Conference program

Presentations in English

The Influx of International Talents to German Higher Education Institutions: Challenges for Teaching and Doctoral Training Programmes

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Given the rapidly changing world and labour markets, universities are expected to become more responsive to the work and life situations of adult learners, not only helping them to acquire skills and knowledge, but also attracting new international talents and improving their opportunities in the host society by maintaining and improving their academic and social standing and ultimately enhancing their quality of life. Hence, in building and maintaining top universities in Europe, education policies must go hand in hand with a systemic change in traditional doctoral education.

Germany, as the fourth destination country for international students, has massively grown the number of international students in recent years. Especially since the introduction of the internationally recognised compatible Bachelor's and Master's degrees. Doctorates at German universities have also become increasingly attractive to foreign students; for example, the number of international students in Germany has risen by 76% in the last ten years (Wissenschaft Weltoffen, 2020).

The quality of teaching and training for all (international) students has always been a core concern of higher education institutions, but having an international audience does not always simplify matters, especially as the quality and methodology of doctoral teaching and training varies from country to country. Teaching and training the next generation of scientists and researchers is highly specialised and differs from one discipline to the other. The new influx of international doctoral students challenges the traditional systems of doctoral education in Europe to reform (e.g. Nerad 2010: Nerad and Heggelund 2008). Given that the European discourse on doctoral education policy has been influenced by the 1999 Bologna Process, which encouraged each country to introduce three-year doctoral programmes, this presentation explores the changing nature of doctoral education in different countries, with a particular focus on Germany (Teichler 2006: Teichel et al. 2013) and its training and teaching methods, and highlights some of the challenges that need to be addressed from the perspective of international doctoral education. The massification of higher education, demographic challenges and the knowledge society are key elements affecting the design of doctoral programmes and the teaching of disciplines. It is therefore not surprising that there is a shift towards and a preference for STEM disciplines in Germany and across the world. In addition to the aspects mentioned above, this presentation also focuses on the question of how the teaching and training methods during the doctorate are perceived by international doctoral students from the STEM subjects in Germany. These topics are of great importance as across Europe, national higher education institution policies promote the importance of active teaching methods in order to improve the quality of education.

Drawing primarily on empirical data, including policy documents, institutional strategies and comparative data, this study draws on interviews conducted with foreign doctoral students in STEM subjects in Germany. Applying a biographical perspective (Elder 1994) through narrative interviews (Rosenthal 1995), the interviews were then analysed individually and thematically by applying the Grounded Theory (Corbin and Strauss, 1990). This paper presents relevant findings to the above research questions and highlights the teaching and training challenges faced by foreign doctoral students during the doctoral programme in STEM subjects.

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Reflective Learning Opportunities and Experiences in Teacher Education at Higher Education Institutions

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Teacher education issues have recently received particular attention while seeking to change the traditional conception of teaching and learning, which emphasises the importance of knowledge transfer and acquisition, into the process encompassing qualitative change in the student's thinking, feelings, perception, and behaviour. The nature of teachers' learning needs is unstable – it necessitates constant updating of the professional development structure while focusing not on static knowledge creation but on meaning-making in the common environment. Reflective learning and strategies of learning from one's own experience, which ensure the prospective teacher's ability to see, experience and understand processes taking place in the real world as well as the opportunity for self-development of individual knowing, thinking and assessing one's own personal growth, serve this purpose perfectly. Reflective learning becomes the basis contributing to the critical analysis, realisation, and making sense of the content, forms of one's thinking and of assumptions for beginning teachers because they create the experience necessary for their professional growth and development. Future teachers who employ reflective learning can investigate their actions, which enables them to form beliefs, create new knowledge and personal theories. University teachers, in turn, receive excellent feedback on lived experiences, simulate future learning activities for further understanding and change of actions.

The presentation aims to introduce and ground the opportunities of using reflective learning as an effective strategy in the teacher education process at the higher education institution. The results of the research conducted over the past few years, which prove and substantiate the advantages and applicability opportunities of reflective learning in helping prospective teachers to construct a personal knowledge system by combining theoretical and practical knowledge at the higher education institution, are presented. The stages of the reflective learning cycle and different models as tools for performing the successful analysis of the student's personal lived experience while studying are introduced. Problems and difficulties that students encounter during their studies while reflecting their experience lived during the teaching practice are discussed, distinguishing motivating and demotivating factors in learning. University teachers' experiences revealing challenges of perceiving reflective

learning methods and techniques and their application in university studies are also presented. The results of the study prove that reflection serves both as a didactic method while studying and as a tool for the teacher to get feedback on the skills and knowledge acquired by students as well as their lived experiences in learning.

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The PROMEHS project: an innovative comprehensive curriculum to promote mental health in schools

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Mental health is defined as a state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2005). In the last two years, the spreading out of the COVID-19 pandemic disease has carried out several consequences that negatively affected adults' and children's mental health. As such, increased levels of stress, worries, depression, and anxiety have been largely reported underlying the need for urgent intervention to address the mental health crisis during this coronavirus pandemic (Viner et al., 2020).

Schools have been recognized as a key developmental context in which providing opportunities for the promotion of mental health (Cavioni et al., 2020). In the last three decades, there has been a proliferation of school-based programs targeted to promote mental health in school. However, the majority of the programs have been focused on early years addressing primarily students' psychological needs without sustaining, at the same time, the well-being of teachers. Consequently missing, however, is a comprehensive program that is

designed for the needs of students of different ages and that is also clearly targeted to the promotion of the mental health both of the students and the teachers.

The PROMEHS (Promoting Mental Health in Schools) project has been designed to address this gap. For this purpose, our contribution presents the goals, the methodology, and the results of PROMEHS, a European project aimed to develop a comprehensive evidence-based curriculum to promote the mental health of students and teachers. PROMEHS has been implemented in six European Countries (Croatia, Italy, Greece, Latvia, Romania and Portugal) involving more than 10000 students and their teachers, using the training study methodology.

The implementation of the curriculum in experimental schools included a training course and ongoing supervision for teachers, meetings with school teachers and parents, along with providing handbooks with manualized activities to be carried out at school by the teachers and at home by the students with their families.

The research design includes the collection of pre and post-test data among students and their teachers from kindergarten to secondary school. Comparisons between the experimental group and the control group over time have been carried out in order to assess the impact of the PROMEHS curriculum on a number of outcomes namely social and emotional learning, resilience, and mental health problems.

The results showed significant improvements in students' social and emotional skills, such as in self-awareness, self-management, social awareness, responsible decision making, and relationship skills. A reduction in internalizing and externalizing behaviours has been also observed. Furthermore, the program contributed to increasing teachers' self-efficacy and resilience as well as improving their social relationships.

PROMEHS contributed to the area of teacher training by providing a unique, innovative, and effective evidence-based program to promote mental health in schools applying a systemic approach. The findings will also serve to improve national and international educational policies in the Member States working collaboratively with public authorities.

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A study of the use of remote post-lesson discussions with practising college lecturers during the COVID-19 pandemic

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This study looks at the conduct of observations of college lecturers undertaking the University of Aberdeen's TQFE (Teaching Qualification in Further Education) course, a General Teaching Council for Scotland (GTCS) qualification for which the successful observation of a class being taught is a requirement. These were switched from face-to-face to online due to the COVID-19 pandemic. A series of academic papers has explored this topic mainly in the US context, particularly in relation to rural areas, but there is very little relating to the UK and European context and more mainstream use of this mode of observation.

We are particularly interested to see if there may be benefits in continuing with aspects of this practice, which was originally an emergency measure. The research looks not only at the observation itself but at the post-observation discussion. It is the latter on which I shall focus in order to explore if the quality of reflection and discussion may be enhanced due to the dynamics and context of the discussion, i.e. away from the busy workplace and at a mutually convenient time. This is an interpretative qualitative study which uses focus groups and individual questionnaires which will be analysed thematically. Themes will be combined in order to generate insights into practice which we hope will be useful for colleagues considering adopting similar approaches.

This research will shine a light on the advantages and drawbacks of remote discussion and point to ways forward to colleagues with similar issues, thinking about how to proceed, perhaps using a hybrid model.

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European Contents in Language Teacher Training in Hungarian Context

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Professional teacher training development is an important pillar of educational systems within the European Union and worldwide. Improving the quality of language teacher education contributes to increase students 'motivation to learn languages, which is important because the majority of European students and university students generally no longer learn foreign languages for the sake of a better job, but most often use their language skills in their free time, for example when making friends and listening to music (according to Eurobarometer research, 2012). Since the introduction of the Bologna process, the teacher training system in Hungary has been revised several times, most recently in 2020 (Csizér – Öveges, 2020). As a result, not only training time has changed, but also output requirements and curricula as well. Present research examines whether the importance of the European contents explicitly appears in the new system of teacher education in the curricula of three types of foreign language teacher education in relation to the principles of the renewed National Core Curriculum. The aim of the present study is thus to attempt to explore the situation of language teacher training in Hungary in the light of the teacher training reform in 2020 (cf. Bárdos, 2020). In the course of the analysis of primary curricula sources, the study examines in detail what education policy goals have been formulated considering the European context of national foreign language education and which competencies have been developed by the professionals managing and assisting the different stages of this reform process (Öveges –Csizér – Dér, 2019; Szivák et al., 2019). The research is based on content

analysis of English, German and Dutch curricula. The results of the research are of practical significance and can contribute to the European contextualisation and improvement of foreign language teacher education.

