conception, 2) optimistic conception, 3) critical conception, 4) liberal or indifferent conception.

This article provides an insight about the concept of media education and upbringing, theoretical bases of media education conceptions and results of the practical research where one of the objectives was to determine tendencies that dominate in the families of Latvia do to media education.

Fine Arts for the Psychical Health of Adults

Nárcisz KULCSÁR
(University of Szeged, Hungary)

Nowadays it is not necessary to argue in support of the significance of adult education and training outside the school system. It can be accepted as a basic principle that adult education and training may be a solution to the most important social-economic problems as it can reduce social inequalities and improve employment and the quality of life.

Adult education and training can be general, or language and profession-oriented. The current adult education and training system focuses mainly on vocational training. More and more individuals participate in training courses that give a formal qualification and a certificate, and less attention is paid to general education and a non-formal ways of learning.

My attention was attracted by the work of Heinrich Hanselmann, a Swiss psychiatrist, the author of "Andragogy" in 1951. His thesis was that adult education should deal with the emotional development of individuals as well. Adult education has to help adults to solve their problems and difficulties. Hanselmann used the methods and tools of fine arts to develop the competence of adults.

Based on the work of Hanselmann, the main issue of my research is to show the effect of arts on personal development. After analyzing the theoretical background I visited institutions where art therapy is accepted and applied efficiently to the education of adults.

In my presentation I introduce possibilities of applying art therapy and summarize my personal experiences gained during my research.

Comparison of Mathematics Education at Primary Schools in Slovakia and the USA

Jana LACEKOVA
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The issue of learning and an orientation of the education system is an ongoing field of research of various international studies. This article is focused on the math international comparative studies OECD/ PISA (Program of International Students Assessment) and IEA/ TIMSS (Trends of International Mathematics and Science Study). The inconsistency of American school systems is an often discussed problem especially in this time. This fact represents a big barrier for evaluating the USA success in all international comparative studies. Besides others, this fact was the main reason for creating a new school reform in the USA. In the paper we will clearly describe the main ideas of the new school reform in the USA – Common Core State Standards (CCSS, 2010) which is already taken by 48th out of all 52 states of America. Also in Slovakia, a new school reform was created – ŠVP (State educational reform, 2008). This reform divide the curriculum into two parts (70% state curriculum, 30% school curriculum) and clearly define learning areas for all subjects and school levels. In this reform, a new curriculum was developed in the theory of probability, graphs-making and statistics. In the paper we are focused on the first stage of primary school level, especially on the success of Slovak and American primary school pupils in fourth grade in all TIMSS study. The main reason for the chosen research study was the fact that both countries were almost on the same level, but the trend of success of American and Slovakian pupils in the chosen parts of mathematics (geometry, algebra and arithmetics, statistics and probability) is completely different. The research took place in a period of September – January 2011 in Pittsburgh, PA, USA and close suburbs. The same study was realized during February – March in primary schools in Presov in Slovakia. In this study we used students who attend fourth grade at the age of 9 – 10 years. All tests used in the study research were based on the mathematics curriculum and standards valid in the State of Pennsylvania and Slovakia. All tasks used in the tests were also used in past international comparative studies, in which the USA and Slovakia participated. The main part of the paper is focused on the statistical evaluation of the research study. We give answers to our research questions and hypothesis. At the end of the paper we offer recommendations for students and teachers. Moreover, we use our results to enhance the quality of textbooks and give hints on how to improve methods in teaching mathematics.

Lifelong Learning for Disabled Persons in Medjimurje County

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Ivana BUJAN
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Due to continuous knowledge and technology development nobody can tell for sure that he or she will, during the education in youth, acquire adequate knowledge for the whole life. The lifelong knowledge concept is an answer to education disproportion among the young and adults education during the 1960-ties. The goal of youth education was to prevent the knowledge obsolescence. Since the mentioned was not satisfactory the adults' education was introduced, which tried to reduce the educational stagnation of people who were very often illiterate. The lifelong learning is also introduced due to education and upbringing crisis. The reason could be found in old fashioned school which tries to permanently prepare the students for life challenges in their adult ages.

Lifelong learning encompasses various types of formal and informal education and is designated for every person no matter what age group, gender or other factor. This work tries to answer the question how does the lifelong learning concept work within the disabled person's education framework. There are various inclusion programs in the Republic of Croatia and in Medjimurje County as well, which include children with disabilities into regular formal education (primary schools, secondary schools) and adults into informal education. The authors will present the data on the basis of their own research what is the extent of inclusion and do the adult disabled persons enter into informal or formal education programs. Poor economic situation in the country from 2009 further on, has been forcing the unemployed to choose further education, retraining or enroll into specialization programs in order to improve their employability opportunities. This way, the lifelong learning concept becomes a significant factor of social cohesion. On the data obtained, the work will try to answer the questions is the lifelong learning open for disabled persons and are the education programs and curriculums adjusted for disabled persons.

The Effect of Group Conscious Development on Social Skills in 8-9 Year Old Students

Dóra LASZTOVICZA & Anna PROTZNER
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Introduction. It is well accepted that the development of social behavior starts early in a child's school years; in the institutional school system where the student can practice social abilities daily within his age group.

In addition to earlier studies, our earlier research demonstrated that physical education has a positive effect on group structure. During one school year, motor skills development was successfully used as an educational methodology to develop and reinforce collective social goals.

In this study, we examine schools where the development of students' social skills plays an important role next to the development of cognitive skills.

Hypothesis. If methodically applied and regularly used, cooperative educational techniques will induce a lasting change in students' social skills.

Experimental groups. The participants were 8-9 years old students from three different elementary schools in the XII. District of Budapest, Hungary (PE class N=25, Music class N=28 Regular class N=27). The experimental school held PE and music classes daily while in the regular school these classes were held twice a week.

Experimental method. Sociometric status was measured with Shellenberger's Group-Evaluative Method (1990). We extended the matrix to the 'Y' scale which graphed the average score (on a 5 point scale) the student gave to each classmate, which is a measure of how willingly they would they participate in a game with each of their classmates. The sociometric status was measured before the end of school year (2010. spring) and after the summer holiday (2010. autumn). Data were analyzed by the Mann-Whitney U test.

Results. During spring time, the P.E. class showed the strongest coherence. The cohesion between the individuals and the different genders was the strongest in this class. In the second investigation, students significantly ($p=0,0002$) gave lower scores to each other than earlier. In the other two classes (music and control) the sociometric distance noticeably decreased, but not significantly. Students who were marginalized or adored in spring did not have such an outstanding position after the summer holiday.

Summary. Our results show that conflicts and preferences decreased in all classes between the two investigations. Every school year is a new opportunity for educators because both social skill and motor skills are teachable and learnable.

Long-range, conscientious works requires years of data, and thus we plan to continue our assessments for two more years, until the students graduate from the 4th class.

Physician-patient Communication from an Educational Perspective

Kornélia LAZÁNYI
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Nowadays, more and more turn to physicians with complaints and symptoms that do not have somatic disorders as origin. The more physicians know about patients, the more effective their efforts of finding the underlying causes – whether somatic or psychological – will become. Even so, communication with the patient does not come naturally to all. Some physicians, - contrarily to the now fashionable bio-psycho-social holistic view, - still regard their patients as symptom carriers and mere manifestations of their illnesses. This can be a result of the physicians' socialisation and formal education, but it might also be a conscious (or unconscious) decision to facilitate the protection of their own mental and psychosocial self. However, the most important part of the therapy being the consultation itself - the connection between the patient and the physician – it is inevitable for all those, who work in the health-care industry to learn the proper, and as such, effective way(s) of communicating with patients.

Those effective in their caring professions are inevitably smart, creative, and regard life with a sense of humour despite of being aware of its limitedness, but first of all are empathetic. Empathy causes the physicians to act in ways that improve patients' well-being, and stimulate their healing processes. Empathy helps the patients to open up, which provides physicians more detailed background information. It fosters patients' greater autonomy, improved willingness to participate in decisions, higher sense of self-efficiency and through all of these their self-healing processes.

Empathy, however, is not a universal feature of all physicians (or those of caring professions), in each and every situation. In order to act empathetically, they often have to mask their genuine emotions and emotive responses and fake socially acceptable ones. This way empathy is a sort of emotional labour.

Formal education of physicians involves communication with patients, but only teaches the ways of surface acting, where those involved are consciously behaving in a socially acceptable way which is frequently dissonant with their genuine emotions - that they are hiding. This level of emotional labour is proved to bring about psychical and/or somatic illnesses in those involved. On the other hand, there is a way – through deep acting – to lessen the negative side effects of the emotive dissonance. There are techniques that enable physicians to feel – and not only fake – the required emotions. Then again, these techniques are not taught at universities, but obtained on the job thanks to a supporting work environment, or attained the hard way, through trials and errors, through personal experiences.

The Attitudinal Profile of Adult Language Learners

Viktória LÁZÁR
(Eötvös Loránd University, Budapest, Hungary)

Besides motivation, language learners' attitudes are the second most powerful drives of language learning. Experienced adult language learners openly voice their attitudes towards many aspects of foreign language acquisition: English as a foreign language, language learning as an activity, individual differences such as age, aptitude etc., and also towards teachers' roles. In Hungary the adults aged 35+ used to learn Russian as a compulsory foreign language at primary, secondary and tertiary levels. The general negative attitudes towards Russian were thought to be responsible for the long but still ineffective learning. Ever since 1989 when the political scene changed completely, English has become the dominant foreign language taught in Hungary. However, not only Hungarian political system, but also, the position of the English language underwent some changes, it has been transformed from a foreign language (EFL) into the lingua franca (ELF). The present qualitative research investigates ten experienced adult language learners' attitudinal profile. The participants of the research took part in semi-structured interviews, and their responses were analysed according the constant comparison method. The results provide insights into Hungarian adult language learners' attitudes towards English as a lingua franca and the aspects of English language learning. The research also highlights on other elements of language learning, of which attitude is only one aspect, such as success, learner strategies, expected teacher's roles, and types of motivation.

Intrapersonal and Interpersonal Aspects of Social Ostracism in School Environment

Andrea LEHENOVÁ
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Social ostracism referred as the silent treatment and being ignored, is a widespread form of social rejection and the first stage of bullying. The purpose of this article is to present specific theoretical questions about this phenomenon, existing in the literature. In our research we explore some intrapersonal (feeling, self-esteem, reasoning causal clarity – degree to which targets understand why they are being ignored) and interpersonal aspects of ostracism (quality of relationship in social group) and we present our findings and interpretation of the results from the psychological perspective. The formulation of the recommendations for school psychologists, the teachers and the social educators and their application in everyday situation in school environment could be the way of the prevention of ostracism and bullying.

Social Web and Digital Literacy

Miklós LEHMANN

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The interactive and online applications on the Internet transformed child's everyday environment wholesale: now it is common that school-age children stay hours on end using not only games but also social applications. Many of them are engaged in continuous presence on one or other social site. Schools keep hardly abreast of this change because informal learning by means of Internet fits not easily to institutional education; consequently, it's necessary to modify education's methodology. The transformation of reading, the shared nature of knowledge and critical, the digital environment actively forming approach has outstanding role in this learning process.

The first task for the schools on this field is to teach: how to do things with these applications? In the case of social web the Internet is such an instrument, which is produced, formed and shared by the users. By the idea of participatory learning, digital literacy is built on the ground of accelerated activity of pupils. My first attempt to familiarize students with active and participated forming of online sources was with Wikipedia-entries – this online encyclopedia is the first and insecure, by teachers frequently condemned knowledge source for pupils and students –, on the topic of philosophical approaches to literacy. The results show three main areas: (1) collecting and selecting, (2) critical thinking, (3) knowledge ordering for sharing; all the three will be shortly discussed in the lecture.

An Investigation of Integrated Vocational Training Programs at High School Level in Taiwan

Tsang-lang LIANG

(National Changhua University of Education, Changhua, Taiwan)

The purpose of this study was to explore the effects of a specific training program for helping student to acquire skill certificate in vocational high schools. Based on literature review, there were five skill learning acquisition factors positively related to student skill learning achievement. The study was conducted by questionnaire survey. The population of this study was the 47091 high school students who took training program. The sample consisted of 1880 students who were selected by stratified random sampling techniques. The number of usable returned questionnaires was 1386, a return rate 77%. The research instrument was composed of two questionnaires. The first, the *Personal Profile* was used to assess demographic variables which were gender, grade, plan after graduation, education level of parent, school location, public or private school. The second was the *Multifactor Skill Learning Acquisition Questionnaire* (MSLAQ) was used to assess the factors of learning motivation, learning attitude, learning methods, learning environment, learning habits.

The collected data was analyzed by the computer program of SPSS. The statistical techniques, including frequency distribution, proportion, means, standard deviation, t-test, one-way analysis of variance, Chi-square test and Pearson correlation. Based on the statistical analysis, the findings were as follows:

1. There were low to moderate range positive correlations between 'willingness to acquire skill certificate' and the five skill learning acquisition factors learning motivation, learning attitude, learning methods, learning environment, learning habits.
2. The willingness of students to take training program was relatively high.
3. There were significant differences of the five skill learning acquisition factors in terms of grades, future plans after graduation, engaging part-time jobs and had skill certificate.
4. There was no significant difference among all five skill learning acquisition factors in terms of gender of students.
5. There were significant difference among all five skill learning acquisition factors in terms of school types (public or private), teachers' encouragement to take the skill certificate.
6. There were significant differences among all five skill learning acquisition factors in terms of skill certificate level (Grade B and C).

Character Strengths as One of the Determinants of Classroom Climate's Quality

Barbora Líšková
(Trnava University in Trnava, Slovakia)

The article briefly presents a new scientific discipline-positive psychology and selects one topic- character strengths. It also describes each of these strengths and defines a research instrument (questionnaire Via Youth) which can be used to measure these strengths. It also defines the classroom climate and presents various methods for its examination. Content of the second part of the article is an outline of research methodology aimed to identify character strengths and its relations to classroom climate's quality.

Literature as a Welcoming Mechanism for Immigrant Students

Pablo LORENTE MUÑOZ & Rebeca SOLER COSTA
(University of Zaragoza, Spain)

In the last years, literature has become part of the specific tools for the teaching of Spanish as a Foreign Language (ELE), often with customized versions or reduced work stories. However, little attention has been paid to the strong cultural learning component that involves the use of literature in the classroom with the objective, rather than language learning, the knowledge of oneself and a hosting society with its own identity.

Besides these issues, we are also interested on how literature, through concepts such as hospitality and the creation and re-creation of the "possible worlds" in the reader, makes feasible an approach to the reader with the host society, but also with his own culture and with the new world that is to be done. This new world must necessarily be a synthesis of his own culture and the new one where he lives in.

To understand better these elements, we made a brief reflection of our times, marked by the definition of postmodernism, label often associated with skepticism and at the end of the great metanarratives, one of them is the concept of identity.

We also discussed various key concepts to understand the phenomenon of immigration and observe some of the major immigrant welcoming facilities in connection with the literary discourse. From there we analyze some of the most widely used literary materials, on many occasions with little success, as book albums or traditional tales.

Finally, we propose a novel reading suitable for immigrant students with a medium-high Spanish linguistic level (A2-B1) to analyze the learning opportunities and integration of this work.

European Dimensions of Education in the Romanian Educational System

Vasile MARCU & Adela BRADEA
(University of Oradea, Romania)

Because we live in a society in constant evolution and change, the purposes of the educational system must be in continuous concordance with them. Only that way can we shape the individual our society needs. The article aims to capture the relationship between the new curriculum and the new goals of the national education policies in the spirit of European citizenship. The research follows the materialization of the necessary changes in the Romanian education system: the formation of competences with large transfer possibilities, adapting curriculum to the knowledge society, to change, post modernity, improving efficiency of emotional learning to achieve an increased EQ, for the social and emotional education of the European citizen, moving from the academic culture of theoretical type to functional culture, from monoculture to interculturalism and pluriculturalism, from theoretical education to pragmatism, to emphasizing the applied character of learning, from the instructive/informative character la emphasizing the formative character of education/teaching.

School Bullying in Secondary School (Poster)

Ferenc MARGITICS & Ágnes HARSÁNYINÉ PETNEHÁZI
(College of Nyíregyháza, Hungary)

The objective of this study is to reveal the structure of bullying behaviour patterns occurring at school, the occurrence rate of the aggressor, victim, joining interferer, aiding interferer and spectator behaviour patterns among pupils and students at secondary school. We used the Bullying Questionnaire developed by our research team to study the behaviour patterns that are related to bullying. Regarding the second strongest behaviour pattern shows in the case of bullying we found that to girls the spectator manner was most typical. In the case of secondary school boys the aiding intervention was most characteristic. The attacking behaviour given to bullying was not found typical. However attacking behaviour was significantly more typical to boys than to girls. The application of physical and verbal force as well as preference of advantage deriving from attack was significantly more peculiar to boys than to girls. The victim behaviour pattern was the least typical to the specimen.

Holistic Teaching and Learning – the Case of Suggestopaedia

Carmen Liliana MARUNTELU
(Ovidius University, Constanța, Romania)

Classical Pedagogy with its “serious” student-teacher-administrative rituals emphasized the teacher as knowledge broker and the student as receiver of knowledge. The work was about content mastery. The “new” pedagogy - some refer to it as critical pedagogy, others as social constructivism - emphasizes the student as learner in a social context and knowledge as produced within a social context.

Suggestopaedia is a method that has as a final objective the elimination of the psychological and socio-professional barriers present in any human being. Based on the functions of the cerebral hemispheres, it stimulates the unused reserves of the human brain to get a quicker and more effortless yet fully conscious way of learning. That is why it has become one of the most amazing approaches in teaching foreign languages.

It makes it possible to transfer information without the twisty paths of present ways of teaching and a teacher can guide a student beyond the normal capacity of his/her mind by broadcasting over the defensive mechanism of the normally unused 90% of the brain.

It belongs to that type of education with a holistic perspective which is concerned with the development of every person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

Dr. Georgi Lazanov is the one that created this teaching method that doubles up learning process 50 times, enhances memory, entails practically no effort on the part of the student, arrives at retarded and bright students alike, and requires no special equipment. The secret of this technique is that material does not reach the memory in the ordinary way, because the student does not participate consciously in the process. With basic knowledge quickly and painlessly instilled, schools could increasingly become places of creative teaching and thinking.

Transgenerational Transmission of People's Customs and Beliefs in Family Education

Marina MATEJEVIC
(University of Nis, Serbia)

Transgenerational transmission of family culture contributes to the preservation of certain continuity between generations. According to the theoretical concept of Sameroff and Fiesse, a transfer of certain customs and beliefs within the family education significantly contributes to the formation of family values and modeling behavior in a certain family. Modern research shows that the family life cycle, "families with small child", is marked as a critical point of high crisis potential in the development of family relationships. In the past, in the Serbian patriarchal culture, this was a time of expressed magical concern directed toward to the obtaining and preserving a healthy birth. The aim of this research was to determine the presence of certain beliefs, customs and rituals at this stage of family life cycle. In our study we wanted to determine whether within the family education is transferred certain customs, rituals and beliefs, and whether there are differences between urban and rural areas, and whether they are caused by educational level of respondents. The research results showed that the customs which related to childbirth and the preservation of a healthy progeny is more represented in the rural areas, because there was statistically significance at the level of 0.05, while according to the educational level of respondents there were no statistically significant differences, although these practices are mostly common among subjects with primary education. The derived results show that in the transgenerational transmission of family culture is present a specific customs and beliefs, and that in the rural areas their presence is much more pronounced, which is certainly associated with value orientations, which in rural areas have a more prominent designation of traditional culture.

The Effect of Music Therapy on Young Adults Who have Grown up in Orphanage

Zsófia MÉREI

(Eötvös Loránd University, Budapest, Hungary)

My study focuses on people who have grown up in child care system, and have many disadvantages in their socialization caused by the harmful family milieu on the one hand, and by privation of the family on the other hand. Without adequate remedies, these disadvantages make the social integration of these young adults quite difficult.

According to my hypothesis, these deficits could be compensated for by art-therapy, especially by music therapy. In my research I present the Hungarian child care system, the types of the institutes and the ways and reasons of children being taken away from their families. Besides the presentation of the child care system I thrash out the history of music therapy, and in an international context I analyze the most recent researches on the topic to prove the efficacy of the method. In addition, I dissect the problematic phenomena that although music therapy is used efficiently in many spheres, it could not find its way into the child care system in the face of the obvious necessity.

In my research I use semi-structured and deep interview methods to prove that it is necessary to use music therapy in the child care system. There are a number of specialist from the field of music therapy and child care who took part in my qualitative research, as well as two adults who have grown up in orphanage. Based on the interviews, the participants find it very important to develop the orphans' social skills, and they also agree that music therapy is an effective method in this case, which confirm my hypothesis.

In my research I also outline some possible ways to extend my research and the methodology of the therapy, which could help orphans in the social integration and could be substantially rewarding for the society as a whole.

Quality of Higher Education under Bulgarian Context

Valentina MILENKOVA
(South West University, Blagoevgrad, Bulgaria)

Development of European higher education, a part of which is Bulgarian one is connected with the whole modernization process of different education aspects, research activities and innovations, as well as with improving his congruence, flexibility, and adaptation to social needs. There is in modern societies dominates a need for creation new elements, coordinated to values of democracy and open education. One of the aims of further education, especially higher education is to stimulate individuals to form a positive attitude towards ICT and a motivation for upgrading qualification and competitiveness. The core of higher education in his entity approves an institution: 1) oriented to deeper and detailed personal instruction, training and qualification in comparison with secondary education; 2) it supposes declaring of particular previous educational degree; 3) it has voluntary nature.

In addition, people oriented to higher education “go” there following him/her envy and will, with different motivation, but all the time with comprehension, that the higher education is something necessary and important for their individual life and personal values.

The present paper is concentrated on the relationships between various meso and micro variables and the effectiveness of learning experiences of students in Bulgarian higher education context. The analysis is based on sociological surveys of education process at Southwest University (in Bulgaria) carried out through last years. The data obtained revealed different aspects of positions, opinions, and attitudes of Bulgarian young people towards ICT and the meaning of computer technologies in education, his effectiveness, as well as understanding of high-qualified person. The paper aims to present information about these learners' positions of provision for education, including expectations towards quality education, facilities in student's environment, support received, etc. So, the evaluations and choices of different individuals are influenced by the specific institutional and structural settings, which have determined student's perception of aspects as supporting or discouraging personal's learning. The paper is considered to follow these micro and meso (institutional) level characteristics as part of complex factors that could stimulate or hamper the persons' motivation to participate active in further education.

Creating of conditions appropriate to interactive education, important part of which is access to computers and Internet are connected with basic reforms and elements of Bologna process.

Higher Education as Authentic Self-realisation

James MOIR
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Contemporary modernity has been referred to as an era authenticity in which subjectivity is not only defined in terms of autonomy but also in terms of the capacity of individuals to construct, create, define and position themselves in relation to others in terms of their own uniqueness. More recently it has been argued that authentic self-realisation has become a powerful moral ideal conditioned by the introspective cultivation of the individual's core. The socialized individual is therefore premised on an essentialist notion of self in which the continual cultivation of an inner impulse is the primary engine of performance. Considered in this way, authentic self-realisation is a lifelong process involving the continual manipulation of the individual's core as an investment object through which added value is derived.

However, authentic self-realisation has also become an organised practical technique and institutional demand. It must be continuously staged in relation to the multifaceted and complex normative discourses that infuse the institutional life in contemporary society. Perhaps nowhere is this perhaps more apparent than the trend in higher education towards personalisation of the curriculum. This is often associated with notions of motivation, personal development planning and the development of graduate attributes. The ideological undercurrent to this is a greater emphasis on the agency on the part of students in order to help them become adaptable and entrepreneurial graduates in the face of a rapidly changing globalised knowledge economy and society. The paper discusses the ways in which personalisation is therefore presented as an over-arching normative discourse for legitimating the purpose of higher education as one preparation for this world through authentic self-realisation.

Drama Pedagogy for our Psychological Culture

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Mária JASKÓNE GÁCSI

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The aim of the article is to present drama as a method. To show how effective and useful it is as an everyday tool to make ourselves and others feel better. Imagine a world where teenagers are happier and content and able to talk about their fears and doubts, future and carrier plans etc. No more unnecessary bullying, no more school bombing. Maybe if more teachers would know more about drama and empathy, more students would own the capability of feeling for others and imagine a worse situation then the one they live in, kids would be less cruel and more understanding.

Revealing community affairs or building community is all perfectly doable by well built up and well chosen drama classes. By the help of drama we also could see through better relevant social anomalies like ethnical confrontations or the effects of unemployment. Its methods are also perfect to teach languages or present historical battles or important decision makings. Related teaching actions are the irregular literature classes, the introduction to theater lessons and the seen action's impression-analysis'.

As a summary, we can say drama's complexity lies in its power how it makes your whole personality move, feel, and act and entirely centered on people. Solving problems and constructively handling conflicts are both major elements of the learning process. Thanks to improvisations, the personal communication is relaxed, free, direct which helps to develop communication skills. Dramatic games and drama pedagogy form complex skills that help to improve the entire personality.

Challenges of Child-oriented Education to Educator's Competence and Model for Education Organisation

**Ona MONKEVIČIENĖ, Kristina STANKEVIČIENĖ &
Vitolda Sofija GLEBUVIENĖ
(Vilnius Pedagogical University, Lithuania)**

Problem. Organisation of institutional pre-school (self-)education from the child's perspective has been a challenge to educators and education institutions. Therefore, it is important to identify the education background, qualification, pedagogical experience of educators who most successfully implement the goals of child-oriented education as well as most favourable models for education organisation.

Quality of children's education is interpreted in a broad variety of ways in contemporary educational space: as a certain degree of achievement of educational goals, as satisfaction of needs of children, parents and community, as constant improvement, as nurturance of cultural values and others. It is particularly emphasised that the quality of children's education is an agreement between all the participants of (self-)education process and the community (Early D.M. and others, 2006; Lambert G., Capizzano J., 2005; Juodaitytė A., 2008).

The documents that regulate education and scientific research in European Union and Lithuania highlight the following factors of child's (self-)education: educational background of educators, their competence, ratio between educators and children, number of children in the group, professional assessment of heads of educational institutions and educators, etc. (VanderVen K., 2008; Dahlberg G., Moss P., Pence A., 2001; Sylva K., Siraj-Blatchford I., Taggart B., 2006).

The research goal: to identify the relation between the attitude of educators of different age, educational background, qualification and professional experience with the expression of quality of children's education in educational practice. *The method of research:* questionnaire survey of educators conducted on internet and during contact meetings. *The research sample:* 501 pre-school educators.

The research results. The research revealed that the *understanding of quality* of children's education to biggest extent depends on educator's age and professional experience. Senior educators and educators with acquired greater experience link the quality of (self-)education with the standards of (self-)education and children's achievements, satisfaction of needs of parents as clients. Younger educators place a more considerable emphasis on (self-)education quality as a constant improvement-directed change.

Educators of higher qualification *tend to discuss* education quality issues with all the participants of education process and social partners more frequently. Educators of higher educational background discuss issues related to education content implementation and support to a child and family more often. Expressing their attitude to *practical realisation of education goals*, educators of higher qualification tend to emphasise satisfaction of children's needs and nurturance of their self-esteem; whereas educators of higher educational background focus on acquisition of new experience. Educators' educational background, qualification and professional experience condition more frequent implementation of *project method, educational events* outside kindergarten and *individualisation of education*.

Teaching English through Characters to Primary School Children

Valentin Vasile MORGOVAN
(University of Oradea, Romania)

After 1989 in Romania there has been a change both in how to teach English and in how to produce better manuals. The methods used when teaching a foreign language were rather inflexible and un-adaptive. Every generation of children had to go through the same old procedures, that is, lists of words and grammar exercises to be learnt. This perspective has come to be seen non productive, that is why some things had to change on the part of the teachers and on the part of those making the teaching textbooks.

Talking about English teaching in primary school, children achieve better results if they can relate to the characters and the situations in the text book. Nowadays textbooks have characters belonging to more than one culture, representing thus different habits and different customs.

The lessons in the textbooks are related, representing one continuous flow. The children get used to the characters, grow to like them and more than that they grow to like the language the characters speak.

In class the teacher uses a multitude of methods: role playing, games, conversation, songs, rhymes, short compositions, presentations, etc., all these being meant to develop the children's ability to communicate in English.