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Roma studies in teacher training at the University of Pécs

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The department of Roma Studies has been operating as a unique workshop for the teaching of scientific knowledge about the Roma population since 1997 at the Faculty of Arts of the University of Pécs. In the disciplinary training of Romology (BA, MA) integrates the research results of the social and educational sciences and the humanities related to the Roma into university education. Its aim is to provide professionals who know and understand the scientific issues of Romology, and who can understand and interpret the political, legal, linguistic, cultural, educational, demographic and labor market situation of Roma.
Since the 2005/06 school year, the department has been the only place in Hungary where Roma studies are integral part of teacher education.
The Research Center of Romology was established within the framework of the department in 2012, it's initiates and provides a framework for discussing discourses related to the Roma through the professional workshops. There is also a special students college called Henrik Wlislocki, which covers the community and scientific work of students with Roma interest.
The study shows how the scientific results of the department and the research workshop are integrated into teacher training in Pécs.

The link between experiential pedagogy and community schools

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Education today faces an unprecedented revolution in which old methods collapse, and no new methods have emerged to replace them yet. As the question arise by educators and scholars "How can we prepare ourselves and our children for a world that is constantly transformed and offers radical uncertainty?" (Harari, 2018). The purpose of the research is to examine factors affecting local communities since the pandemic was announced, to present

an exemplary community school, namely The Grund School, which aim is helping local Hungarian minority community reshaping educational perspectives from the viewpoint of children, parents and partner organisations (NGOs) In our research, we focus on community schools and experiential pedagogy as innovative pedagogical movements. We used qualitative methods (structured interviews) during the research. First, we characterise community schools and find their place in the field of educational activities, involving parents and local NGOs therefore offering a rich variety of experiential pedagogical activities. Second, we present an exemplary community school form Oradea (Romania), the Grund Scool, which was founded in an uncertain period of the year 2019, during the first wave of COVID-19 pandemic. We introduce the characteristics of the Grund School following the perceptions of two founders and three volunteers of the organisation. We discuss the following: (1) the perception of schooling versus unschooling during the lockdown, analysing the effectiveness of equal opportunities and services offered by digital/ e-learning services in Romania; (2) the identification of factors affecting local communities during the lockdown that has a negative impact on their children skills (The four C's skill - Critical thinking, Creativity, Collaboration and Communication) and academic achievement, and looking for possible solutions and answers, trying to answer the arising questions; and (3) the examination of the social interactions of children and their families in this local community school environment, exploring the relationship and interaction between schooling and experiential learning techniques at the community level. In conclusion, we can state that community schools offer an alternative, experiential way of learning that is quickly increasing in number worldwide, but there is no evidence whether they are more effective than traditional schools. There is a lack of empirical research regarding the community school model in Romania, and this study may serve as additional research on the subject. The results of this study may assist in providing a framework to duplicate the study in other community schools across Transylvania.

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The interactive book in education - Experiences of an extensive research in Hungary

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The interactive book, which is the primary material of the research and can be run on smart devices, creates a revolutionary new opportunity to maintain the literary interest of the young population, to develop their digital reading culture and habits and comprehension skills. The capacities of the new type of application gaining ground on the higher and public education platforms of several countries are untapped in Hungarian public education. The lecture presents a nationwide pilot implemented in 2019-2021, the lessons of which can also be useful for international research in general, regardless of language of the educational

environment. The development of theoretical frameworks on the one hand has been aided by the processing of studies in the relevant international literature since 2010. The literature cited focused on the following topics: the text-building role of the media in the interactive book; the peculiarities of the narrtive knowledge by interactive book; types of interactions. On the other hand the theoretical framework was based ont he adaptation of two own monographs' criteria system. These works (Books come to life; The interactive book: Theories and examples) present the interactive book from a communication, aesthetic and media perspective. In addition to these works we relied on writings that provided a systematic description of curriculum requirements and mesurable/evaulable knowledge. In the framework of the Hungarian government's national digital development program, the speakers were invited to explore the possibilities of implementing interactive book into lessons. The research was carried out in 2019-20 in 34 public educational institutions with the participation of 42 teachers and 2219 students. The background of the survey was as follows: webinars, trainings, software communication, application development, sample lesson plans. After that the focus was on data collection and data processing for lesson implementation. The educational utilization and publication of the results has been ongoing since 2021.

The aim of the pilot that founded the research was, ont he one hand to acquaint the prospective target audience and prospective intermediaires with the interactive book in a professionally structured way. Ont he other hand educators can incorporate revolutionary new opportunities into their teaching practice with results. The aim of the theoretical research was to give an accurate picture of that and to get to know the reflections of the target audience and the intermediaires. The novelty of the research was the examination of the following hypotheses: drisceetly animated interactive books (1) develop students' language awareness in many ways, (2) they have a positive transfer effect on their comprehension performance; (3) can be implemented in the course of literature lessons in public education (4) educators are convinced of the advantages and benefits of the implementation. The research methods are: Data collection and analisys using quantitative (see online questionnaires) and partly qualitative methods; examination of statistical sources and document analysis. The research (1) presents aspects of the educational usability of interactive books that have not been provided and analyzed so far (2219 students, 4303 downloaded boobks, 172 614 data series). (2) It lists and analyzes the aspects by which the pilot mapped out some of the conditions for the implementation of the interactive book in the course of literay lessons. Data and evaluation of the developments that can be represented by figures showing the generative effect of the pilot; data and avaluation of results induced by the development of the BOOKR books involved in the research; data and evaluation of the changes in the pedagogical-methodological approach of the subjects of the measurement as a result of the implementation of the interactive books

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The Impact of School-Based Volunteering on Parental Involvement

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International educational researchers have long been interested in the positive effect that parental involvement may have on the academic achievement of their children (Epstein 1991, Hoover-Dempsey, & Sandler 1997, Boonk et al. 2018). In other studies, researchers avoid to lay down a general definition of parental involvement and instead of this they focus on specific involvement types. Epstein (1987) identifies two types of parental involvement: home-based and school-based strategies. Home-based strategies mean that parents support with regard to learning and education at home. School-based strategies denote communicating with the teacher or attending school events. Epstein (2010) highlighted six forms of involvement that have a positive impact on students achievement and school careers. One of them is active, voluntary participation of parents in school life. Based on Boonk et al. (2018), school-based involvement is basically defined by activities and behaviors parents engage in at school. School-based involvement include participation in school activities such as volunteering in the classroom. Previous research (Epstein 1991, Hoover-Dempsey, & Sandler, 2007, Boonk et al. 2018, Vidal de Haymes 2019) highlighted the enhanced attendance, persistence, and performance of students when parents are involved in their child's school. The novelty of our research is that there are not enough data on the effects of teacher-parent relations in Hungary. Some research examines the proportion and frequency of parents contact with school, but little is known about the quality and content of contacts. It is an important research field, but not yet fully explored in the literature, there are limited researches on this topic. Firstly, this paper examines the research literature on the association between parental involvement and voluntary of parents. Our goal is to examine how parental involvement has been defined, how to describe the relations between parental involvement variables and voluntary, and how to generalize the results. Furthermore, we conducted quantitative research among Hungarian parents. In the Value-creating Parenting research we asked 1156 parents of children aged 10-11 years about parental helping in school. We hypothesize that parents with higher education are more involved in the life of the child and the school. We assume that 10-11 years aged children's parents regularly communicate with teachers (at least once a week). Our results emphasize that the frequency of parent-teacher contact is strongly influenced by the education of the parents, and the intensity of the contact falls short of expectations. According to the results the majority of parents visit the teacher if he/she offers help to them. There are significant differences in the willingness to help along the social background of the parents. Those with a better social-cultural background offer a higher proportion of their help than those with a worse socio-cultural background. Contrary to assumptions, 50% of parents stated that they had not spoken to their child's teacher or at most once or twice in a month.

Our research aim is to support the activities of schools to strengthen parental involvement. Through our research results and future research, we can formulate suggestions and programs for schools, teachers and parents, for which the practical applicability is high.