The Relationship among Attachment Style, Happiness in Relationship and Subjective Well-Being

Tansu MUTLU & Abdülkadir ÖZTÜRK
(Eskişehir Osmangazi University, Eskişehir, Turkey)

Attachment style that was described as strong emotional bonds developed for important and special people in individual life by people has an impact on social and emotional development of children and also on interactions with close others. Being knowledgeable with attachment styles of individuals is notable for predicting the behaviors in their relationships with close others, especially in difficult situations. Individuals need to experience a sense of psychological and emotional satisfaction in their relationships when they are confronted by an emergency. However, the search of psychological and emotional satisfaction in interpersonal relationships which are characterized by attachment styles emerges in many different ways. These different ways determine happiness in relationships and subjective well-being. Subjective well-being refers to people's evaluations of their experiences and pleasure in social and emotional lives. Consequently, individuals' attachment styles have an effect on both happiness and subjective well-being. Therefore, the literature needs research including findings about relationships among attachment style, happiness in relationships and subjective well-being. This study aims to reveal the relationship between academic achievement, locus of control, hopelessness and academic motivation among university students. Scanning model is used in this research. Subjective Well-being Scale, Relationship Scale and Relationship Happiness Questionnaire were administered 305 students of Eskişehir Osmangazi University, Turkey. In order to test the research hypothesis t-Test, ANOVA and Pearson Correlation Test were utilized. Results indicated that there is a positive correlation between subjective well-being and happiness in relationship. In addition, preoccupied, fearful and dismissing attached students' subjective well-being level is lower than secure attached students' subjective well-being level. In conclusion, this current shows that differently attached students had variant level of subjective well-being and happiness in relationships. In addition, as psychological counselors and psychologists try to contribute to the subjective well-being of university students, the data derived from this study might be important for program, including information about role of attachment style and awareness about emotional needs in relationship. Also subjective well-being may be increased if the level of happiness in relationship increased with guidance program.

The Change of Life Cycle and the Personality Development among Young Adults

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In modern industrial societies, globalization and modernization created a longer and more distinct transitional period between adolescence and adulthood. Arnett (2000) labeled this period as „emerging adulthood”, which has become recognized as a rather distinct developmental period from adolescence and adulthood. It seems to appear across postindustrial societies where the role of education, professional training, individual choice, and independence among young people is emphasized. Young people of this age mostly see themselves as being in transition to adulthood and they use this period for identity exploration processes and this is the age of identity explorations of trying out various possibilities especially love and work. Besides the adolescence and young adulthood of life stages are one of the loneliest times. The paper is about the personality profile and the personality development of young adults in the context of the changing individual and family life circle. Erikson (1950) described over a half century ago as central to adolescence has now moved into emerging adulthood. The change of individual life cycles affects the change of family lifecycles as well. There are so many difficulties of leaving the family nest: for example being a constraint to live in the parents' flat, or living with parents, and living in economic and existential dependency. The stage of the young adult age is not an important field of development psychology, pedagogy though it would be worth getting much more attention. The goal of this paper is to get much more attention this period from late teens through the twenties and the possibility of education among young adults (Are the students different from their peers?)

Local Boundary Interpretations and Minority Education

Éva NAGY

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The term of boundary can be defined in several ways. It is a tool for the division of the space, but due to the metaphorical flexibility of the term it became a commonly referred and contested word in works, which focuses on the process of cultural differentiation, connectedness and identification. Few of these think of boundary in the sense of *passage*. From this perspective the boundary is understood as the place for passing through, and at the same time the field of separation and identification. It is considered as identity-boundary, which is characterised as situative, interactive and processual.

Other group of theories concentrates on boundary-identities. In this regard, boundary is the place of *transition*: it means liminality, non-place, heterotrophy, a periphery. It would be the location of marginalized identities or provisional self-identifications, which struggle for the dominance over boundaries and the legitimation of their own boundary definitions.

The results of our fieldwork, which was made in Slovakian minority schools in Pest County, arouse questions about the presentation of these types of boundary interpretations in local discourse on minority education. As a starting point of the research, we suggested that minority educational programs have social, cultural boundary-making role in local societies. On the one hand, this hypothesis is based on the assumption that minority education delineates and reinforces cultural identity-boundaries. On the other hand, the schools involved in the research serve as the place of conflicts on influence over personal and community boundary definitions and the distribution of local resources.

In the phase of field-investigation - using qualitative research methods - we looked for those local actors who were deeply involved in the context of minority education. As a result of the analysis of the sixteen narrative interviews with teachers, school leaders and minority politicians, we introduced the term of "ethnic manager". This term indicates that the interviewees through the position, which they occupy in local society invoke and inspire the members of the community, so they are capable to push them toward cooperation, and with that they contribute to the delineation of cultural and social boundaries as well. Typifying the main motives and patterns of this agent role we elaborated three different categories considered as dominant characteristics of the possible discourses about minority education. These narratives are: the coping-reserving narrative, innovative narrative and conflicting narrative.

To put it to a nutshell, the aim of our presentation is to summarize our results and shed light on the influence of minority education in the formation of cultural connectedness, furthermore outline the effects of formal and informal local narratives on the future of minority education.

Students' Habits of Internet Usage at the Different Levels of the Educational System

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The purpose of this study is to present students' habits of internet usage at the different levels of the educational system. The internet usages of students taking part in secondary education, higher education and Phd-trainings are compared. To accomplish this aim a survey was carried out at the beginning of 2009.

As far as students' possession of information and communication devices is concerned the results of the survey showed that there were no students among HS and C/U students whose family did not own a computer. In the case of C/U students we can perceive outlying values regarding the possession of more than one computer. In case of internet subscriptions the survey ascertained that the majority of the students at all levels of the educational system have some kind of an internet access. We assumed that students taking part in higher education would prefer asynchronous technologies for communication purposes, while high school students would opt for the synchronous, instant messaging methods. Regarding email usage it is observable that the higher level of education students attend the higher is the frequency when they check the content of their electronic mailbox. It is also ascertainable that all of the respondents possess a mobile phone of their own. We could not observe differences in connection with students' mobile phone usage. Students at the higher education spend 8-10 hours more (actually twice as much time) on the internet than their HS mates. There is also a difference in the purpose of spending time on the world wide web: while about half of HS and C/U students connect to the internet in order to keep in touch with their friends, PhD students are more likely to do so to gather information and learning materials for their studies. We perceived a significant difference between HS, C/U and PhD students regarding the nowadays popular online social networking sites. None of the HS students claimed that they would use the internet more frequently than face-to-face communication methods when they would like to talk to their teachers. However, only one third of C/U and PhD students prefer personal meetings with their teachers, one third does not differentiate between face-to-face and online conversations. The higher level of education students attend the higher the frequency of writing emails to their teachers is. The aims of writing emails to the teachers are dissimilar at the different levels of the educational system. The majority of the students attending higher education institutions are members of at least one educational mailing list, which simplifies the information exchange and sharing of learning materials among students. Our research has proven that students typically have a positive attitude toward the online ways of getting information and learning assistance. In spite of this fact a very low percentage of the respondents have taken part in e-learning courses. At secondary level this form of learning is unfamiliar for students. However, it is a solemn question that the majority of students at all levels do not intend to take up online courses.

Challenges of English Language Teaching in the Multilingual Classroom

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Due to the widespread principles of cultural openness, globalization and government policies individuals' exposure to multiple languages is getting more and more frequent, thus acquiring more languages has become a quotidian need. Numerous researches have been done on the subject of foreign language acquisition and multilingualism, newly emerging ideas, discussions and debates constantly appearing on the stage of applied linguistics.

Having consulted some of the studies in the respective field, I intend to investigate and clarify some of the notions applied for foreign language acquisition phenomena, focusing on aspects of multilingualism, language transfer and code-switching. In order to illustrate some of the problems discussed, I will refer to my experience gained over the past five years as an English teacher in Romania. Having dealt with pupils and students from primary school to university my aim is to highlight some of the challenges of multilingual environment. The students I have worked with are predominantly Hungarian native speakers, who also have learned the official state language, namely Romanian. In their case the study of English is usually regarded as third or fourth language.

Teaching in the multilingual classroom offers some insight into language interference, language awareness and might force one to reconsider the reductionist perspective of target language being solely used in the teaching-learning process.

Study Upon the Identification of Cultural Dimensions Concerning the Decision Flow in a Sports Camp Organization

Florin NICHIFOR & Iulian DUMITRU
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This paper aims to identify the influences of cultural specificity upon the managerial decision flows within a sports camp. This influence is analyzed from the perspective of cultural dimensions, elaborated by G. Hofstede, F. Trompenaas, and Ed. Hall. This effort represents a pilot research aiming to elaborate methodologies for assessing the intercultural management of the sports camps in Romania.

Purpose and hypothesis. The purpose of this research is to identify the composing elements of the cultural specificity within a sports camp, regarding the activity of the manager, of the managerial staff, and the employees' attitude. We started the research from the hypothesis that there exist and that we can analyse the elements referring to the dimensions elaborated by the abovementioned authors at the level of a sports camp. The qualitative and quantitative analyses will illustrate the dynamics of cultural influences upon the managerial side of sports camps within the geo-cultural area of Moldavia, Romania.

Subjects. The research sample comprises 14 subjects, representatives of the managerial staff for the pilot camp that we studied. The group is divided into two categories: the low experienced managerial staff (aged 20-40) and the high experienced managerial staff (aged 41-60).

Methods. The subjects of the two categories were applied the H2 2006 questionnaire, used to assess the organizational culture, after Hofstede's model (with an Alpha Cronbach index of reliability of at least 0.65 for each of the five factors). The results were then quantitatively and qualitatively analyzed using the SPSS – version 17 statistical analysis program.

Conclusions. The activity of a Romanian manager in the sports camp organizations that we studied is influenced according to the influences generated by Hofstede's estimates, an aspect confirmed also by the results we obtained after the statistical analysis. The results show that the collectivism factor is better valorised than the individualism factor, stressing the major influence of cultural specificity upon the decision flow within an organisation such as a sports camp.

The Comenius School Project: Reflections on its Goals, Activities and Products

Silvia NIKOLAEVA
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This paper presents the results of a recently completed research on the efficiency of Comenius school projects based on the integrative analysis of their educational and social dimensions. *The social efficiency* of the school projects is identified through the different types of social developments and changes on a both personal and group /community level. It is considered to be stronger if the project actively deals with the levels of social competence and integration. *Their educational efficiency* is evaluated mainly through two types of manifestations: (1) the quality of project-based learning and (2) the teaching excellence. This dual approach is based on the understanding of educational sustainability as a functional interaction between students' development and achievements and teachers' professional improvement.

The research methodology integrates the advantages of the Logical Framework Approach (LFA) (applied on 58 successfully completed Comenius projects) with the case study method (analyzing two selected projects with similar priorities and contrasting efficiency). Basic data sources are gathered from the official documentation of both projects (project proposals and final reports, evaluation and valorisation sheets, project products etc.) and from the feedback and reflections of the participants. (focus group discussions and surveys with Comenius experts, students and teachers).

Data analysis shows that poorly structured school projects with unbalanced logical framework have a bigger risk of disrupting the coherence between their educational and socio-cultural aims and effects. In case of good project planning and management, based on the strong goals-activities-products interrelation on all project's levels and phases, the project implementation influences positively the complex development of all people and institutions involved. According to the case study data, the *educational dimensions and effects* of the school project are the first to be affected in case of inaccurate or poor project analysis, planning and implementation. With particular regard to the specifics of the Comenius projects, the results of this research give some good reasons to re-think the role of the Program's priorities, evaluation criteria and procedures. Its intention of creating equal chances and expectations for all participants and institutions may lead to underestimating or ignoring the significance of local needs, mentalities and traditions.

Towards Turing Teaching: Technicity to Transition

Micheál Ó DÚILL
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The Technicity Thesis that I have proposed and published on <http://www.logios.org>, takes a different view of what is vacuously called “Information and Communication Technology” (ICT), or nowadays just “technology,” from that of the educational establishment. This thesis seeks to fill a gap in our knowledge of ourselves: How humans create technology. An evolutionary perspective suggests that the answer is prefrontal access to phyletic information in primary sensory cortex. This is the adaptation I have called technicity. It separates our species from all other animals and is the basis of our technological capability. From this thesis it is possible to define three modes of learning open to the human. The first, which we share with other primates including the Neanderthals, includes transmission of what we have in mind by speech and learning by observation. The second is based on our species’ unique ability to make meaningful marks and thereby store information externally to the brain. The interpretation and animation of meaningful marks has been the basis of education for over six millennia. I call this mode “lithic” to reflect the clay tablets originally used to write on in school. The advent of the conceptual Turing Machine followed by its incarnation as the stored program digital computer made possible the animation of information externally to the brain. This is the third mode of learning. I call it “Turing Learning” in honour of Alan Turing who first described the “universal machine” that could read, write, and with a little instruction, do arithmetic. This mode of learning uses the computer as its medium. Comparison of possible teaching method in all three modes suggests that Turing Teaching is more in tune with the way our mind works. Turing Teaching in primary school can use the capabilities of the new medium to remedy confusions that result from traditional teaching and to provide children in this age range with a neurologically healthier environment. However, because the shift to Turing Teaching is a transition, it is impossible to research. Nevertheless, there is now a pressing need to develop a new teaching method. Therefore a positive political decision is necessary, preferably at a European level, to introduce a systematic, obligatory, quality controlled introduction to working with computers for all primary school children; to be followed by a transition in literacy and numeracy teaching method. The paper will elaborate on this theme and rationale.

Reality-Strategies-Practice: How can Teacher Candidates Prepare for Meeting Challenges in Class Situation Involving Problematic Children?

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Recent surveys show that school violence is on the increase. During situations involving violence in school the conclusion is always the same: teachers are not prepared for these situations and they don't have enough tools to prevent them.

What kind of competencies, tools, exercises, instructions do teachers need to be prepared for managing behavioural problems and to face different school-situations successfully?

Our teacher education system is rather theoretical. Therefore, due to the lack of developing practical skills and abilities, many teachers feel helpless and puzzled in unexpected situations with children (like mobiles in classroom, drugs, bullying etc.).

How can teachers transfer their knowledge of pedagogy into useful strategies? – Nearly every class has difficult students such as children facing integration problems, children who are under-motivated, aggressive or have other behavioural problems. For this reason, I found it useful to create a guide on teaching difficult pupils. This guide is part of a larger project that aims at developing teacher education in southern Hungary. The guide is mainly based on my experience in working with disadvantaged youth in vocational school. It contains excerpts of class situations, resource packages and activities for further elaboration. In my opinion all together are necessary for teacher candidates to be capable of *creating their own educational strategies*.

In my presentation using the view of my guide I attempt to demonstrate such a way of teacher education that may help candidates to create their own strategies. The way has three elements:

- Being aware of the challenges (facing the *reality*). The aim of this element is to show teacher candidates a real picture about the world of school and to mark real questions and problems. To show them what it means to be a teacher nowadays and what sort of tasks and difficulties teachers have to face.
- Preparing for these situations (developing working *strategies*). This part focuses on useful, practical information demonstrating good and bad experiences, ideas, tools, methods to handle difficult children. It is important to emphasize that every situation is different and depends on many factors. What works for one person may not work for others. There is no one right answer or solution. *There are working strategies*, and each candidate should create their owns. Therefore, teacher education *should offer interactive seminars focuses on problematic children and difficult classroom situations in the form of different exercises* that I propose in my guide.
- Using strategies (*practice*). I believe that by creating their own strategies based on more practical approaches candidates can become more confident, creative and good problem-solving teachers in practice.