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Professional learning patterns of teachers working in Hungarian VET schools

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Research of teachers' professional development has yielded rich and extensive results; however, we still know relatively little about the professional learning of teachers working in vocational education and training (VET), partly due to the fact that the provision of VET varies across countries much more than general education does. This is related in part to the varying regulations of VET systems that set different, but mostly lower qualification requirements for VET teachers; in some cases (for example, for those teaching vocational practice) a pedagogical qualification is not even required, but vocational work experience is (Grollman, 2008; Cedefop, 2016). Vocational teachers are typically second-carrier teachers who start teaching without or with very little teacher training; non-formal and informal learning at the workplace and teacher collaboration therefore play a decisive role in their pedagogical-methodological development (Hoekstra et al., 2015, Hoekstra & Pederson, 2018). Furthermore, national VET systems with different curriculum content and structure provide different organisational structural conditions and opportunities for internal and external collaboration and "boundary-crossing" (Akkerman & Bakker, 2011) for the professional development of VET teachers (Bükki & Fehérvári, 2021). The primary objective of VET is to prepare students for work in the studied vocation, which, in the accelerated economic and technological changes of the 21st century, requires vocational teachers to continuously follow developments in the taught vocation. An important and, according to some studies, the most effective way to do this is to continue working in the taught vocation, or at least maintain relations with the "original" vocation (Broad, 2016; Köpsén, 2014). In our presentation we examine (1) How the professional development and learning of teachers in Hungarian VET and in general upper secondary education differ and how do the differences relate to individual factors and beliefs about teaching and learning? (2) To what extent can Hungarian VET teachers be considered a homogenous group in respect of their professional development and learning? Our quantitative study is based on a large-scale

national survey of teachers, conducted in 2021. Our sample representative of training programme and region includes 2063 teachers, including 1004 working in VET schools. According to our preliminary results, VET teachers consider themselves less prepared in terms of pedagogical content knowledge and pedagogical competences, yet their professional learning activities focus more on maintaining industry currency. However, VET teachers cannot be considered a homogenous group; from several aspects teachers of general subjects show more similarities to teachers working in general upper secondary education. The study was prepared as part of project no. 128738, implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_18 funding scheme.

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The Role of Continuous Professional Development Workshops in the Techno-pedagogical Skills Development of Teacher Trainers: A Case Study in the Hungarian University Context During COVID-19

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University instructors' techno-pedagogical knowledge receives much attention in the current professional discourse because the Covid-19 pandemic unquestionably contributed to teachers' development (Caena, 2014; EU, 2019; Kirschner & Selinger, 2011; Sang et al., 2010; Öveges & Csizér, 2018). Many institutions organised informal workshop series in the form of learning cycles. Participants of professional learning circles not only reported individual, but collective gains as well (Koster et al., 2008), such as sharing their achievements with colleagues on micro or macro levels. Knowledge sharing and criticality emerge as key elements of professional workshops (Vescio et al., 2008). In order to learn

about the experiences of those who enrolled in an informal continuous professional development workshop series organised and implemented by a Hungarian university's Language Pedagogy Department owing to Covid-19-triggered emergency remote teaching, this emergent case study (Duff, 2012) sought answers to the following research questions:

Why did university tutors involved in teacher training decide to organise workshops for their techno-pedagogical skills development?

What are the views of university tutors involved in teacher training on the continuous professional development workshops for their techno-pedagogical skills development?

How successfully did university tutors involved in teacher training implement what they had learnt in the professional development workshops for their techno-pedagogical skills development? Ten participants took part in the workshops and the study, including the two researcher-participants. Through semi-structured interviews, triangulated with the researcher-participants' field notes and personal communication, it was found that the members of the department welcomed the workshop series, especially because it was tailored to their needs. The first remote teaching period posed many challenges, but because of the workshops, the instructors felt more secure to experiment with online teaching possibilities and were able to teach higher quality lessons. Instructors mentioned several takeaways from the workshops, i.e., these occasions strengthened their motivation, they contributed to feeling part of a community (Koster et al., 2008; Wardip, 2015) and they learnt numerous useful techniques concerning online teaching. Based on the findings, it seems evident that tutors who were more motivated and who participated more actively in the workshops were more successful in practice (Stan et al., 2013). Even though it is difficult to measure success in such trying times, compared to the previous semester, they were more prepared and held more methodologically varied (mostly synchronous) lessons. Participants also reported that the workshop series resulted in feeling a sense of community and that its affordances broadened their techno-pedagogical repertoire.

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Roma languages in the Hungarian schools

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According to the Act CLXXIX/2011 on the Rights of Nationalities -accepted in 2011- there are 13 officially acknowledged nationalities and 14 officially accepted languages of these nationalities in Hungary. Roma are acknowledged as a nationality and also their languages: Boyash and Romani languages acknowledged nationality languages.

The Boyash and Romani speaker Roma population is a minority in the country which endangers the linguistic situation of these languages and speeds up the process of language shift (from the minority languages to the majority: Hungarian) (Orsós, 2007:58). Providing strong status for these languages could help the relearning of these minority languages and strengthen the identity of the Roma minority. The appearance of Romani and Boyash language elements in different formal spaces (that are accepted by the majority as well) could provide a certain prestige to these languages. Literature on Linguistic landscape is usually using the definition of Landry & Bourhis (1997:25), that says that official road signs, advertisements, street names, government buildings' written signs, etc. form a settlement's or a region's linguistic landscape.

Examining the linguistic landscape of a place provides information about the relations between the appearing languages and their speakers' relations, statuses. Schoolscape (linguistic landscape of schools) is focusing on the formal learning spaces: what is written on the classrooms' doors, which languages are used in general in the school.

The presentation provides an insight to a currently ongoing research that aims to examine the linguistic landscape of formal, informal and non-formal learning spaces in Hungary. The research is focusing on how the Romani and Boyash languages are appearing in learning spaces if they do so, and what are the reasons that they could or could not appear. In addition, what are the effects if they have appeared so.

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Big Brother Mentoring in the Let's Teach for Hungary Program

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The number of mentoring programs within the framework of schools is increasing both internationally and domestically (Raufelder et al., 2012; Fejes et. al., 2009). Besides traditional mentoring, the role of peer mentoring (Miller, 2002) has also come to the fore in recent years. In our study, we focus on cross-age peer mentoring (Miller, 2002; Sipe, 2005), where older youth mentor younger youth. One example of this in Hungary is the Let's Teach for Hungary (LTHMP) mentoring program, where undergraduate students mentor primary school students. In our research, we studied mentors at the University of Debrecen who had completed at least two semester-long cycles in the program. We were curious about how the COVID-19 pandemic period affected mentoring, so we examined the transition of a mentoring program based on a personal meeting to online mentoring, and its pivotal points, advantages, and disadvantages. As a method, we used qualitative interview analysis, during which we worked with semi-structured interviews, recorded in the spring of 2020 and 2021 – during the global pandemic situation – with a total of 50 mentors. The content analysis of the interview texts was performed based on the codes formulated based on the theory, and the emic codes emerged in the interviews (Creswell, 2012). Our results show that mentors can be grouped into different types based on their attitudes towards online mentoring. Overall, the digital transition has been a big challenge. The biggest problem was the lack of equipment. The issue of age has been also an important factor in terms of the sense of digital comfort. We noticed the phenomenon of Big Brother Mentoring and the importance of chameleon mentors. Our research, which can fill a gap, highlights both the challenges and benefits of online mentoring. In addition, we can also contribute to the effective and successful operation of the Let's Teach for Hungary Mentoring Program.

An insight into pronunciation teaching practices in the Hungarian educational context

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In EFL instruction, explicit pronunciation instruction has largely been advocated because it contributes to improving the learners' listening skills and ensures intelligibility (Jenkins, 2000). In the Hungarian context, little attention has been paid to the issue as teachers and pre-service teachers alike fail to recognise its value (Piukovics, 2014), and even students tend to be hostile towards pronunciation teaching (Piukovics, 2015). To gain insights into the reasons behind the lack of pronunciation integration in the Hungarian secondary educational context, and to see how pronunciation activities can be integrated successfully into the EFL lesson, a qualitative case study was conducted to answer the following research questions:

1. What are the reasons behind the lack of pronunciation activities integrated into the EFL lessons?
2. How can pronunciation activities be successfully integrated into the EFL classroom?
3. What are the learners' perceptions of pronunciation learning and pronunciation integration into the EFL classroom?

The research involved 13 learners and their EFL teacher, and it took place over the course of 11 weeks. During the timeframe of the case study, six pronunciation activities from an international coursebook were integrated into the lessons. Data was collected through classroom observations, feedback forms and semi-structured interviews with the group's EFL

teacher and four student volunteers. The results of the interview conducted with the EFL teacher indicate that the reasons behind the lack of pronunciation teaching are closely linked to the teacher's beliefs (cf. Jenkins, 2005), the shortage of time available and the teacher's insufficient knowledge of pronunciation teaching. These are in line with the findings of Gilakjani and Sabouri (2016).

The learners felt that there was merit in learning pronunciation during the EFL lessons, however, they believed that their pronunciation was sufficient for successful communication, therefore, they felt that did not benefit from explicit pronunciation instruction. Due to fact that they were not used to pronunciation integration, they developed a hostile approach towards the activities by the end of the 11 weeks. Presumably, the teacher's beliefs and previous practices covertly influenced the learners' attitudes. Since the students had never been exposed to explicit pronunciation teaching, they were convinced that it was not necessary for their development. Consequently, to ensure that the learners realise the importance of pronunciation activities, pronunciation should be integrated into the EFL lessons from the beginning of second language acquisition. In addition, teacher trainees need to recognise the value of teaching pronunciation to ensure that they incorporate it into their lessons later. Furthermore, it is crucial that they receive sufficient training to be competent and confident later in the classroom (Couper, 2016).

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10th grade disadvantaged students' school achievement and school features

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International organisations and researchers constantly focus on how the conditions and situations of disadvantaged social groups can be improved (Heyneman – Loxley 1983, OECD 2001). However, all researchers agree that education can decrease disadvantages (Sorokin 1998, Sági 2006), since individual or community investment into promoting higher qualification of these groups will lead to economic benefits in the long run (Köllő, 2009), and thus social differences can be diminished (Nonoyama-Tarumi et al. 2015). Among the countries participating in international performance studies Hungary stands out with its highest proportion of schooling segregation based on family background (Csapó et al. 2009). This is the reason why it is of utmost importance to explore the education and its circumstances in details (territorial differences, school features, school composition).

We analyzed the National Competence Measurement databases from 2012. In this we can differentiate 50236 non-disadvantaged and 25090 disadvantaged students. We apply the official indexes of Educational Office, and used the SPSS and MapInfo.

The estimated value based on the family background index and the difference from it highlighted the fact that in better economically improved regions have better school performances in both groups, and they even outdo the estimated values. In less developed regions students did not even achieve the lower estimated value. The schools with disadvantaged students have teachers with lower professional performance, higher teacher fluctuation and a strongly disadvantaged composition of students, lower learner motivation and larger number of students with learning disabilities.

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Planning and Organizing the In-Service Training of the Teaching Staff in a Multicultural Environment

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This presentation deals with the key challenges in the Bulgarian education with regard to the qualification of the teaching staff working in a multicultural environment. It presents a brief summary of the statutory requirements for improving the teaching staff professional qualification. The multicultural competence of the teaching staff is of crucial significance when it comes to the creation of a positive and safe environment to support the development and motivation of the children and students. The research study involves 19 principals and 281 teachers from 7 primary schools, 10 kindergartens, 1 vocational gymnasium and 1 secondary school on the territory of the regions Sliven and Stara Zagora, Republic of Bulgaria.

In order to analyze the needs and the evaluation of the teaching staff with regard to the processes of planning, conducting of in-service trainings and maintaining continuous motivation, a questionnaire was elaborated using Google Forms. The Questionnaire consists of four sections. The questions from each section cover similar or close areas. The author's efforts within the present research study are focused on the processes of planning, organization and maintaining continuous motivation with regard to conducting of the in-service training of the teaching staff in a multicultural learning environment.

Object of the present research is the in-service training of the teaching staff in a multicultural learning environment in the regions Stara Zagora and Sliven. Subject of the research interest is the in-service training of the teaching staff and the processes related to its planning and organization. The main research objective is studying the processes of planning, organization and maintaining continuous motivation with regard to the in-service training of the teaching staff in a multicultural learning environment, as well as elaborating recommendations on the basis of the conducted research study. To achieve the defined research objective, the following tasks have to be solved:

1. Studying, systemizing and analyzing the processes of planning and conducting the in-service training in the institutions in question.

2. Specifying the parameters of the in-service qualification requirements applicable to the principals and teachers working with children and students from multicultural communities.

3. Elaborating recommendations to the existing in-service training programmes.

The research is made of the following hypotheses:

Hypothesis 1: Expected is a positive attitude towards the in-service training of the teaching staff.

Hypothesis 2: The teaching staff are aware of the necessity of continuous training in terms of multicultural environment and such a training has been made a part of the training programmes. Research methods used by the author:

1. Theoretical analysis and synthesis for elaboration of the research concept;

2. Analysis of the strategic documents - the in-service training programmes of the 19 kindergartens and schools in question;

3. Diagnostics of the processing of planning and organizing the in-service training and maintaining continuous motivation of the teaching staff using questionnaires;

4. Observation;

5. Statistical methods for processing and analysis of the results from the empirical study.

A large-scale research of the in-service training and motivation of the teaching staff in a specific leaning environment, i.e. multicultural, has not been conducted by now. The schools and kindergartens included in the study are in a close geographical area having comparable socio-economic characteristics which allows elaboration of similar recommendations to the principals of the educational institutions. This means that the research study has a significant scientific and practical-applied contribution

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"Roots and Wings" – training teachers for the new Curriculum of Wales (2022)

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A new curriculum is being implemented presently in all schools in Wales (Welsh Government, 2020). According to Hopwood, (2019), this curriculum will provide opportunities for pupils to be proud of their 'roots' within Wales as well as enabling them to have 'wings' to 'fly' in a European and global context. This paper will outline some of the challenges and solutions linked to preparing teachers for this new curriculum. In order for pupils to learn Welsh as an important component of their identity within Wales, all trainee teachers receive Welsh language lessons. A Welsh Language Competency Framework has

been developed (2019), based on CEFR, to map the individual language skills of all trainee teachers in Wales with the expectation, as noted in the Professional Standards for Practitioners (2017a), to develop their Welsh language skills throughout their career. The Minister for Education and the Welsh language emphasises that the Welsh language

belongs to all citizens of Wales, regardless of whether they speak the language or not (Miles, 2022). The Welsh Government (2017b) has an ambitious target of 1 million Welsh and English speakers by 2050. The role of education is of paramount importance to this target as future teachers are expected to be able to develop the Welsh language skills of every pupil in Wales. While being proud of their 'roots' and their identity as citizens of Wales, the new curriculum also emphasises the importance of being citizens of the world. Within the Area of Learning and Experience known as Languages, Literacy and Communication, pupils will gain knowledge and skills in Welsh, English and international languages with a view to igniting "learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world." International languages will be introduced in the Primary School with links being developed across languages within a plurilingual approach, (Arfon, 2020). The Welsh Government's Global Futures strategy, since 2015, has promoted the study of modern foreign languages at examination level. Despite this strategy, and others (e.g. the Student Mentoring project, see Gorrara, Jenkins and Moseley, 2019) the numbers studying Modern Foreign Languages at examination level continues to decrease, with the latest British Council Language Trends Survey Wales (2021), calling for 'urgent intervention' to reverse this decline. However, training teachers to introduce an international language is proving a challenge due to the lack of specialist teachers. Some suggestions on how to deal with this challenge are offered.

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Arts Education in Teacher Training

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 In pedagogy, we attach an important role to the personality-developing effect of art, so it is necessary to start arts education at an early age. The importance of arts education in primary school has been confirmed by a number of international and Hungarian studies in the past decades. The profession of teachers is a particular category which requires special knowledge and practical experience, and reflects the maturity and stability of the personality. All this is completed in a career socialisation process, the effectiveness of which is represented in the acquisition of behavioural modes, techniques, values, roles, norms and attitudes. Commitment to a profession is a process of maturation, preparation and learning which is called professional socialisation. In doing so, the personality is enriched in several dimensions, which mirrors the personality's maturity, conviction and dedication.

The efficient teacher-child relationship develops along the teacher's personality traits, behaviour and professional-methodological preparation. Motivation is a decisive factor of behaviour. Regarding the profession of teachers internal (intrinsic) and external (extrinsic) motivations appear beyond career choices, in relation to arts. Not all children have arts experience in the first few years of their lives within the families, which makes the role of primary school teachers in the field even more significant. It is essential to enhance the emotional world of children from different sociocultural background through arts. Therefore, the development of appropriate motivation and professional competencies is an important field of teacher training. Not only prospective employers, school principals, but also the society expects teachers to guide their students to various areas of culture and arts, during lessons and extracurricular activities. The aim of the research we conducted was to examine the personality and value-forming effects of arts education among students taking part in primary school teacher training at Debrecen Reformed Theological University. Data were collected with a self-developed self-completed online questionnaire in the first term of the 2020/2021 academic year. We wanted to find answers to the following questions. What motifs can be identified in career choice? How do they change? How do differences in the chosen field of education relate to attitudes towards arts? Our basic hypotheses were that (1) family and school influence plays a significant role in choosing a profession, (2) cultural consumption habits are not or hardly different from those of the age group, (3) in the process of career socialization profession-specific motifs come to the fore, and (4) emotional-social determinants are important in career motivation. In our presentation we would like to present the results, which show that intrinsic motifs dominate in career choices, cultural consumption habits meet our hypotheses and artistic activity also characterizes the sample.