The Relationship among Career Decision Self-Efficacy, Vocational Outcome Expectations and Subjective Well-Being

Abdülkadir ÖZTÜRK & Tansu MUTLU
(Eskişehir Osmangazi University, Eskişehir, Turkey)

The process of career decision-making begins from childhood to adulthood stage. It is quite clear that university years, substantial this timeframe, are important and critical for making vocational choice and plan for career future in students' life. Due to the factors like rapid technological growth, individuals' high expectations, sociological and also cultural changing, career decision-making is not a simple phenomenon in modern world. Although these personal characteristics and environmental factors act as barriers for students within career decision-making period, some of factors such as career decision self-efficacy, subjective well-being and vocational outcome expectations make contribution to this period. It can be think that career decision self-efficacy is as one's exptectations about ability to successfully complete tasks necessary in making career decisions. Vocational outcome expectations is relate to one's beliefs that certain career decision will produce certain success in process of career decision-making. Subjective well-being also is introduced as a phenomena that includes people's domain satisfactions and evaluations of individuals' life. So, it can be said that subjective well-being influence how people behave in process of career decision-making. Therefore, examining and understanding the relationship between career decision self-efficacy, vocational outcome expectations and subjective well-being plays a key role on career success, happiness and life satisfaction. The purpose of this study was to explore the relationship between career decision self-efficacy, vocational outcome expectations and subjective well-being among university students. 520 students of Eskişehir Osmangazi University completed a demographic questionnaire and three research measures: the Career Decision Self-Efficacy Scale-Short Form, Career Decision-Making Outcome Expectations and Subjective Well-being Scale. In this research a scanning model is used as a means of collection datum. The results showed that higher level of subjective well-being of students' is related directly to both higher career decision-making self-efficacy and higher levels of career outcome expectations. In addition to that, career decision-making self-efficacy is positively related to vocational outcome expectations. The results suggest that for this sample, university students' level of subjective well-being directly influence their career decision-making self-efficacy beliefs and vocational outcome expectations. If the level of subjective well-being is increased with counseling or guidance program, university students' may increase their vocational outcome expectations that their career choice will ultimately be successful.

Technology and Society in the Views of Social Studies Student Teachers

Cemil ÖZTÜRK & E. Özlem Yiğit
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Throughout history technology has had an important effect on life-styles of society and, in turn technological developments have been determined by society in terms of wants and needs of people. Our health, the ways in which we consume, how we interact and the methods by which we exercise control over one another is affected by technology (Bijker and Law, 1994). Technology influences cultural patterns, political movements, local and global economies, and everyday life. Besides, its use has the potential both to improve or to cause great damage to the environment (ITEA, 2007). Societal issues are studied in the context of social studies course in primary school level in some countries like Turkey and, relationships between technology and society are examined through this course. In this paper, it was aimed to represent these relationships in views of social studies students teachers who were enrolled in Social Studies Department in Marmara University. Based on qualitative research methodology, 15 social studies student teachers were formed the research group. The selection of student teachers was based on purposeful sampling with no gender-specific selection. The logic and power of purposeful sampling lie in selecting information-rich cases for studying in depth. People can learn a great deal about the issues of central importance to the purpose of the research with purposeful sampling. By choosing the key informants purposefully selected, the researcher had the opportunity to gather information-rich data. The data were collected from September 2010 through January 2011. The primary source of the data included semi-structured interviews. Each participant was interviewed individually and, interview transcripts were analysed through qualitative data analysis methods. The data were analyzed by content analysis. Besides examples of activities about technology and society which were done by those students were examined and their descriptive analyses were done. In conclusion, it was found that social studies student teachers thought that there was a great relationship between technology and society. We saw that they comprehended cultural, social, economic, political and environmental effects of technology; society's role on technological developments and its usage and historical effect of technology. Besides, they were aware of the superiority of societies which advanced in science and technology and were called as developed countries and they thought that those countries had a hegemony on others because of their advanced technology. Common culture that was created by technology was also expressed by social studies student teachers.

Special Andragogy – Education and Support of Adults with Special Needs

Karel PANČOCHA & Petr HOREHLEŘ
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Social work as a social science focuses on supporting people in critical points of their life career or on pathological development of life career. Throughout life, each individual meets with many professionals from so called helping professions, who influence him institutionally and functionally. The social services act 108/2006 Collection of Law. Stipulates that a social worker may be qualified by completing university studies not only in social work, but also in Special Education. New study specialization Special Andragogy in the study program Special Education has been accredited in consideration of this act and also demand from the practice. The aim of this study specialization is to prepare special teachers for education of adults, direct special education and counseling work or managerial work in the field of education, state administration and non-profit and non-governmental organizations offering social services. This article analyzes the current situation of education of social workers and prospects of Special Andragogy.

Teaching English through Literature

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Taking advantage of literature to teach English to ESL/EFL learners is a good way to leave the textbook grammar, stale articles and structured dialogues many teachers have to use. Reading stories may be considered a good way to practice and improve grammar and vocabulary, but it's not sufficient enough to master English. It's also an interesting way to approach teaching foreign students about English-speaking culture and the history of English-speaking countries.

Choosing appropriate texts is the most important step to using literature in the ESL/EFL classroom. The text should be appropriate for the students' level of English. Many literature lessons use graded readers. Those books are adapted for lower-level English learners. Students need support dealing with the vocabulary and grammar.

The content of the text should be appropriate for the students' age and cultural background. Young learners may have trouble understanding texts that deal with issues of other cultures. Certain topics which involve politics, religion, sex, etc. may be demanding for some students to understand and they may not be able to concentrate on the subject.

Using literature to teach reading and writing is the most important way to teach English through literature. Students read a text and study the application of the rules of grammar and vocabulary they face. They can practice reading comprehension skills by answering questions about the text, as well. Using literature is an interesting way to practice reading and to develop strategies like skimming and scanning.

Literature can also be used for writing tasks. Students may read a text then write about it. There are some certain types of writing such as opinion essays, descriptive essays or book reports. Creative writing assignments are also alternative. Students can read about a particular part of a text and write about their predictions of what comes next, or they can write dialogues in which they imagine themselves interacting with a character in the story.

Literature can also be used for listening and speaking tasks. A teacher can read excerpts of literary texts for dictation activities. In accordance with the speakers' level of English, a teacher may read a literary text loud as a creative activity.

A variety of speaking activities can also arise from literature. ESL/EFL classes can make students discuss the books they read, share their opinions and help each other understand the texts further. Students can practice pronunciation by reading aloud or being corrected by the teacher.

The University, Knowledge and Wisdom

Sonia PAVLENKO & Cristina BOJAN
(Babeş-Bolyai University, Cluj-Napoca, Romania)

Our paper will raise the question of the relationship between the university on one hand and knowledge and wisdom on the other, within the larger context of globalisation, competition for resources, students, position in rankings and knowledge society.

Nowadays, the academic investigation within the university is oriented towards acquiring as much knowledge as possible, with the purpose of applying it for the purpose of solving social problems. We find the thesis suggested by Nicholas Maxwell to be very suitable for today's context. More specifically, he argues that the attempt to acquire more knowledge is inefficient, and it must be imperiously replaced with the search for and the promotion of wisdom.

The paper will seek to explore what is the relationship between the university and knowledge. Is there a shift from individual production of knowledge within the university towards institutional production of knowledge, maybe even Mode 2 knowledge, that might end in the transformation of knowledge in wisdom?

After presenting briefly the way in which university has related to knowledge in the previous centuries, we will identify the manner in which the relationship between these two actors is built nowadays and offer predictions for future developments.

Special or (all) Inclusive Education

Slavica PAVLOVIĆ
(University of Mostar, Bosnia and Herzegovina)

This paper deals with the issue of special and inclusive education within the current reform of the compulsory primary school in Bosnia and Herzegovina, with particular reference to Herzegovina-Neretva Canton. The paper is based on the *survey* research (carried out in the end of 2009 and the first half of 2010) on attitudes (towards special and inclusive education) of 165 teachers and 145 parents from Herzegovina-Neretva Canton, respectively, through a five-point Likert scale consisted of 27 items, referring to: teachers and parents' acquaintance with special and inclusive education requirements and their involvement in its designing, planning, organisation; teachers' professional training in the mentioned fields; school readiness for inclusive education; level of partnership with relevant subjects. Since the partnership of all the subjects involved in the education reform is *conditio sine qua non* of its success, this paper reflects upon its position in various proclamations and in primary school teachers and parents' reality, i.e. legislative aspects vs. everyday situation of inclusive education in our schools. In the end, teachers and parents gave their evaluation of the inclusive education implementation in Herzegovina-Neretva Canton. In both the samples of our research there has been so far the evident negative attitude towards the inclusive education, due to the lack of the most of the above mentioned points, including the reform political background ('top-down' model), as well. One of the conclusions to be drawn is that there is the urgent need for all the relevant subjects to work in synergy in order to provide decent and quality not only special but also inclusive education, taking into account the benefit of all the children in general. Therefore, this paper also gives a kind of guidelines for the improvement of the special and inclusive education, derived directly from the teachers and parents' everyday experiences and their suggestions. The issues presented in this paper are supported with the words uttered by direct and indirect participants of this complex process - primary school teachers and the parents of the children attending the first triad of compulsory education. However, the following questions (put here in the form of puns) are still to be answered: is it all about special or inclusive; is it *all* or *only* inclusive education.

The Declarative Knowledge and the Written Language

Henriett PINTÉR

**(András Pető Institute of Conductive Education and Conductor Training College,
Budapest, Hungary)**

Structures of students' declarative knowledge are usually present in the tests developed to measure them. It is a valid question whether students' knowledge structure also appears in their written compositions.

Our presentation focuses on the research we conducted related to the structure of students' declarative knowledge appearing in their written compositions, especially to the specific order of the concepts 2 classes (11th grade students, n=56) were involved in the 2 - phase project: (1) one class wrote a composition first, then completed a test using the same predefined concepts; (2) the other class completed the test first, then wrote their composition. We wanted to find out whether the concept order appearing in the compositions of those who started with the test was influenced in any way by the concept order used in one of the test exercises.

We used regression analysis for the quantitative processing of our data. We measured slight slopes in both classes based on which we can conclude that there is no significant relationship between the concept order in the test and that used by the students. Nevertheless, when we compared the orders used in the two classes, we got different results, so we can assume that the concept order used in the test might have had some minor impact on the concept order appearing in the compositions written by class B students.

Our research project was intended to present an example for this new research area of writing composition.

A Reliable Attitude Measurement Method for Analyzing Children Attitudes towards Handicapped Schoolmates: The Adaptation of CATCH Attitude Scale

Kornélia PONGRÁCZ
(Móra Ferenc Elementary School, Budapest, Hungary)

Disability means not just a condition, but also a constraint for a person's participation in the life of the society. One of the fundamental requirements for successful society integration is the inclusive environment, i.e. in case of a child the formation of his relationships with his schoolmates and with the community of the adults.

Recently inclusion approach has been widely spread in several countries, which looks for answers about how to ensure such a pro-active participation for every child (e.g. students with discomforts or special educational needs, outstanding gifted, etc.) in the education, which is appropriate for his skills and his development tempo. According to Tetler: "inclusion is about attitudes and common responsibility..." The efficiency of social integration for a student with special educational needs is affected by the receiving faculty, the parents, his personality, and highly the class community, the attitude of the schoolmates.

Vignes et.al. summarized and analyzed the properties of several attitude measurement methods for investigating children's attitudes towards handicapped schoolmates. Based on the exhaustive survey of the relevant English literature the researchers found out that CATCH scale (Chedoke-McMaster Attitudes towards Children with Handicaps Scale) has the best psychometric properties among the analyzed measurement methods.

CATCH method developed by Rosenbaum et.al. in 1980s for Canadian pupils so as to measure the children's attitude towards handicapped schoolmates. The attitude scale was translated into several languages and successfully adapted in many countries. In Hungary for the first time we attempt to adapt the questionnaire. During the research our primary goal is to investigate the psychometric properties of the Hungarian translation – among others its validity and reliability. Currently test queries are under recording among senior pupils. Based on the experiences published in the international literature we expect that the development of children's attitudes are influenced by the diversity of Hungarian education system (presence of special schools, special classes and integrating schools), gender differences, cultural factors, socioeconomic status, knowledge about disability, etc.

New Technologies in Recovery Intervention of the Children with Special Educational Needs in Romania

Mariana POPA
(University of Bucharest, Romania)

Introducing an experiential-unifying approach in the educational and recovery process is a very new methodological element, that can also constitute a connection and a facilitator for the therapy and educational practices, establishing stimulation, growth, metamorphosis and development.

For determining the stimulation and speed-up quantitative changes, but especially qualitative, in child's development on one hand, and on the other hand the maximalization of the educator-child relationship, our research focuses on two parts as following:

- the first part on the personal development and abilitation in creative gestalt techniques and working with the experiential group of the educators of the children with special needs; the aim of the formative program is to increase also teacher's performance at work and their work satisfaction. The study is meant to generate insight in order to develop the formative program accordingly to the needs and psychology of participants;
- and the second part on the child, respectively on the student groups with sensorial and intelectual deficiencies, the beneficiary of teachers training program.
- The impact of some humanistic-experiential programmes for stimulating the developmental potential, responding to the desideratum for coverring an important gap in the knowledge we have for the moment as to new efficient ways of intervention for compensating the deficient function, stimulating the development potential, with a view to a succesful educational integration and to a better social insertion.

Participant:

- 60 teachers from special schools, with ages ranging from 22 to 58 years.
- 86 children, divided in an experimental and a control group.

Instruments:

1. EQI – Emotional Quotient Inventory (Bar On, 2004) and 2. NPQ – Nonverbal Personality Questionnaire (Paunonen, Jackson & Ashton, 2004) for teachers.
2. Behavioral Assessment Scales for Children, Nonverbal Personality Questionnaire for children.

Results and discussions: the analyses showed a number of significant differences between test and retest of the experimental groups and also between retest of experimental and control groups.

Role of the Teacher for Successful Classroom Management

Rozalina POPOVA-KOSKAROVA

(University Ss Cyril and Methodius, Skopje, Republic of Macedonia)

In this work are stated the most important aspects of empowering on the future teachers for sub-department study of the Faculty of Pedagogy St. Klement Ohridski in Skopje, for successful realization of the educational function and classroom management. Namely, in the frames of professional qualifications which students, who are educated for teachers in the 1st and the 2nd educational-teaching period (sub-department study), should possess, the qualifications for educational function and its realization in the frames of the school take important place.

The delicacy of the educational system prescribes enlarge need of the reaffirmation in the modern way of living fraught with changes from different being. The school and the family are becoming more powerless to handle the common educational issues. As a result of that, more often we get familiar with violent and aggressive attitude, such as intolerance, harassment, gender based violence and bullying, absence of togetherness, running from classes, mutual insults, intolerance, disrespect, smoking, use of drugs and alcohol, destroying school inventory, impolite phrases directed to the teacher etc.

How to get through this condition, and how to make it basic part of the educational-teaching process?

In that context, in the part of initial education on the future teaches there is the need of corresponding training of the teachers and their training for successful realization of the educational function and classroom management, but also grading not only the knowledge but the total act of the students too.

Global Perspectives of Cultural Diversity in curricular courses and among Students at Al al-Bayt University in Jordan

Khalid Y. QUDAH
(Al al-Bayt University, Mafrq, Jordan)

The purpose of this study is to measure the level of global perspectives of cultural diversity in curricular courses and among students at Al al-Bayt University. This study is an attempt to answer the following questions:

1. What is the level of global perspectives of cultural diversity in curricular courses at Al al-Bayt university in Jordan?
2. What is the level of global perspectives of cultural diversity among students at Al al-Bayt University in Jordan?
3. Are there significant statistical differences in global perspective of cultural diversity among students at Al al-Bayt University attributed to gender?
4. Are there significant statistical differences in global perspective of cultural diversity among students at Al al-Bayt University attributed to Number of college courses taken related to global issues?
5. Are there significant statistical differences in global perspective of cultural diversity among students at Al al-Bayt University attributed to sources of information used to learn about other countries and cutleries?
6. is there significant statistical differences in global perspective of cultural diversity among students at Al al-Bayt University attributed to prior visits experience?

The researcher will develop a survey instrument and will distribute it to 200 students at Al al-Bayt university to collect data. Data will be analyzed to reveal findings to answer the questions of the study. The study will be concluded with some recommendations.

Disabilities from Preschool Children's Perspective

Ksenija ROMSTEIN & Andrea JUHAS
(J. J. Strossmayer University of Osijek, Serbia)

In contemporary pedagogical literature, preschool mainstreaming of children with disabilities is viewed as necessity and imperative of contemporary society. Researches following mainstreaming are focused on effects of conducted programs, attitudes and actions of adults. Fewer are driven towards children's perspectives of surrounding, especially disability. Generally, acceptance of children's perspectives is actual question of preschool education quality rising. Kindergartens are, besides families, places of children's growth and their knowing of surroundings, so, for pedagogical work quality rising, it is necessary to understand their perspective of the world. In this paper, the results of preschool children's perspective of disabilities will be presented. Interviewed children were from 5 yrs and 6 months to 7 yrs old. Results showed that preschool children see disability as physical (physically showed) problem and as "difficult" state of mind (physically concealed). Children mainly think that children with disabilities are unhappy, sad and mad, and they would gladly help, comfort, cure them and play with them. Although children's responses speak in presence of empathy, disability and negative emotions implicitly association can be interpreted as pity approach, which is basically, in opposition with inclusive approach towards disability. Understanding other people perspectives, supporting them during everyday problem solving and togetherness are desirable social values, so these results can be used as frame for further children's with disabilities social position scrutinizing in terms of inclusion.

Author's Fairy Tale and Child Reader

Radoslav RUSŇÁK
(University of Prešov, Slovakia)

The genre of a fairy tale is from babyhood the most appreciative model of framing of perception on the fact that beauty is not a quality of things, but it exists only in the eye of the beholder (D. Hume). And as each beholder is always subjective, also for a child beautiful are only things, which correspond to their temperamental potentials of their lives. Aesthetic and poetic of author's fairy tales is closely related to a genre as a literary art. In the paper we focus not only the variants of author's fairy tales (parodical and nonsense, subversive, imaginative, symbolical, animal, biological). We deal with the issue of a present child reader, who needs to be viewed in didactical practice in the context of a period and current trend in the culture of mass media, too. The culture prematurely offers to children's world dynamism, colour, and speed, by which a child continuously loses sensibility not only in relation to aesthetic and poetic stimuli of artistic text. Today it is generally known that children come to school with lethargy, lack of interest and passivity, as well as with the loss of sensitivity and emotions, which are replaced by reason and boring rationality. This trend is confronted with the research in child's reception of variants of author's fairy-tale at the first level of primary school. Our paper tries not only to answer the question why is it like this but at the same time it is also an answer to a aesthetic and poetic appeal of variants text. Truly artistic author's fairy tales in its non-text uncover directions to child on how to live full-value life, how to face a life and how not to lose one's own identity.

The Revolutionary Changes in the Education System in the Turkish Republic

Meltem Begüm SAATÇI
(Akdeniz University, Antalya, Turkey)

The production relation of the society determines the type and essence of the education. As a natural condition, the governing class tried to take the control of education in the hands. By the changing of the governing class in Turkey, the same thing happened. The new governing class which was a revolutionary one changed radically the education system like the others, for example the political system, the economic structure, the social and cultural structures, etc.

The criticism about the Ottoman education system as multiple type and non-national one, is in fact is a radical criticism about the system as a whole. This criticism gives us important details about the target of the Republican regime itself. A national and capitalist state against the imperial and feudal state; the national independency and sovereignty against the dependency on foreign powers and a person or a group; people taking power from consciousness of being a nation against people gathering according to the religious identities and living separately: these are what the Republican government aimed. These economic, social and political targets required that the multi-educational system had to be abolished; laic/secular and modern education had to be established instead of religious education; the foreign and religious schools had to be closed; the education had to be organized for all people instead of for only small groups. In short, according to the Turkish Revolution, education had to be national, laic and modern. The only way for the national independence based on this true. For this reason, the unification of education, the establishment of the new alphabet and the opening of the national schools were the first revolutionary attempts in education.

When the Turkish Republic was established in 1923, October 29, the new regime sought a new and modern national and cultural identity for the society. However there was an important and vital problem. The literacy rate inherited from the Ottoman Empire was only less than 10% for all, and only 3 % for women. Another important data is about the percentage of the village population. It was about 80% of people lived in the villages. That's why; it is very clear that if the new regime wanted to develop the country and to make people modern, it is compulsory to develop the country by all, both cities and villages together.

In this paper, the reasons and results of the revolutionary changes in the education system in the Turkish State during the first decades of the republican period will be discussed.

Moral Dilemmas and Challenges for Teachers in the 21st Century

Margit SAVOVIĆ
(Faculty of Pedagogy, Jagodina, Serbia)

21 century began with many problems and dilemmas as a result of an unfinished transition period in most countries of South-Eastern Europe. Our country, more than any other, faced with such situations that could not be resolved due to the experience nor has there been, nor is it maintained a stable value system that would ensure that the problems easier to overcome.

State institutions are not well suited to the new, challenging and difficult situations, especially in the moral plane. Our daily life is pregnant with events, which are unacceptable from an ethical point of view and not easily grasped problems easier to overcome South-Eastern Europe.

The institution of school is no exception. Events and phenomena on the macro-level, as a rule, are mapped to the micro-environment. criticisms that are addressed primarily to teachers, who are increasingly difficult. In the last two decades, the school has come under attack numerous criticisms that are addressed primarily to teachers, who are increasingly difficult to cope with the accumulated problems of society and family, as it seems to be both in large part, responsible for the upbringing of children, ceded to educational institutions.

Educators, no matter which part of the educational process are, face challenges and choices that have not acquired skills or experience.

On the one hand, students in our modern lifestyle as being „lost their compass”; and, unfortunately, some phenomena, such as intolerance, aggression, irresponsibility, indifference, selfishness, alcohol and drugs, early sex- relations have become so frequent to their true dimensions can't properly assess.

On the other hand, a number of teachers and their profession no longer considered a calling, not much seems to shape its own moral character as a pedagogical, personal example. In our work we will try to find answers and arguments on the issue, and call on the moral dilemmas and mark the educational work and with what success can educator that suits them.

Computer-Aided Vocational and Technical Education

Bekir Sami SAZAK & Sevket YILMAZ
(Pamukkale University, Denizli, Turkey)

Today computers have entered into every aspect of our lives and have been used extensively. This study examines contributions of computers to the vocational technical education. Extensive use of computers in education will enhance the relationship between those schools and industry.

The simulation programs are usually for a specific purpose, preparing to address specific areas of expertise, but there are possibilities of expanding areas of use of these programs. Teaching difficult issues through simulation can be helpful for the students. The purpose of this study was to investigate the possibilities of widespread use of the PSpice program.

PSpice is a member of the Spice family of nonlinear circuit simulators that can calculate the behavior of analogue circuits with speed and accuracy even in personal computers. The advantage of Orcad PSpice is that it has a nice graphical interface for circuit construction/simulations and a lite version of the software is often included as part of the text book.

The work was originally undertaken in order to understand the relation between energy transferred to the load and time dependant temperature rise. For this purpose, heating water in a container is simulated by using Pspice. The transferred energy and water temperature rise is shown through simulation and verified by laboratory experiment.

The proposed model, together with PSpice, allows us to understand easily the energy-temperature rise relations. Both time dependant temperature rise and the energy flows are monitored without mathematical complexities, providing a useful tool for students and teachers. The example presented here demonstrates the usefulness of PSpice models in teaching some physical phenomena. They offer to the students and to the tutors much more flexibility as in-the-classroom lectures and conventional laboratory experiments.

A Qualitative Research on Classroom Management at a Teacher Training College

İlknur ŞENTÜRK

(Eskişehir Osmangazi University, Eskişehir, Turkey)

One of the major problems within the frameworks of the educational organizations is related to classroom management processes in Turkey. Classroom management can qualificate and facilitate theoretically and practically for it provides an important area as nature and potentials for reseach. Nonetheless, existing classroom processes and approaches are extending public management insights or governmental ideology. It is important to sophisticate the leadership qualifications of teacher candidates about designing democratical teaching and learning experiences. In this respect, in the educational faculties there is a priority to state on what kind of a role model lecturers who are conducting courses on professional knowledge constitute and their sufficiencies in processes of classroom management. In this reseach, a model is developed based on student opinions about classroom management raprochements in a treacher training college in Turkey. In this reseach qualitative reseach techniques are utilized. Semi-structured interview forms are used to collect reseach data. Descriptive analysis was made of the data. The class structure, the democratic classroom, the individual / subject as a student, faculty member, teaching-learning process, the themes has been reached. Participated in the study set out the views of prospective teachers, teacher training institution in the research, classroom management processes, traditional and autocratic approach adopted has been concluded.

Assessment of Graph Drawing and Reading Skills of 7th Grade Students

Sinem SEZER & Elif Yildirim DOĞRU
(Akdeniz University, Antalya, Turkey)

Graph drawing and reading, which is one part of the scientific process skills, is one of the fundamental subjects in primary mathematics curriculum. Thanks to graph education, elementary school students are also able to express complex relationships between variables which are used in arithmetic and algebraic solution of problems, besides having information about simple mathematical relationships that can not be expressed by numbers. For this reason graph drawing and reading plays an important role in the primary mathematics curriculum in terms of students' academic development. In this study, graph drawing and reading skills of 7th grade students have been examined. The research was conducted to Turkish students of different 7th grades at the state elementary school in 2009-2010 academic year. The method of qualitative research is used in this study and it is conducted through the phenomenology procedure. This research was conducted with 113 7th grade students. The results obtained from data analysis show that the 7th grade students' graph reading is better than their graph drawing. It is seen that relating to the skill of graph reading 7th grade students have difficulties in finding misleading elements in the misleading graphs. It is also seen that students have misconceptions about drawing and interpreting graphs.

The Need of Trans-National Perspectives in the European Education

Radim Šíp

(Masaryk University, Brno, Czech Republic)

The lecture / text is divided into five parts that lead an auditorium / readers from historical and sociological setting of birth of European nationalism to a contemporary strong need to overcome nationalistic principles that are incarnated in educational curriculums and educational ideas at least in the countries of the central Europe.

At the first two parts, the author provides an auditorium / readers with detailed arguments for a historical background of nationalism. This shows ideas of nationalism as a new important sort of social bond in the time of arriving modern society. However, the arguments highlights why this sort of social bond became a source of serious troubles in the area of the central Europe at that time. It has produced many disasters as wars, holocaust, conquests of territories, and cleansing of borderlands. Moreover, it has brought about a style of thinking that is out of date in our globalizing world, though it is seriously instilled in our mentality and embodied in our behavior.

In the third part of the text / lecture, author shows how much this sort influenced philosophy of education, pedagogy and national curriculums – especially curriculums of history, civics, and native and foreign literatures. At the end of this section, the author demonstrates on the examples of displacement of Czech Germans how difficult, in spite of promulgated emphasis on internationality, is to overcome these catastrophes. Thus he shows that first of all we need to transform nationalistic principle of education into trans-national one.

The fourth part highlights in different way need for alteration of our nationalistic mentality showing how nationalistic style of thinking is embodied in our criticism of EU efforts to internationalize our tertiary education. It is demonstrated by an analysis of Liessmann's book *Theory of Ignorance* because in this well-known essay we could trace nationalistic. What is instructive in this example is a fact that this nationalistic nostalgia is "defended" from a position of alleged universalism.

At the last part, the author suggests a few maxims that should govern the above-mentioned transition from nationalistic to trans-nationalistic perspectives (not only) in education.

The 21st Century Breakthrough: Teaching Specific Technical Skills in Elementary Education

Rebeca SOLER COSTA, Jacobo CANO ESCORIAZA & Javier SARSA GARRIDO
(University of Zaragoza, Spain)

Traditionally it has been understood by social mass media the whole set of information sources consisting of radio, television and newspapers. At present, the development of computing and the extension of computer sales have prompted the inclusion of the latter in that category. Now, it must be considered that technology is now present in other mass media, because it is an essential working tool to expose the data whether in radio, television and newspapers with the speed and accuracy demanded by the times. That is, computing represents a mass media tool by itself and also an essential technological support for the other three, support that must be used correctly, not only in speeches but also in written texts. The aim of a university level teacher must be to develop in students specific techniques related to the use of mass media, the decoding of its messages and the construction of discourse. Thus I present the results of a research focused on the outcomes of teaching specific technical skills in students using mass-media in Elementary Education in the European Union context. It will be shown how the development of Information and Communication Technologies, together with the influence of mass-media allows a significant learning. The combination of both tools enhances motivation and enables the teacher to work with real materials. The major innovations in education are always long-term processes because the formation of those who have to carry it out takes time. The country must have enough university structures to train and motivate students to be devoted to teach in this key innovation.