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The multilingual experience of Geography education in Hungarian secondary schools

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In Hungarian secondary schools, thousands of students are offered a chance to study various subjects in foreign languages in the form of bilingual and nationality (ethnic minority) education. Around 20,000 students in more than 120 schools and 150 different programmes take part in dual language education, in which subjects are offered in Croatian, English, French, German, Italian, Romanian, Russian, Serbian, Slovakian and Spanish. This linguistic diversity is one of the less-studied yet truly valuable segments of the Hungarian public education system.

Though dual language programmes might differ in their aims, languages and the range of subjects offered in the foreign language, Geography has managed to maintain its position as one of the most common choices to teach, making it the most popular optional final exam subject. As of October 2021, more than 7200 foreign language intermediate and advanced Geography exams have been held in the ten different languages listed above.

The novelty of this research is that no such subject-specific investigation has been undertaken within the context of Hungarian Geography education so far. While most of the research covering dual language education show a predominantly linguistic approach, this particular research investigates the factors of why Geography has become a popular subject to teach and study in a wide range of foreign languages.

Research methods have covered several aspects of foreign language Geography teaching, including the analysis and mapping of the spatial and linguistic distribution of dual language secondary school programmes across Hungary, aligned with the location of ethnic groups and other geographical factors. In addition, 16 years of public exam data have been processed and analysed to see how demographic patterns are reflected in the distribution of Geography final exams taken in foreign languages since the introduction of the two-tier Matura examination system in 2005. Further data has been collected in the form of interviews with officials in charge of foreign language Geography final exams and a survey focusing on teaching experience and methodology.

My presentation provides an overview of the main findings of the research and aims to offer some insight into how teaching practices and methodology could be integrated into teacher training programmes and how subject-specific pedagogical research can contribute to the general research of Geography teaching, both within the Hungarian and the European context.

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Europeanism as Value System- From philosophical and pedagogical aspect

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Europeanism is the result of a two and half thousand-year historical process, and its actual motivating force, guiding principle which built up of concrete elements, such as, the Antique Greek democracy, Roman rules and laws, Judeo- Christian tradition, civic engagement, enterprise willingness and capability, last but not least humanism, national self-determination, the virtues of the dignity and respect of the individual. I would like to claim the Europeanism has aspects which are not related to the spheres of politics and economy but the society of morals and pedagogy (teaching, education). In that manner we must analyse philosophical, ethical and pedagogical correlations. The Europeanism is – in my opinion – the greatest invention that the individual's social role has become more important. The most philosophical writer of the 20th century, Robert Musil wrote: the individual is nothing else but one's own primary performance. "God has become Deus absconditus – claims Milan Kundera – humans have become all's stone. In this matter, Europeanism signifies that the individual becomes what one makes oneself become. I think the great challenge of pedagogy (from theoretical and practical aspect aspect): how can the ability and competence of independent thinking be realised during educational work? How does the schooling system facilitate the development of the autonomy of pupils, students and teachers? This is the most beautiful and charming quest of education.

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The Attitudes of Indonesian Teachers toward Inclusive Education and Their Correlation with Fun Teaching and Learning

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Many teachers have expressed concern about their ability to meet the educational needs of students with disabilities in general education classes. Establishing an inclusive education system across Indonesia is a challenging societal undertaking (Rofiah, Sheehy, Widayati, and Budiyanto, 2021). Understanding the impact of teacher attitudes on inclusion is critical for school and community success. Teachers who are more favorable to inclusion have more regulated learning environments than teachers who are more negative about inclusion (Monsen et al. 2014).

Fun in teaching and learning also positively impacts the implementation of inclusion, the same as the teacher's attitude. For the time being, there is little evidence to support the divergent opinions on inclusive education held by general and special education teachers. Fun is often treated as a commonplace idea in academic literature, and as a result, there is a "lack of conceptual clarity in the literature about the nature of fun" (Mc Manus and Furnham, 2010.).

This study aims to investigate the attitude toward inclusive education held by general and special education teachers in Indonesia and the relationship between their belief in fun teaching and learning. The participants were 125 Indonesian teachers with experience teaching children with exceptional educational needs in general and special education schools, the majority of whom were female (78%) who worked in general (n = 88) or special education (n = 37) education schools. Multidimensional Attitudes toward Inclusive Education Scales (MATIES) is used to examine the attitudes about inclusive education (Mahat 2009). MATIES have been translated and modified to the Indonesian language utilizing Guillemin's process and methodologies (Rofiah, 2021; Guillemin 1993). The 10-item questions have been designed to measure the fun in teaching and learning which has been developed and tested for validity and reliability. The validity and reliability were used for developing the instruments and The Bivariate Correlate test were used to evaluate the data.

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Structuring religion teacher training in the light of skill development and personality advencement

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Religious education is basically done by theologies, either on their own or in collaboration with a teacher training center. Apart from cooperation, the maintaining church is responsible for the professional standard of the institution and the quality of the training. The aim of the study is not to examine the theology, but only to explore the process of becoming a teacher, specifically a religion teacher, from the pedagogical point of view, focusing on the planning of teaching processes in the light of skill development and personality advencement.

The part of the training and output requirements that deals with the role of students in personality development in relation to the subject is elaborated. Religious education is a much more complex field than other disciplines, as it is not enough just to be a good teacher. In addition to Religion teacher competencies, personal appearance, attitudes toward one's environment, and in-class and out-of-classroom behaviors are all in focus.

The Religion teacher should not only teach the material with the most up-to-date methods possible, but also should teach to develop the personality and thinking of the student. In addition to direct education, indirect education also has a huge role in this area.

In the course of my research, I am looking for answers to the following questions: In what ways could skill development and personality advencement be further emphasized in the training of the Religion teacher? Which areas of personality formation are not given enough emphasis in the training? Which processes should be more focused on in teaching planning? The planning of the teaching process was based on the Value Transmitting and Ability Developmente Program of József Zsolnai. His inter- and multidisciplinary vision and professionalism are a good basis for thinking about the topic.

According to this structure, we look at the possibilities of developing needs, abilities, self-image, worldview, and the possibilities of strengthening positive attitudes from the teacher's point of view.From the learner's point of view, we analyze different areas of planning learning processes, e.g. will education, character education, and so on. We can state that when planning personality development processes that intertwine learning processes, it is no longer possible to plan for the whole class, but for individual students.

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Preparation for inclusive education in Hungarian teacher training college

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My topic is the role of inclusive education in social inclusion in Hungary. I approach the issue of inclusive schools from the perspective of higher education. The pedagogical approach and methodological culture of future teachers can bring about a positive change in the inclusive approach to Hungarian education in primary schools. In my opinion, teacher training can be the maximum catalyst for this positive process (Campbell – Gilmore – Cuskelly 2003; Forray 2017; Tóth 2014; Varga 2015; Waxman – Gray – Padron 2003).

Therefore, I am investigating how much Roma studies (esp. from the Roma-minority), intercultural approaches, alternative pedagogical methods, and inclusivity topics are studied by students in their university studies. I present the changes in the content of Hungarian teacher training education between 2016 and 2022 for a change in the international approach accepted in society and education (Brüggemann 2012; Csapó 2008; Forray – Óhidy 2019; Kourkoutas – Tóth – Vitalaki 2015). I analyse the courses of Hungarian higher education providing teacher training. I analyse the Hungarian public data and the curricula of the teaching courses of the Hungarian universities. I compare my data with the theses of the 2020 National Curriculum, the output requirements for the teaching profession (EMMI Decree 2013-2021; ITM Decree 2021; NAT 2020).

Main questions: are inclusive education topics taught in compulsory courses or only in optional courses? How many credits are there for inclusion courses? Based on the analysis of subject descriptions at Hungarian universities, what are the important inclusive topics in the courses for primary school teacher trainees students?

Conclusion: The Hungarian teacher education curriculum needs to be modernized immediately. In this way, the graduating teaching students to manage the school and social successes of disadvantaged children.

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Demands of international schools as a challenge for transformation of the teacher training in Poland

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The aim is to contribute to an understanding of the transformation of the teacher training system by investigating whether and what changes have occurred in teachers pre-service profession in the last 30 years in Poland. The background for the study is international education developed after socio-political changes 1990s and the requirements that have been posted to teachers from international schools.

In the most common sense, transformation assumes a complete change in the appearance or character of something or someone, mainly to improve that thing or person (Cambridge Dictionary). In the context of teacher training, transformation is connected with teacher training that should follow the social changes & demands, changes in schools and changes in the educational system (Lloyd, 2013).