Agreeing that this is very important, we must always consider that there is never a human progress, a society evolution in the strict sense if the breakthrough envisaged only scientific-technological knowledge development and forgets other dimensions as important as the world values of humanistic education. Science and technology alone can contribute to the technological, industrial, business and economic development, societies. However, if this development is not accomplished by an evolution and enhancement of the world of values, where principles of democracy, equality, equity, social justice, etc. are important to humans, this development can be harmful for citizens, alienating for society.

Health Education during the Age of Dualism

Katalin Soós
(University of Szeged, Hungary)

One of the special segments of the history of education is the evolution and formation of health education. In order for us to be able to place a subject into the educational process, we need to be in possession of the historical causes.

In the various departments specializing in the education of small children (such as educators of children in kindergarten, primary school, infant school) appear health education as well as health development as one of the most prominent tasks of education. During my work as an educator, I have the definite experience that my students are interested in our past; searching for opportunities to find out where we are coming from and which direction we are going to.

In the laws of public education (1867) and public health (1875) in the second half of the 19th century, health as a great value can already be seen and it becomes more and more widespread in the education of the people. Numerous publications are published in the periodicals of the age (*Health, School-teacher's Newspaper...*) in whose primary focus is this very same field. For the purpose of being able to reveal the different approaches typical of the age, we need a way of searching for resources, which has the potential to live up to the expectations concerning the special points of view connected with the subject matter.

These approaches may be the following: the knowledge of the legal background, the main tendencies of health education in schools, the comparison of the many educational ways of thinking, the appearance and development of professional knowledge (of health education) etc.

The search for resources has to be target-oriented in processing the problems. In my lecture, through the presentation of a concrete thesis, I am trying to show the work of methodology which can enable students to process a smaller segment of the history of education in question.

A Happy Couple: Balancing Syllabus and Testing in Speaking

Mutlu SOYKURT

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Speaking, as one of the most difficult productive skills involving more than grammar, vocabulary, listening, is usually assessed through oral interviews, information-gap, role-play, group and pair work activities using visual materials. The most difficult part in assessing speaking is to establish a balanced relationship between the method of testing and the way it is taught in class. The aim of this research study was to investigate EPS 102 teachers' & students' perceptions about the newly developed speaking test at EMU EPS, find out the relationship between 102 syllabus and testing and offer suggestions for further improvement. In this presentation, I will share the results of a survey study concerning the process of the design, creation, and application of a new speaking evaluation rubric. The participants of the study were EPS 102 course teachers and students. The results are expected to show us to what extent the balance between the objectives of the 102 course syllabus and the students' performance on the 102 course speaking test has been achieved. Depending on the results of the study, some suggestions for improvement will be made.

A Self-regulated Learning Based English Course for University Students

Neşe SOYSAL
(Atılım University, Ankara, Turkey)

In an information age, the students are in the need of following the increasing knowledge in every field. For that reason, they should all the time be ready for learning. However, it is not possible to acquire all the knowledge in schools by the help of teachers. They are responsible for their own acquisition of knowledge and skill. This also means organizing their own learning such as deciding on what to learn and how to learn. This concept brings the issue of self-regulated learning. This study aims to design an English course based on self-regulated learning for the students in their first year at a university whose medium of instruction is English to make them responsible for their own learning. In this design, Posner & Rudnitsky's model was utilized and self-regulated learning was chosen as an approach guiding the process. First, a literature review was completed to explain self-regulated learning in detail and present the studies in that area. Also, some information was given about web-based learning environments as it was used as a support to self-regulated learning strategies. Then, a needs assessment was conducted and the results were analyzed. Accordingly, the intended learning outcomes were decided and general teaching strategies were chosen. After deciding on the evaluation of both the students and the model, one of the units was chosen to be implemented. In that way, the strengths and weaknesses of the design could be observed. For piloting, the unit that was an introduction to the self-regulated learning strategies was chosen. In this unit, the strategies were introduced explicitly with some activities. In that way, the students' reactions to the strategies and their level of using these strategies were observed. Finally, it was concluded that by the help of presenting the self-regulated learning strategies explicitly to the students, they became responsible for their own learning.

Preparing Culturally Competent Educators

Carolyn STONE

(University of North Florida, Jacksonville, Florida U.S.A.)

Carol DAHIR

(New York Institute of Technology, U.S.A.)

In order to deepen the level of praxis (applying theoretic knowledge to real-life experience in order to transform practice) the school counseling preparation program at the University of North Florida in collaboration with four other universities provide an intensive educational experience for students using New York City as a laboratory for teaching cultural diversity competencies. Students prepare for the experience through three major approaches: 1) reading Chenoweth's *It's Being Done*, Kozol's *Savage Inequalities*, Hart and Jacob's *From Gatekeeper to Advocate*, and Hamayan and Freeman's *English Language Learners at School* before departing for New York in order to help them contextualize the experience through the dual lens of educational equity and social justice; 2) engaging in collaborative, constructivist learning activities that focus on struggling and resource-challenged public schools in New York City as well as museums and other cultural sites that demonstrate the historical and social context to diverse populations - many of which have been traditionally underserved by American public schools; and 3) processing and making meaning from these experiences by participating in structured "reflection colloquia" facilitated jointly by school counseling faculty from UNF and the other five universities and pertinent educational, social, and cultural leaders.

This intensive, experiential learning opportunity occurs over six days and takes place across multiple educational and cultural venues in New York City. School counseling candidates are expected to be aware of their own values, biases, and assumptions about human behavior and how they may affect others. This presentation will provide a multimedia presentation of the efforts to help student graduates become more culturally competent educators with an understanding of the worldview of culturally different students.

Learner Objectives. As a result of this workshop, participants will:

- Explore immersion activities that provide intensive, experiential learning opportunities that enable graduate students and practitioners to deepen their understanding of their personal attitudes and beliefs about working with culturally diverse populations;
- Identify new strategies to develop in graduate students and practitioners a social justice and advocacy disposition by working with six distinct student populations which may be predominately or marginally represented in their school building or system;
- Demonstrate reflective colloquia activities which apply these cultural competencies in career and academic advising.

Developing Intelligent Electronic Portfolio System

Irfan SURAL

(Eskişehir Osmangazi University, Eskişehir, Turkey)

This presentation covers design steps of electronic portfolio system which is developed with artificial intelligence markup language and a pilot application of portfolio results.

An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. According to Columba & Dolgos (1995), there are basically three types of portfolios to consider for classroom use. *Showcase*: This type of portfolio focuses on the student's best and most representative work. This is similar to an artist's portfolio where a variety of work is selected to reflect breadth of talent. The second type of portfolio is Teacher-Student Portfolio. This type of portfolio is often called the "working portfolio" or a "working folder". This is an interactive teacher-student portfolio that aids in communication between teacher and student. Teacher Alternative Assessment Portfolio: All the items in this type of portfolio are scored, rated, ranked, or evaluated. Teachers can keep individual student portfolios that are solely for the teacher's use as an assessment tool.

On the other hand Artificial intelligence (AI) is the intelligence of machines and the branch of computer science that aims to create it. According to Davis intelligent systems are tools that help to develop detailed thinking on problems and develop solutions. For a long time, intelligent systems have been used in various fields such as defense technologies, medical researches, biology and business. Using intelligence systems in evaluation process save teacher time, efforts spent and shorten feedback time.

This paper introduces a model of intelligent portfolio that can be used for evaluation purposes and help teachers with assessment of electronic portfolios.

About Music Therapy in General, and Music Teaching in Particular

Magdolna SZABADI
(University of Szeged, Hungary)

Music therapy uses music to develop, to restore, to rehabilitate the psychological workings/functions as an additional instrument with a framework and conditions given by the therapist's original profession. Forms are the active and receptive therapies. The former is based on instrumental improvisation, the later on listening to music, sharing, analyzing and processing the music experience.

As far as the history of music therapy is concerned one might say that its elements and the appearance of its primitive forms is as old as mankind. Its method and the set of instruments have become important in many fields (such as education, healing, festivals, popular education, social practice...), but its complementary function has not yet been replaced. The results of today's neuropsychology that the emphasis of the model of music therapy representing social well-being, make a shift towards a model driven by neuroscience, that is, due to nervous system's imaging procedures, based on the observation of musical perception, the connection of music and brain functioning.

Methods are the conflict and behavior centralized method. The former, focuses on the intrapsychic or interpersonal conflicts, the emergence and processing of emotionally stressed unconscious content, that occur due to catalytic effect of music, while the latter focuses on the dramatic display and practice of the desirable behavior patterns with musical instruments. Its tendencies correlate with psychotherapeutic trends such as psychoanalytic, behavioral psychology, social psychology.

Both therapy and education are parts of the services supporting the personality. The personality development effect of music can be realized both in therapy music pedagogy. Their tools and methods are the same, the differences can be realized in the emphasis of the goals, framework and possibilities. While the therapy is orientated towards the process, in pedagogy the goal is much more important. Music within the therapy is a tool, when in music teaching it is a goal.

The recreational activities and preventive purposes make it possible for the music teacher to decide freely on the selection of their methods. Music therapy approach can be seen in the 20th century musical trends known as new music teaching methods (Dalcroze, Orff, Montessori etc.). These methods apart from transferring musical knowledge, creating and developing musical skills, put a lot of emphasis on the development of self-expression, creativity, with musical elements and the community-shaping effect of music. Furthermore, the Kovács method that lives its renaissance today - a method whose musical thinking is based on improvisations of movement, exercise, overall lifestyle, and places the teacher student relationship into a new dimension to form a bridge between therapy and pedagogy.

Methods of Preventing Adolescent Drinking

Csilla SZABÓ

**(Technical Secondary School of Count Stephen Széchenyi, Székesfehérvár,
Hungary)**

It is a well-known fact that ways of health risk behaviour (smoking, drinking, and drug taking) appear or become intensive in adolescence, the reasons of which are peer influence as well as the maladaptive answer to environmental stress. Since drinking is closely connected to adolescents' leisure time activities, it hardly appears during teaching periods. The presentation intends to indicate the main tendencies in adolescent drinking as well as to show some ideas aiming to prevent alcohol consumption or excessive drinking in school events.

The research was carried out in a middle-sized town, in Hungary, in 9 secondary level schools (3 grammar schools, 4 technical secondary schools, and 2 vocational schools). Data were collected by both quantitative and qualitative methods. The anonymous self-administered questionnaire was filled in by 498 students and 153 teachers and it was followed by semi-structured interviews with 13 students and 18 teachers. Data processing of the questionnaires was done by the mathematical-statistical software: SPSS 17.0; while that from the interviews by open, axial, and selective coding techniques, and systematisation of the data was done manually, with the so called 'paper-scissors' technique – of course digitally.

However, drinking alcohol at school events (during class excursions or school balls) is turned out to be a huge problem in all types of school. The difference in alcohol consumption in school events is significant between different school types. The fact and the extent of alcohol consumption in school events are known by teachers as well. That is why teachers intend to prevent at least excessive drinking. During the interviews, there were several similarities between teachers and students' opinions. Among primary prevention methods both groups think that a good teacher-student relationship, a compromise made in-advance, the permission of minimal quantity of alcohol (especially on controlled conditions), and peer support are effective. However, both teachers and students consider that radical banning is ineffective. As far as social level intervention programs are concerned, they agree on the effectiveness of authority control in public places. However, both teachers and students listed quite few secondary prevention methods.

Alcohol is often the symbol of autonomy, being independent from parents. In many European countries – e.g. in Hungary – the phenomenon of binge drinking is wide-spreading among teenagers, which influences school results and has long run effects on the way of living too. That is why intervention programs are significant in adolescence, because teenagers' attitude could be changed.

Teaching and Learning Languages One-to-One – Challenges and Rewards

Anikó SZILÁGYI

(Budapest Business School, Budapest, Hungary)

Although authorities have been making many efforts to improve the general standard of language teaching in institutional education in the Hungarian education system (bilingual schools, a special year for language learning, early language teaching), there has still been a constant demand for private language lessons. According to a survey conducted among first- year students of the Budapest Business School for the past five years, more than 80 per cent of the students take private language lessons before embarking on tertiary education. Many language schools are also focusing on one-to-one teaching besides their groups, and company courses are also often held in this form. Most children, teenagers and adults opt for one-to one lessons because of the flexibility in time and place and a more personal approach is also considered as an advantage. Teaching and learning one-to-one is motivating, enjoyable and also challenging- but in many ways different from teaching groups. The one-to-one teacher needs to be resourceful, sensitive and extremely flexible for maximum efficiency in catering for the learners' needs, adapting to many learning styles and in many cases finding ways to help the students dealing with learning difficulties. The talk tries to look into some of the reasons why students take extra language lessons, the differences between teaching groups and individual students, the implications for both language teachers and students and some possible ways of development.

Cool School: Targeting Bullying the Finnish Way

Erika SZIRMAI

**(Kölcsey Ferenc Teacher Training College of the Reformed Church, Debrecen,
Hungary)**

Since different countries and cultures recognized the significance of the problem of bullying various steps have been taken to reduce prevalence. A wide array of programmes started ranging from individual levels to research based, national programmes. However, few of them have produced convincing results, or met scientific requirements making programs eligible for further applications: some programmes had no control schools, some worked with a low number of participants.

KiVa (Kiva Koulu) is a research-based, multi-faceted anti-bullying program worked out by Finnish researchers and introduced in Finland in the schoolyear 2006/07. Since its introduction a large number of schools joined the program, in 2009 50% of all schools were registered users, with more schools volunteering to join. The programme is unique as it includes several elements that have proved to be successful in different programmes earlier: it aims at different levels – individual, class and school levels -, includes both the interventive and preventive sides, allows for both „softer”, non-punitive, and tougher, restrictive ways of action. It is also the programme which has developed the most detailed, hands-on set of support materials for teachers, and introduces the phenomenon of bullying to children in a systematic and consistent manner, in age-appropriate ways for three age-groups, using traditional (class discussions, reading materials, thematic approach) and up-to-date learning environments (computer-based interactive surfaces).

The paper, with reference to earlier programmes in other countries, discusses elements and features of the programme as described in various publications, and also refers to results of scientific assessment using data published in the follow-up research studies.

Games for Beginners of Reading

Tiiu TAMMEMÄE
(Tallinn University, Estonia)

Ability to read is one catalyst to finding out the children's readiness for school. Identification and assessment are crucial in early years. It is very important to identify and assess children with reading problems as early as possible.