Our approach has been framed as an exploratory discussion of numerous activities in international schools in Poland through three empirical lenses:

1. The relationship between teacher training programmes and international curriculum. Both are socio-historic constructions (i.e. they are both subject to policymaking, economic interests, and ideology)

2. New types of partnerships between international schools and teacher training centres (universities) how this involves participants from diverse contexts and positions

3. The relationship between professional development and international education.

Poland has several unique features that make this country relevant to this study. Firstly, the teacher education system in Poland has been strongly ideologized and conditioned by political factors for many years. As a post-communist country, Poland did not fully meet the challenges of democracy in educational settings after the year 1990. Secondly, after socio-political changes, there is visible a hybrid within views on policy of education. Conservatism is visible in setting up one common, valid in the whole country core curriculum and teaching standards, neoliberalism in ensuring equal educational opportunities (IB education in public schools is financed by the government), and democratic view – in supporting cultural minorities within education (i.e., cultural minority groups) (Szymański, 2000).

This study uses two research methods: (1) survey and (2) desk research. Baseline data was obtained by a self-administered online questionnaire developed to preliminary identification of opinion of functions of the International Baccalaureate programme in Poland. In the survey study took part 96 teachers from 32 IB schools in Poland. Desk research was used to analyse teacher training programmes.

The research results indicate that along with the changes in the socio-political reality, changes in the teacher education system in Poland are occurring. Since the political transformation,

the teacher's professional profile has changed along with successive educational reforms. Until recently, the process of teacher training was "local", as education primarily served political and social purposes. Introduction of international schools changed requirements for teacher training. Moreover, research has shown that the Polish education system requires "internationalization" by considering new pedagogical paradigms and paying attention to professional practice. There is a lack of studies on teacher training concerning international schools. Our study will describe and reconstruct changes in the teacher education process in Poland in the context of socio-political transformations, including enabling the operation of international schools. Since no analyses in this area have been undertaken so far, the research results may contribute to the development of teacher training theories.

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Pushing crisis response towards sustainable transformation: Some reflections from a vertical case-analysis on the crisis-driven remaking of teacher education in three European settings

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Teacher shortages, increasing digitalisation, an aging teacher demographic, and the COVID-19 pandemic have all sparked policy-driven teacher education programme reform especially for initial teacher education (ITE). The lecture considers responses to crises and the rhetoric of crisis in teacher education (TE) in the contemporary European context. We adopt a comparativist approach to analyse three emblematic, crisis-mediation settings; one national, one regional, and one institutional. These cases demonstrate particular aspects of TE-policy response toward global challenges such as teacher shortage, alternative entry, and digitalization of education. We advance our consideration as a way of better understanding policy work about crisis rhetoric in TE and the responses of related actors to such pressures. The first part of the presentation offers a national level perspective addresses the political discussion of, and the strategies adopted for, tackling teacher shortages with reference to the Swiss context over the past decade. It opens with a consideration of the nature of transformation in TE and the value to understanding this of a theoretically informed analysis of the governance of education policy processes and the actors involved in seeking to spark transformation in TE as a response to perceived shortages. It details the decision-processes involved for Switzerland and the various regulatory measures and education policy employed to address this situation.

The second part of the lecture outlines a regional level in Germany. This introduces two responses within Saxony to ongoing structural and ideational challenges facing the TE-system. While the Federal Teacher Training Quality Campaign addresses the fostering of

academic studies in order to enhance professional teaching standards, teacher shortages have resulted in new forms of academic programmes for lateral entrants. The presentation delivers insights in both perspectives of academic professionalization in between strengthening traditional structures of TE and qualifying non-teaching professionals with new concepts of "teacher education on the job" and offer an alternative perspective in the discussion around the understandings of professional teaching.

The third part considers a local, time-demarked response to a major disruption caused by the recent COVID-19 pandemic in Ireland. It reports on crisis-mitigation within the UCD Professional Masters in Education (PME) in response to the COVID-19 pandemic, and explores the move to innovate digitally within the programmes to better support teacher-students and to assist their progress. In March 2020 all university-led learning activities transitioned to at-distance. Similarly, all placement support moved online. The remaking of the PME course has been fundamental and far-reaching. As an exercise in resilience, pragmatic action, and values-led work it can be proposed that there are lessons to be learnt from this response to the COVID moment; especially around the mediation and consumption of technology-led solutions to pedagogical and psychosocial challenges.

The link between experiential pedagogy and community schools

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Education today faces an unprecedented revolution in which old methods collapse, and no new methods have emerged to replace them yet. As the question arise by educators and scholars "How can we prepare ourselves and our children for a world that is constantly transformed and offers radical uncertainty?" (Harari, 2018). The purpose of the research is to examine factors affecting local communities since the pandemic was announced, to present an exemplary community school, namely The Grund School, which aim is helping local Hungarian minority community reshaping educational perspectives from the viewpoint of children, parents and partner organisations (NGOs) In our research, we focus on community schools and experiential pedagogy as innovative pedagogical movements. We used qualitative methods (structured interviews) during the research. First, we characterise community schools and find their place in the field of educational activities, involving parents and local NGOs therefore offering a rich variety of experiential pedagogical activities. Second, we present an exemplary community school form Oradea (Romania), the Grund Scool, which was founded in an uncertain period of the year 2019, during the first wave of COVID-19 pandemic. We introduce the characteristics of the Grund School following the perceptions of two founders and three volunteers of the organisation. We discuss the following: (1) the perception of schooling versus unschooling during the lockdown, analysing the effectiveness of equal opportunities and services offered by digital/ e-learning services in Romania; (2) the identification of factors affecting local communities during the lockdown that has a negative impact on their children skills (The four C's skill - Critical thinking, Creativity, Collaboration and Communication) and academic achievement, and looking for possible solutions and answers, trying to answer the arising questions; and (3) the examination of the social interactions of children and their families in this local community school environment, exploring the relationship and interaction between schooling and experiential learning techniques at the community level. In conclusion, we can state that community schools offer an alternative, experiential way of learning that is quickly increasing in number worldwide, but there is no evidence whether they are more effective than traditional schools. There is a lack of empirical research regarding the community school

model in Romania, and this study may serve as additional research on the subject. The results of this study may assist in providing a framework to duplicate the study in other community schools across Transylvania.

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Einverständniserklärung Datenschutz/Declaration for data protection

Changes in the Hungarian teacher education 2011-2021

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Two critical changes took place in Hungarian teacher education during the 2000s (Rébay, M & Kozma, T 2010). One of the changes came from the Bologna process (Kozma 2009; Kozma & Rébay 2008; . As a result, all (most) prospective teachers completed undergraduate studies in their disciplinary field and masters' studies in pedagogy (consecutive model, (Fehérvári, A ed 2018),). However, this consecutive training path did not have a tradition in Hungary. (Kerti, A.M. 2021). After the 2010 election, the new government gradually returned to the concurrent ('unified' 'undivided') teacher education model. Student teachers study their disciplines and pedagogy from the beginning of their studies. A two-semester school internship completes the teaching studies, partly in university practice institutions and partly in institutions in the vicinity. (Magyarország: A pedagógusok alapképzése, 2022) Teacher candidates from national minorities can do an internship in their languages in the minority schools. Candidates for Roma / Gypsy communities teachers can also complete a master's degree in Romani studies. Romani studies involve various Romani languages and social studies of those communities. Forray, R K & Óhidy, A 2019). The lesson to learn from this national case study is the following. Policy borrowing is an important contribution of comparative educational research. to educational policy decisions. However, policies cannot borrow without analysing socio-political environments and cultures. Kozma, T, Rébay, M, Óhidy, A, & Szolár, É eds 2014).

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Social equality in Norwegian education

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A new policy reform is being introduced in Norwegian primary and secondary education. The newly revised version of the former Curriculum for the Knowledge promotion of 2006 includes new course curriculums in all subjects and a new overarching Core Curriculum – Values and Principles for Primary and Secondary Education, which will be introduced between 2020 and 2023 (Utdanningsdirektoratet, 2021). The white paper which describes the intentions with and the background for the revised curriculum, Curriculum for the Knowledge promotion of 2020, presents an ambition for social equality. The ambition claims that the government aims to make schools capable of developing children's abilities, independent of their background and home relations. Furthermore, it claims that education is the key to develop a knowledge society, and that this is the most important thing for social equality (Meld. St. 28 (2015-2016), p. 5). The ambition is presented at a time when the Norwegian society is experiencing increasing social inequalities, and where previous research has claimed that the school system reproduces social inequality. The aim of this paper is to address the ambition by applying Carol Bacchi's (2009) What's the problem represented to be approach. The framework is partly derived from post-structuralism, where policy rather than reacting to problems, creates them. The approach suggests six problem-oriented questions for an analysis of policy, which have been adapted to this study as three key questions: (1) Which problem is social equality supposed to be a solution for? (2) Which presuppositions and assumptions are (not) apart of the concept of social equality and the problem representations that comes with it? (3) Which effects and consequences does the understanding of social equality, and the accompanying concepts create? The approach facilitates a thorough investigation of the ambition and seeks to conceptualize its background. The paper will therefore examine which discourses are situated in the ambition and its concept of social equality, by exploring relevant white papers in relation to the reform. The problem representations and discourses exposed by the analysis will then be discussed by applying critical resources such as Bourdieu's (1986) conflict theory and other relevant perspectives which address social (in)equality in education. The preliminary analysis argues that the ambition can be viewed as a case of symbolic violence (Bourdieu, 1989), if it serves to legitimize processes of social reproduction and inequality. The study's findings hope to contribute to both reflection and awareness among the actors and stakeholders in the field of education.