Estonian Reading Association announced in 2005 in Estonia a contest to find out different games for beginners of reading: for development of reading technique, text understanding, vocabulary extension, precondition for reading. In cooperation with Publishing Koolibri we have published 3 complexes of board games (2006, 2007, 2009), in each 6-8 different games. Those kits were very popular. So we had a new contest and in May 2011 will be the next collection. As tools players can use methodology as memory cards, dominoes, board game with piece or/and slip of paper.

As players children can learn letters and sounds, numbers and counts and a lot of useful knowledge. Children can practice reading and essential abilities; in small groups they can develop social skills.

Authors of these games are Teachers, Speech therapists and Special teachers in Estonia. They have practice in ordinary and in special schools/kindergartens, also with bilingual children. Students from Tallinn University made a study, how bilingual learners like and use this material and how their teachers comment on this tool.

All these games are in Estonian, but the Ideas, how to make fun with reading is international. In my presentation I will demonstrate these games; I think the best way for that is a poster with a small table.

Communication and Teaching and Learning Methods in Multimedia Online Distance Education

Tomislav TOPOLOVČAN
(University of Zagreb, Croatia)

The aim of this paper is to show that teaching and learning methods (social work forms) and communication which can be used in traditional *in class* education can be also implemented in multimedia online distance education. This is possible because of functional opportunities of ICT. The paper presents different types of communication and possible teaching and learning methods in multimedia online distance education. It also describes particular types of communication, primarily personal and impersonal, and their relationship in modern distance education. Some characteristics of personal communication are also included in impersonal communication supported by new media and ICT like non-verbal communication. Furthermore, this paper shows particular methods in traditional learning and the possible methods in distance learning and teaching supported by computer, Internet and multimedia software. It shows that student work and learning in distance online education with new media can be provided by all teaching and learning methods as they can be used in traditional *in class* teaching and learning. Also, this paper shows that students in distance learning can work individually and together (cooperative learning) in pairs or in groups on their tasks. Team instruction can also be provided in distance learning by new media and ICT. The paper shows that new media, ICT and multimedia software enable the overlap between the features of personal and impersonal communication in multimedia distance learning, and that this type of learning and teaching methods can be realized in multimedia online distance education.

Integration of an LMS in an Institution of Higher Education

Ana TORRES

(Higher School of Education, Polytechnic Institute of Santarém, Portugal)

The paper describes and justifies the process of developing a training program designed with the aim of promoting the integration of an LMS in the teaching practices of teachers of a higher education institution in Portugal. After the study of how the LMS was being used by teachers of the institution and the lifting of the difficulties in these platform integration in teaching, we created a training device that involves a process of development, personal and professional, promoter of skills and expertise necessary for teaching and integration of platform tools in pedagogical practices.

The relevance of this study is that technological developments were not accompanied by the use of appropriate teaching models and contexts, making it necessary to develop research on the potential and impact of using virtual learning environments in higher education, as well as the structures support and professional development best suited to promote their integration in pedagogical practices of higher education.

After the needs assessment carried out by analysis of the platform and interviews, was conducted a training course under b-learning, as the modality to promote the modules and allow greater flexibility in time for an initial group of 20 teachers, called "construction of units under b-learning". The course takes place on the platform Moodle and the students begin their use in immersive environment, carrying out learning activities that allow them to apply their acquired knowledge and develop their own content.

Examination of The Relationship Between University Students' Social Self Efficacy and Emotional Intelligence

Zeliha TRAS
(Selcuk University, Konya, Turkey)

The purpose of this study was to examine the relationship between university students' social self efficacy and their emotional intelligence levels. The survey model was adopted and the sample of the study consisted of 534 university students. Research has been done in accordance with the general survey model. The sample set of the research was taken from several faculties of Selcuk University in Konya, Turkey by the random set sampling method in 2010. Participants were 534 university students (382 female and 152 male) who participated in the research voluntarily. In the research, "Bar-On Emotional Intelligence Scale" was used in order to determine emotional intelligence scores and "Self Efficacy Scale" was used in order to determine self efficacy score. Emotional Intelligence Scale that was adapted to Turkish by Acar (2001) was utilized. Bar-On explains the emotional intelligence in five main dimensions. These are internal world area (intrapersonal abilities), external world area (interpersonal abilities), adaptation, coping with stress and general mood scales. Emotional Intelligence Scale has five sub-dimensions: self-awareness, interpersonal relations, adjustment to conditions and surroundings, stress management and general mood. Individual having the interpersonal abilities are the people who can demonstrate emphatic attitudes and interact with others in an effective manner. In the analyses of the datums, Pearson Moments Product Correlation Technique were used. Statistical analysis of the datums was done in the SPSS 17.00 pocket program.

The findings showed that there is a positive correlation between students' social self efficacy and their personal awareness, interpersonal relations, stress management and general mood, adjustment to conditions and surroundings scores.

The Multicultural Education and the Culture of Peace

Vesna TRIFUNOVIC
(Faculty of Education in Jagodina, Serbia)

In the modern world seized by globalization, as the process of uniting concrete societies under the influence of the great market force into one, in many ways contradictory society, new international, economical and political relations are established. These relations are complex and often followed by opposed interests and conflicts between economically, militarily and politically powerful and developed countries, which have dominant position in the international market, and less developed countries. The globalization has, on one hand, united the world, and, on the other, brought to the globalization of social problems (such as, ecological problems, the difference between rich and poor countries, poverty, crime, terrorism), where it is necessary, in order to solve these problems, to maintain the international consensus about the need for uniting the efforts of all the countries and the international organizations in this solving. And in the Serbian society there are also global social problems which, associated with the specific conditions of the development of certain Balkan states, demand a special way in their solving: (1) recognizing the context of the concrete social relations where problems emerge and connecting with the regional and global contexts with the aim to solve the problems; (2) solving the problems should be understood as the defense of civilizational values and ethical dimension of education which guarantee the survival of the mankind, and it is not possible to defend them without changing the cultural paradigms which assume violence, that is, without making the culture of peace; (3) in establishing the peace on the international, regional and global level, cultural policy and educational policy in the society can be of crucial significance.

The paper indicates the necessity of connection of the culture of peace and education in the conditions of multicultural society in general, and particularly in the Serbian society. The culture of peace presents the part of general culture which encompasses values, beliefs, attitudes, symbols, preferences and behaviour patterns regarding peace as a precondition of survival and development of global society, regions, countries and individuals. The author emphasizes the importance of culture of peace to improve the quality of multiethnic relation which will be made to enable the existence and further development of particular culture. In author's opinion, individual and social value system is vital for the acceptance of culture elements and for those reasons the paper points out the importance of educational process for taking new value matrix and the development of the multiculturalism in the Serbian society.

Algorithmic and Heuristic Strategies Used in Solving Problems in „Elementary Arithmetic”

Radu TURCAN
(University of Oradea, Romania)

In the first part of this paper, I proposed to define and characterize briefly the main concepts with which we work, namely:

- Exercises and problems;
- Problem solving strategies;
- Algorithmic and heuristic strategies
- Resolution process: steps for solving a problem (in versions of DP Ausubel and FG Robinson).

In the second part of the paper, I have presented concrete examples at different levels, which illustrates the algorithmic and heuristic strategies used in solving problems in "elementary arithmetic".

The Importance of Crisis Intervention in the Education of Fire-fighters

Szabolcs TUSORI
(University of Pécs, Hungary)

Our modern world and our comfortable lifestyle beside its comfort contains numberless dangers. The media confront us with accidents, earthquakes, floods, terror attacks or fires every day. One of the main characters of these events are the fire-fighters who always do their best to solve the problems and help for the victims. Unfortunately, the former statements after September 11 sounds a bit trivial, however, we can still bring up several important and less-analysed psychological and educational questions. Although, in the last ten years there were so many researches in connection with fire-fighters and they were in spotlight, I hope, the attention of experts of psychology and pedagogy is still wakeful.

At the Hungarian fire departments there are continuous trainings for achieve and reserve the firemen's high-level and professional technical knowledge, but trainings, which help pick up methods and learn how to manage the officers the victims at a serious incidence, is completely missing from the education. Skilful psychologists are alarmed only outstanding situations, after all, by the time they arrive – which often takes for a long time –, the questions of mental health are fully neglected.

Naturally, that can be not realistic aim that each fire officer get a degree from psychology but it would be very important find out and/or adapt and apply useful strategies in crisis situations. In my lecture, as a fire-fighter officer, I try to point at this question.

Study Regarding the Amplitude of Heart Rate and Respiratory Rate for Normal Children and Children with Mental Disability

Bogdan UNGUREAN & Adrian COJOCARIU
(“Alexandru Ioan Cuza” University, Iași, Romania)

In the present paper we assess how and to what extent mental disability influences functional development (heart rate and respiratory rate) of students at this educational level.

Aim and hypothesis. Our aim is to evaluate the expression of heart rate frequency and respiratory frequency for normal children and for children with mental disability in order to identify the malfunctions of these physiological parameters. We started from the hypothesis that there are significant differences between children with mental disability and normal children regarding heart rate and respiratory rate at rest.

Subjects. We had 35 subjects for the research, grammar schools students from Suceava County (Romania), aged between 12 and 16, with various degrees of mental disability.

Methods. The measurement of heart rate at rest (beatings per minute) was realized with the Beurer electronic device. The respiratory rate at rest was determined by the number of normal breathe in-breathe out cycles per minute (by putting the palm on the sternum region). The measurements were taken at the same moment of the day (in the morning, between 10 and 12), the subjects sitting on a chair.

Conclusions. We could see that there were no significant differences regarding the heart rate among the four groups. Also, the respiratory rate frequency increases at the same time with the degree of mental disability. There is the possibility for children with mental disability to compensate low heart rates with higher respiratory rates. The high values of the variation coefficient for the heart rate in the case of children with severe mental disability and with Down syndrome could constitute a future research theme for a more minute exploration of the cardiac function for these subjects.

The Impact of Social Communication on the Alter Perception at Preadolescents with Mental Deficiencies

Roxana UREA
(Bucharest University, Romania)

It is well known that teenagers pass through a lot of changes that raise a high level of pressure and involve for a proper social insertion social communication abilities. But in this process they use the continuum model of impression for social perception act of Alter, and therefore that will influenced the social communication process.

One of the major goals of special education is to facilitate a proper social insertion of deficiencies, but based on the type of deficiency is necessary that special education programs should be develop. In particular, at pupils with mental deficiencies we have to take in consideration the mental deficiency's features of personality in order to facilitate social interaction, between deficiencies and normal people.

Therefore, we made an investigation that have had the aim to *reveal at preadolescents with mental deficiencies the influences of social communication features on the Alter perceived act*.

Our investigation was done on 60 Romanian preadolescents with mental deficiencies and we have used the following psychological instruments, adapted for Romanian population: The Pierre Casse's Social Communication Aptitude Questionnaire, The Social Conversation Questionnaire, The Alter's perception test, The Social Perception for Affiliations Group Questionnaire.

Our results showed some basic features of social communication at preadolescents with mental deficiencies, and how the Alter is perceived by these preadolescents.

The conclusions that came through revealed a specific typology of the influences of social communication features and type of Alter social perceived act and social communication.

Secondary School Language Teachers' Teacher Identity Formation

Krisztina VÁCI

(Baár-Madas Calvinist Secondary School, Budapest, Hungary)

Perceiving identity as a social construct has been prevalent from Tajfel's (1978) theory of social identification, and is still of interest to researchers. Wenger (1998) views identification as a process, the mutual constitution of self and community. Understanding teachers' identification from that perspective allows us to observe significant relationships as interactions with communities, and thereby to gain a more complex picture of what constitutes a teacher's self. In my research, six Hungarian secondary school language teachers' relations to such communities were mapped. Data were collected by semi-structured life history interviews that allowed for openness to any emergent issue within my sphere of interest. Five clusters of relationships emerged, the one with the colleagues, two with the students, one with the former teachers and one that involves only the teachers' self-reflections. These clusters were then grouped into charts based on Wenger's terminology. Wenger separates four processes within identification, the reification as a member of the community, the recognition of competence, the legitimacy of access to practice and the ownership of meanings. These process headings were used for an elaborate evaluation of the teachers' different relations to the communities. By perceiving underlying processes beneath teachers' attitudes towards their communities, their identification as teachers could be better understood. My research hopefully raises awareness to the social nature of teacher identification, and also serves as an insight into language teachers' self-perceptions in a Hungarian secondary school.

Formázott: Normál, Középre zárt

Health education Education from Pperiphery: Issues of Hhealth Eeducation in pPrevention of pProstitution and Ttrafficking in Hhuman Bbeings

Noémi VERŐNÉ JÁMBOR & Gyuláné GYURCSÓ
(Újbudai Pedagogical Institution, Budapest, Hungary)

Formázott ... [1]

Formázott: Normál, Középre zárt

Formázott ... [2]

Formázott: Betűtípus: (Alapérték)
Arial, 8 pt, angol (Egyesült Királyság)

Formázott ... [3]

Prostitution and human trafficking is a serious and a rather timely issue. Human trafficking is a severe crime and a ~~komplex~~ complex problem. This phenomenon has bearing on:

Formázott ... [4]

- society and moral;
- criminal law;
- economy;
- public health;
- criminology;
- migration;
- and last but not least education.

Formázott ... [5]

Formázott: Betűtípus: (Alapérték)
Arial, angol (Egyesült Királyság)

Formázott: Betűtípus: (Alapérték)
Arial, angol (Egyesült Királyság)

Formázott ... [6]

The presentation places emphases on health education, within the conformation and ~~demonstration~~ demonstration of ~~healthconscious~~ health conscious behaviour, particularly in case of endangered young people.

Formázott ... [7]

Prostitution and trafficking in human beings –unfortunately– is an actual problem among youngsters. Prevention is specifically important among those who are endangered of becoming victims of prostitution and trafficking in human beings. We regard specially endangered those groups who live in family, but have significant social ~~handicaps~~ handicaps and those who live without family in approved schools or aftercare institutions.

Formázott ... [8]

For the generations of future the education on the healthful life style is high of priority which aim is to form the ~~healthbehaviour~~ health behaviour of the youth and to prepare them to be able to act an active part in their own life quality. The family has a big role as the first socialisation agent in development of the values, such as health and ~~healthconsciousness~~ health consciousness.

In those cases where the family is not attended in the youngsters' lives or it has functional disorder, we experience drastic fallback and other disadvantages.

Formázott ... [9]

Out purpose is to show the result of the research which dealt with the prevention of being ~~victims and~~ victims and to summarize the most important tasks in health education.