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The rhetoric of a reform: A study into problems behind the five-year master's degrees for Norwegian teachers

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The Norwegian education system has become a part of a Global reform movement (GERM), identified by nations' urge to transform their education systems due to a perception of these systems as failing (Ellis et al., 2019, s. 101-102). Whereas Norwegian teacher education traditionally has been based in a bildung oriented seminar tradition (Thuen, 2015), it has been academicized in recent decades and shifted towards a more research-based paradigm. This is exemplified by the demand by law that the education shall be research-based (Afdal & Spernes, 2018, s. 216), and the 2017 reform that introduced five-year master's degrees for all Norwegian teachers (Lærerløftet, 2014). This paper is part of a larger PhD project which aims to combine a rhetorical analysis of the five-year master's degree reform (Foss, 2017) with enactment perspectives on the processes of translating the reform into practice (Ball et al., 2012). This part of the study concerns itself with the first part of this project – the rhetorical analysis.

Sonja Foss (2017) states that central to rhetorical criticism is 1. Identifying the research question, 2. Selecting the artefact(s) (texts) to be analyzed, and 3. Selecting a unit for study in the analysis. The research question is what is the shaping rhetoric behind the five-year master's reform? and the texts to be studied are the policy documents that defines the reform. The rhetorical unit is critical in answering the question, and may bring it's own methodologies and theories in how to study it (Foss, 2017, s. 10). The unit to be studied in this paper is problems (Bacchi, 2009; Gustafsson, 2017). Policy needs to create a common understanding of the underlying problems and situations in order to be successful. By studying how policy constructs problems and presents solutions, one can better understand political activity. The paper utilizes concepts from Carol Bacchi (2009), who presents a framework for analyzing problems. This is combined with both classical and more recent rhetorical theory concerning kairos (Trippestad, 2009, s. 24; Waterfield, 2008) and the rhetorical situation (Vatz, 1973) to gain an epistemological perspective on how to understand problems. Furthermore, a focal point for the study is to see what kind of policy technologies are introduced with this rhetoric (Ball, 2003). Preliminary results suggest problem construct regarding teachers' competence, the attractiveness and status of the profession, and the need for an evidence based pedagogical practice – to name a few. Critical policy studies such as this is important in understanding political change, especially when combined with comparative analysis on how the policy is translated into practice. Studies into this specific reform are few, largely due to the reform being so recent. This study\ thus has the potential for novelty. The paper's relevance to this conference lies in its focus on current developments in Norwegian teacher education.

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Trainees in an EU institution: Getting ready for a multilingual workplace

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Institutions of the European Union welcome over 2,000 trainees every year (EPSO 2022). What can the young graduates learn about the specifics of language use in a multilingual workplace? To find out, the present sociolinguistic study interviewed 8 juniors (trainees) and 4 seniors (permanent employees) in a terminology and communication unit in an EU institution in Luxembourg. Qualitative data were collected from September 2020 to May 2021 in a participatory manner (McIntyre 2008), joining the recent interest in folklinguistic empowerment (Rymes 2021).

The researcher took part in discussions with participants and encouraged their in-depth reflection on communication in the multilingual workplace. Iterative interviews, viewed as social interaction with critical reflective positioning of the researcher (Deppermann 2013), were accompanied by observation of meetings (online, due to Covid-19 pandemics), reflective drawing of metaphors by participants (Molinié 2009), and written reflections. Participants were free to define what language and multilingualism meant to them, as the study also aimed to avoid implicit methodological nationalism (Kraus 2018).

Informed by the results of a pilot study in the same workplace (Lovrits and de Bres 2021), the collected data were subjected to a discursive analysis of stances (Jaffe 2009). Results showed that trainees' understanding of language competence at work changed over the time. Aligning with stances of their supervisors towards the end of the traineeship stay, the juniors no longer focused on a linguistic standard in everyday communication. Instead, they began to pay more attention to the socio-emotional and relational aspects of their language use. The trainees reconstructed their understanding of (flexible) multilingualism as a basis for personal well-being at work and stopped fixating on formal linguistic "mistakes".

Moreover, since research has emphasized socio-pragmatic diversity in the process of meaning making (Verschueren 2000), the seniors recognized the trainees' need to make the

pragmatic aspects of everyday multilingualism explicit. This revelation has led to changes in language management in the workplace and has the potential to further inspire lifelong learning and professional development in the changing conditions of the global labour market (Budach and de Saint-Georges 2017). The findings are particularly relevant for professionals who facilitate transitions from monolingual to multilingual environments. The study reveals the importance of metalinguistic awareness in people coming from linguistically homogeneous settings into the so called "post-monolingual conditions" (Yildiz 2012) of an international workplace. The first report on the project has been recently published in the Journal of Multilingual and Multicultural Development (Lovrits 2022).

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Teacher Training Models – an international overview

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The conference lecture intends to present teacher training practices in five countries, and study them by comparative analysis, on the base of their similarities, possible identities, and to formulate some conclusions according to the analyses. The goal is to conceive proposals for the ongoing, domestic (Hungarian) teacher education practice, that can be put into practice almost immediately, and present adaptable elements that can lead to an effective and efficient teacher preparation. The continuation of the research will be an overview of the Hungarian pedagogical alternatives and the good practices of in-service teacher training.

Number of existing Good Practices (GP) in teacher education at international stage has already increased recently, so it is useful to make them visible for the domestic teacher training practice with the intention of providing individual elements for possible implementation, adaptation as well as for adoption, or even for introduction of a complete well-functioning model in national frames. In the conference lecture, the following teacher training models are going to be analyzed with the aim of a deeper understanding of them:
- The Japanese model of teacher education (Gordon-Győri, 2002)
- The Australian Model of Teacher Education / National Exceptional Teachers for Disadvantaged
- Schools - the NETDS model (Lampert et al, 2017)
- The US model of teacher education - the "RATE" model
- The "JULIET" model at the University of Jyväskylä, Finland
- The Russian "permanent" teacher training model (Mrázik, 2016)
Methods of the research was scientific literature review, source analysis and text comparison. Result of the research can be a comprehensive picture of models of effective teacher education along a comparative study presented through the examples of some countries.

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Performance Evaluation System of Teacher Educators for Quality Assurance: A comparative study in Hungary and Scotland

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Studies have shown that performance evaluation is one of the ways by which organizations can ensure quality to their stakeholders (Cieri & Kramar, 2005; Sandt, Schaeffer, & Weber, 2001) and is being practised in many organizations to achieve organizational goals. However, there is a huge gap in conceptual and empirical studies on performance evaluation of teacher educators. This paper describes a comparative study of performance evaluation systems of teacher educators in two Universities of Eötvös Loránd University (ELTE) in Hungary and University of Glasgow in Scotland. The aims of this study are to explore the similarities and the differences in the use of performance evaluation systems in the School of Education in the two universities. The following research questions summarize the focus of this study: (1) What are the existing performance evaluation systems of teacher educators in the School of Education in two Universities of Eötvös Loránd University (ELTE) in Hungary and University of Glasgow in Scotland? (2) What are the current performance evaluation practices of teacher educators in the two Universities? Emphasis was laid on four key elements developed by Arreola (1995) in the evaluation systems, namely the objectives of performance evaluation system, procedure, criteria, and use of results. This study takes the form of interpretative research and qualitative content analysis is done in order to address the similarities and the differences among the performance evaluation practices in the two universities. Valid and reliable secondary data sources including university policies and

guidelines are chosen for analysis. The objectives of performance evaluation are quite similar in both cases in that their focus is to identify and maximize the support provided to faculty members for improving performance. There is the ELTE Strategic Database and the MTMT (Hungarian Scientific Bibliography Database) that are used for monitoring their performance whilst the PIP (performance improvement plan) is used at University of Glasgow to guide and record performance. According to the researcher's best knowledge, ELTE needs to develop a comprehensive evaluation model and the compensation system for a high-performance culture. Future research should include more universities, both public and private and consider moderating variables such as university culture, organization climate. This study contributes rich and fruitful findings to the area of human resource management.

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Media Literacy Index 2021 and the SELFIE Framework

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Continuous development and the spread of new advances in technology are a challenge for teacher education and for all educators. The training for teachers dealing with the topic of media literacy is untouced, it is not prepared for the phenomenon of media literacy and the methodology of media awareness education is not yet centrally developed. The current situation of the worldwide pandemic clearly demonstrated that being proficient in digital competences, a confident presence in the online space and advanced critical thinking are essential.