Formázott ... [10]

Special Educational Needs in the Context of the Framework Educational Program for Basic Education

Marie VÍTKOVÁ & Miroslava BARTOŇOVÁ
(Masaryk University, Brno, Czech Republic)

A radical shift to inclusive education in the Czech Republic took place with the School Act No. 561/2004 Sb. (as amended by Act No. 49/2009 Sb.) coming into effect. Another step was the ratification of the *Convention on the Rights of Persons with Disabilities* in 2009 in the Czech Republic.

Inclusive education is the focus of research at Masaryk University. Department of Special Education, Faculty of Education, Masaryk University carries out a research project *Special Educational Needs in the Context of the Framework Educational Program for Basic Education* (2007-2013; MSM0021622443).

The aim of the project is systematic research in the field of inclusion of students with special educational needs in mainstream settings.

The project is dividend among several research teams with the aim to conduct research in the following areas: laws setting forth school integration, support of pupils with special educational needs in mainstream schools, curriculum – differentiated curriculum, use of alternative methods, the position of special needs teacher in education, further education of teachers for inclusive schools. The poster introduces the research project, work of individual teams and preliminary results of research focusing on socially disadvantaged pupils.

Research of Word-formation Language System and Child's Speech Development in Early Childhood Education

Katarína VUŽŇÁKOVÁ
(University of Prešov, Slovakia)

In our paper we assume that we can stimulate the development of speech, help to language acquisition and diagnose the development of child's speech only on base of child's speech development and child's thinking. But child's speech is not sufficiently explored at the moment.

We believe that there are universal tendencies of language acquisition. So far in connection with the issue of universality and innateness it is particularly discussed with regard to grammar. Languages that use agglutination (e. g. Slavic languages) allow comparing the derivation with grammar and their acquisition by a child. The words motivated by the word-formation are the result of formal and semantic relationships between words, therefore the way of acquisition and use of the word formation system of language is in large part specific, however, not for now unexplored. We suppose that the acquisition of word formation system of language starts in development later and it is due to the use of cognitive structures more difficult than acquisition of flexion. We are trying to verify the fact through examination of child's speech.

We attempt to answer the following questions: Do children make compound words spontaneously? If so, at what age and how far are represented in child's speech? Does the incidence of compose words in children's speech link to child's thinking or to specific language? Can we influence child's speech and diagnose it in terms of word-formation? We will use a combination of methods – group and individual, longitudinal and individual studies, spontaneous communication, naming files, creating names, literary texts, project teaching, if results will be credible. The research results should help to stimulate the child's speech and its more complex diagnostics in kindergarten.

The Effects of Cognitive and Metacognitive Strategy Training on the Reading Performance of Turkish Students

Filiz YAKUPOĞLU

(Güney Gelişim Primary School, Mersin, Turkey)

A quick review of foreign language education in Turkey indicates that many of today's students develop a bottom-up view of reading, interacting passively with texts, such as rereading, and memorizing information word for word. In fact, developing effective reading skills has become an evitable goal in the second language learning or foreign language curriculum. As it is argued in many contemporary studies, the main reason people around the world study English as a second or foreign language is to read. Therefore, the purpose of teaching reading to students is to improve the attitudes, abilities, and skills needed for obtaining information, developing interest, using appropriate strategies, and understanding the written material by reading through comprehension. Among various reading models, the interactive model of reading in EFL is the most contemporary one which comprises the above mentioned issues.

Various learning strategies, such as advance organizers, metacognitive strategies and cognitive strategies, have been developed and widely preferred in the EFL setting to make the students self confident, active, and efficient readers.

As is indicated, Turkish EFL readers interact passively with texts. Considering this point of view, the purpose of this research study is to examine the influence of metacognitive and cognitive strategies for the purpose of learning to read in English as a Foreign Language.

Pursuing these views in this study using metacognitive and cognitive strategies, Semantic Mapping, Schema Mapping, and SQ4R are employed to enhance the reading achievement of the students' English Language and Literature department. The method which is used in this study for measuring outcome results, pretest-posttest control group experimental research design is chosen. Since the results demonstrate the strong positive effects of Semantic Mapping, Schema Mapping, and SQ4R this leads the researcher to propose them as very helpful instructional techniques to be employed in order to enhance EFL students' reading comprehension.

An Action Research on Effectiveness of Measurement and Assessment Dimension of 7th Grade Social Studies Curriculum

Glten YILDIRIM & Cemil ZTRK
(Marmara University, Istanbul, Turkey)

The purpose of this study is to examine the problems encountered especially about measurement and assessment, during application of the 7. grade Social Studies Curriculum, to provide possible solutions, to implement these solutions and to evaluate the results.

Action research method was conducted mainly in three phases; the first phase included defining the problem, the second phase included developing, implementing and monitoring an action plan, the third phase included determining of the teacher, pupils and parents' opinions about action plan and solutions were determined. The participants of the study consisted of a social studies teacher, 30 students attending seventh grade and their parents in Maltepe district of İstanbul. A semi-structured interview, an open-ended survey form, semi-structured observation and informal observation and interviews were conducted to gather the data. All data was analyzed in conformity with descriptive data analysis. The general conclusions reached in the study can be summarized as follows:

- There are many obstacles arising from the teacher, students, parents and educational system during the implementation of the social studies curriculum assessment and evaluation dimension, which is based on constructivist learning approach. Because of these obstacles, prescribed assessment and evaluation activities can not be applied exactly as predicted.
- The teacher and most of the students and parents were willing to use alternative assessment approaches.
- To resolve the current problems an action plan including literature review with teacher, information meetings for the students and parents, developing and applying more constructivist activities and alternative Assessment techniques was developed and applied.
- It is understood that using alternative assessment techniques affect students' ability to express themselves, developing a sense of responsibility, increasing active participation in class and understanding topics positively. However, while using some alternative assessment techniques students perceived some techniques enjoyable but difficult. In addition to this, studying together with teacher was found to develop teacher's knowledge and skills about alternative assessment and is a facilitator about applying the measurement and assessment dimension of the curriculum more effectively. It is understood that parents' information meeting should be organized more systematically and periodically.

Design of a Web Based Interactive Fundamentals of Electrical Engineering Course

Sevket YILMAZ & Bekir Sami SAZAK
(Pamukkale University, Denizli, Turkey)

Educators to constantly reconsider both the content and means of delivery of modern undergraduate curricula which requires the conception, implementation and assessment of innovative pedagogical approaches and technical realizations. Simulation constitutes one of the basic points in electrical engineering learning. Simulation briefly means modeling a real circuit or system in computer settings. Instead of passively accepting information, students take an active role in the learning process, and knowledge acquisition can be achieved in a more interesting and meaningful way.

In this article a new tool for electrical engineering teaching is presented. The tool was implemented using PHP scripts and is freely accessible through Web. The interface was designed to be simple and easy to use and with a user-friendly. It allows the analysis and simulation of two fundamental types of electrical circuits, namely, parallel and series electrical circuits. The article is not only centered in the description of the tool but also in the methodology to use it and its evaluation in an electrical engineering degree. Four practical problems are included in the manuscript to illustrate the use of the main functions implemented.

The proposed tool is particularly useful for distance learning and students with disability problem. It also creates opportunities such as professional development, personal development, attending certification or academic programs for the people who are already employed.

The Big Sport Choice Events and the Choice in Sport

David ZALAI
(Semmelweis University, Budapest, Hungary)

Introduction. One of the biggest problems the Hungarian sport is facing at present time is that smaller percentage of Hungarian children participated regularly in organised sports activities in recent years.

My presentation is looking at the multiple choices available for elite athletes and the impact and provision of the Hungarian Big Sport Choice event that started in 2007. I would like to show you some important data and information to describe the development of this special organisation.

I believe last year was a turning-point in the evolution of Big Sport choice that really emphasises the importance of my study.

Hypothesis. There are several current concerns for families who have sons or daughters whom would like to join in any sport activities. The main issue is the financial burden of keeping the children in the game because it gets heavier financially with each passing year.

I believe the creation of events such as Big Sport Choice and their commitment to sport are essential to raise public awareness of sport and its benefits. The key objectives are to increase the numbers in participation in any sport and physical activity and the associated significant health benefits.

Methodology. My work had several components to examine the research question. Primarily I collected and analysed all facts and figures available from previous events of Big Sport Choice. I also conducted specific interviews with active and retired successful athletes examining specific questions relevant to my paper.

Results. I have found a constant advancement of the Big Sport Choice operation and an increased demand for it both locally and nationally.

- ✓ There has been a significant development involving west, middle and east part of Hungary.
- ✓ More than 500% growth regarding various sport activities.
- ✓ Further improvements in health questionnaire's, including physical and mental surveys.
- ✓ The choice in sport of elite athletes dictated by several important factors.

Summary. According to my findings I have concluded that living an active and healthy life cannot be overemphasised. The results found in my study underlined the importance of partnership with organisations like Big Sport choice to act together to counter the global financial problems of decreasing physical activity and participation in any sport. I have also established that the decision making process about choice in sport of elite athletes is multifactorial.

I strongly support the concept of the Big Sport Choice in order to build a better world by encouraging the practice of active sport for all ages and the same time disseminating the health and social benefits of sport.

Development of Technological Education in Lithuania (Poster)

Birute ZYGAITIENE & Inga KEPALIENE
(Vilnius Pedagogical University, Lithuania)

The article deals with the changes in technological education in Lithuania i. e. a transition from the craft-based technological education to the project-based education of technologies when not only practical technological skills of the students but also the skills related with projects, information search, collection and analysis, knowledge of materials, etc. are developed, and the concept of technologies is expanded. Applying a method of literature analysis, the features of technological education as well as expression of didactic components of technological education in the activities of the participants of the educational process at different historical time periods are analysed. In this context, the training of teachers of technologies is studied, and an overview of the documents regulating technological education in Lithuania is submitted.

The status of technological education has particularly increased since 2009 after having introduced a maturity examination of technologies. In 2010, the examination of technologies was carried out for the first time. Over 4 000 candidates chose to take this examination. The students learning under the chosen technologies programme of a general education school or a vocational training programme could take a maturity examination of technologies. The goal of the examination is to verify and evaluate the student's achievement aimed at the competence in the area of technologies. Organization and evaluation of the examination of technologies is conceptually different from other maturity examinations. In the examination process, which was lasting for more than two months, a project-based work method was applied, and the process itself consisted of three parts: preparation of description of the final examination work (planning), creation of the product of the final examination work (process) and presentation of the final examination work.

Technological education in Lithuania involves the programmes of the following subjects: nutrition, textile, construction materials, electronics, product design and technologies. The main components of technological education are technological changes, education of consumption culture and eco-culture, quality of life, computer literacy, design, business technologies, vocational guidance. It is concluded that a close relationship among these components demonstrates multidisciplinary of technological education. Technological education, as a part of holistic education, is holistically qualitative as much as interrelations among technological education components are perceived. Moreover, technological education is an integral subject, open for cooperation, individualization and differentiation of the curriculum.

Parental Attitudes in Inclusive Education

Andrea ZSEBE

**(András Pető Institute of Conductive Education and Conductor Training College,
Budapest, Hungary)**

Respecting humanity engages everyone belonging to the healthy majority to accept equal rights to a normal everyday life in the society of disabled people. Special education is a valuable work in many respects of the society, which can be considered as a long-term investment.

Thus the integration of disabled people is not simply a question of humane approach or legal category, but also a clear economic interest of the society. The approach to disabled people represents the stage of development of the society.

Entering the EU, Hungary has experienced a coherent, well-characterized and successful policy of disability affairs. In the EU, the rate of children with special needs - including disabled ones - educated at special institutes differs country by country. With the adaptation to the EU policy of disability affairs there is an increasing need to form a society, which naturally accepts disabled people.

I would like to present the legal background that helps or hampers the integration of people with special needs to the society. At the same time I would like to point out the personal and objective approaches helping this integration running smoothly.

With analyzing my results, I would like to point out the problem that despite inclusive education of disabled children is impossible without the supportive attitude of the parents of normal children; nowadays 54% of these parents prefer a fully segregated education of disabled children.

I would like to emphasise the importance of the teachers' awareness of the parents' requirements and competencies, which they consider important from both aspects.

The aim of our survey was to investigate whether the parents of disabled and normal children have the attitudes that help change their approaches and on the other hand to collect and systematize the emerging problems, worries and factors affecting integration.

The third goal of this survey was to investigate the attitudes of the parents, whose children were already involved in inclusive education. I used questionnaires for this survey.

Analyzing the results, it seems to be clear that the most important factor affecting the changes in the parents' approach is providing practical experiences, which must be fully realised by the teacher in the future.

Pedagogical Competence and Pedagogical Education of Parents

Milana GRK & Radovan ČOKORILO
(University of Novi Sad, Serbia)

In this paper we shall try to show the importance of raising the level of competence of parents (through training of parents for self-assessment of their own competence as the best guarantee of future results) for the prevention of many social problems, to develop all the potential and the disposition of every child and exercise its rights and build quality society raising it systematically and continuously to a higher level of civilization. Broader frames of reference of this study were determined of humanistic appreciation of the man and his development and humanistic theories of education, and parenting is seen in the context of an *integrative model of parenting* in which a prominent place occupied by pedagogical competence of parents. Integrative model of parenting is based on contemporary psychological insights into the concept of parenting in the *ecological understanding of family*, as a system of interactive subsystems mother, father and children in the contextual model of parental educational influences.

In order to determine the relation between self-assessment of pedagogical competence of parents and the importance that they attach to education, was conducted research on a sample of 72 parents of children aged 4.5 and 6 years. Controlled variables were gender, age and educational level of parents and age and gender of children, birth order and number of children in the family.

By factor analysis of Scale of parent's perceptions of competence for the parental role was extracted one factor, called *factor of pedagogical incompetence of parents*. The extracted factor is at one pole defined by dimensions which negatively correlated with the separate factors and that are related to pedagogical competence of parents, and by the other dimensions which are positively correlated and that are related to pedagogical incompetence. By the factor analysis of Scale of attitude of parents towards pedagogical education was extracted one factor that has been named as Factor of attitude of parents towards pedagogical education. Confirmed the research hypothesis by using the Pearson correlation coefficient that was established correlation between self-assessment of pedagogical competence of parents and their attitude towards pedagogical education, which means that parents who perceive themselves as pedagogical incompetent have a more positive attitude towards pedagogical education.

Being a good and successful parenting is the ideal and goal that should weigh all the family, and society as a whole, the results that we obtained could serve the necessary starting point for further development of pedagogical education of parents and raising their educational competence to a higher level.

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