In our research, we want to examine the relationship between the Media Literacy Index established by the European Commission and the SELFIE framework. Continuous development and the spread of new advances in technology are a challenge for teacher education and for all educators. The Media Literacy Index was created as a tool to measure the resilience of fake news. One of the leitmotifs of the media index was that education was the most important problem in dealing with false news, and they wanted to analyze this activity in new approaches. The SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies) program was made available by the European Commission in 2018 in order to give digital institutions the opportunity to develop digitally and thereby increase their digital potential, now available to VET and business. The tool provides a "snapshot" of the strengths and weaknesses of institutions in the use of digital technologies, and enables institutions to produce and change strategies and methodological improvements to make students more aware within the age of information. The aim of the research arises based on which methods of the education system in these countries use in an overflowing information society to ensure that students integrate into the digital ecosystem and do not suffer from digital dementia but become conscious users. In addition, I examine how the SELFIE framework affects rankings, within the appled 35 countries included in the 2021 index, and to what extent. In addition, the results of the PILOT survey conducted in Hungarian private schools between September and December 2020 will

help to establish the Hungarian situation. I assume that public education institutions in countries that have a 2021 index of 3-5. are located in a cluster, they do not know or use this framework minimally.

Positive Education Modell-based examination Hungarian educational content regulations

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Educational sociology plays a decisive role in the decision-making work of pedagogy. It conveys research results and findings for educational processes and for the education system. The results of educational sociology help in decision making (Kozma, 1984). This thesis has an inter- and multidisciplinary context with a holistic approach. In the thesis, I examine one of the links between pedagogy and psychology (positive psychology in education) called Positive Education ('PE' hereafter). The theoretical background draws from pedagogy related co-sciences. In my work, I use the perspective of comparative educational science (Kozma, 2006). The thesis primarily looking for answers whether the elements of Positive Education (PE, created on the basis of Martin Seligman (2004, 2018) PERMA model - cf. Norrish 2015) can be found in the curriculum regulation (framework curriculum, pedagogical program, local curriculum) of certain types of schools. The amount of school knowledge is doubling in every 5 years. Sooner or later it becomes essential to convert the perspective and research results of positive psychology into the world of pedagogy to efficiently process this amount of knowledge (cf. Héjj, 2013). One of the objectives of my research is to show that there are institutions in the current Hungarian education system, not just with an alternative framework curriculum, which, implicitly or less explicitly, operate along the elements and indicators of the PE model.

In the research, exploratory analysis was carried out in five institutions, per unit of analysis (21 in total). The word document containing the content units of the codes extracted from MAXQDA for analysis is 266 pages, containing 5648 encoded units in total for the 26 PE indicators and 6 PE elements. On this basis, I found that the PE indicator list I created, which indirectly indicates the occurrence of PE elements, is suitable to make the prevalence of Positive Education (based on Seligman's model) visible (measurable) in curriculum regulators. Based on the research, all PE elements appear in all five institutions: positive relationships, positive performance, positive engagement, positive health, positive emotions, positive purposes. About PE indicators, it can be concluded that mindfulness, gratitude, forgiveness and flow are the least found in the test units.

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Learning disability as a fuzzy system - Bayes theorem in diagnostics

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Complex learning is a high-level cognitive process that is not free from affective factors (Taskó, 2009). The complexity of the process suggests that there may be a number of components measurable and immeasurable by research underlying it. Presumably, a myriad of unique features of learning ability can also be identified in learning individuals. On this basis, the general process and theory of learning can only be approximated.

In the case of ADHD and ASD diagnoses, it has already been shown (Koi, 2020) that it is problematic to attribute the dysfunctions that have been developed to external and/or internal factors, as even psychiatric diagnostics is not free of influences that are beyond its measurement repertoire (Stein et al., 2020). It is not different in the case of learning disabilitiy and learning disorders do not have sharp, concrete boundaries either. Undoubtedly, sharp boundaries would facilitate assessment and categorisation, but this is far from the reality experienced.

According to our hypothesis is that from the sentences and patterns in the texts of the test requests, expert opinions and all textual sources that initiate the identification of learning disabilities, a mathematical model of the the identification of learning disability can be constructed based on fuzzy logic (Zadeh, 1965).

In our research, all applications and expert opinions of a randomly selected group of 15 children delegated for learning disability diagnosis in Komárom-Esztergom County in the 2018/19 school year were analysed based on fsQCA (Sántha, 2019). Based on Bayes' theorem (Kodácsi, 2004), if the tests for learning disability diagnosis were 99% accurate and learning disability was an exact concept, there would be only one-in-ten chance that the diagnosed child or student would have a learning disability. Thus, diagnostics based on tests only would not be useful. If we consider the texts and results generated when identifying a learning disability as the object domain of a Bayesian network, we can even give the learning disability, joint probability distribution function. In this way, a causal and diagnostic model of learning disorder symptoms and variables can be generated. In this way, diagnostics based on sharp boundaries can be replaced, which can release the pressure for categorisation.

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Teachers resilience – A case study from RESCUR- European resilience curriculum for early and primary education training in Portugal

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Teaching has been found to be emotionally demanding with high levels of work-related stress and emotional challenges when compared to other professional groups. Recognizing the value of a culture of ongoing teacher training responding to such educational challenges, qualifying and enabling educators to gain knowledge and skills on how to manage social and emotional demands during their professional career is of utmost importance.

The current presentation aims at describing a teachers training undertaken under Rescur, a universal curriculum that promotes resilience in early education and primary schools (Cefai et al., 2014) developed by an European team bearing in mind the cultural differences within the European context (Cefai et al., 2015). The main purpose of RESCUR is to enable children, especially the most vulnerable to use their resources to overcome obstacles and continue to grow and prosper. In this curriculum a teacher training developed in partnership, combining educational and research institutions, illustrates how these practices may impact both teachers' competences as well as teaching practices on the education of children and youth and on the organization of schools.

This presentation aims also to highlight data concerning teachers' resilience collected during the teachers training accredited under RESCUR (2016-2020). An online questionnaire including socio-demographic questions, the Resiliency Scale (ERA, Prince-Embury, 2006) and the Emotional Competence Scale (EVBCIE) (Branco, 2009) has been allowing to collect data describing teachers' skills (N=292) in what concerns the sense of mastery, sense of relatedness, emotional reactivity, self-awareness, managing emotions, motivation, empathy and managing emotions in groups.

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Inclusive internationalization during pandemic – How?

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Internationalisation and strategic planning for internationalisation have become one of the most important features of Higher Education in the 21st century. Broadening the foreign student base is an explicit goal in the strategies of most Higher Education institutions, both domestic and international. The internationalisation of Higher Education and the increase in the proportion of international students play a key role in the context of inclusive internationalization, which has a fundamental impact on the organisational culture and climate of higher education institutions. The number and proportion of international students has been growing steadily and intensively at this Hungarian University since 2010: almost a quarter (23.4%) of students starting courses in 2019 are international nationals, while this proportion was below 10% among students starting courses in 2010 and 2011.

The aim of my research is twofold: on the one hand, to examine and compare the macro-statistical data of international students between 2010-2019 (pre pandemic time) and 2020-2021 (during Covid -19 pandemic) based on the Neptun (all student data) database with a special focus on the distribution of training by status (bachelor, master, postgraduate and international). I also look at student support in terms of scholarships and dormitory houses placements. Secondly, my aim is to explore the views and experiences of international students during the Covid-19 pandemic regarding online/distance/hybrid forms of education and students' university life at 10 different faculties. Surveying students' opinions and experiences can be an important element of the university's studentification process in this changed but assumably long-term new situation. Because students have experiences now with many different types of learning forms in more semesters that is why their answers could contain more information now than in the middle of the first wave of Covid-19 pandemic.

I am looking the answer for the following research questions: How did the participation, role and activity of international students change in their courses during the pandemic? How much do international students feel themselves university citizens before and during Covid-19? What could help to enforce this feeling? How does the pandemic affect students' daily social and academic life, their progress and their vision of their future?

Literature analysis, statistical analysis (SPSS) of personal and educational data available in Neptun database and an online questionnaire gives the methodological basis of this study. These multiple perspectives and different forms of methods can enhance the reliability of the results. Getting a picture of changes caused by the pandemic and its impact on the processes of internationalisation is inevitable. Comparing student training data with data from 2010 to 2019 could show the short-term, almost immediate effects of the Covid-19 pandemic, which could even imply longer-term changes. The results could be used as a basis for targeted improvements at the local level, which in the long term could lead to the attachment of students to the university. Awareness of the academic and social outcomes of international students can help to support their academic and personal well-being, thus enhancing the inclusive excellence of this institution. „Supported by the ÚNKP-21-3 New National Excellence Program of the Ministry for Innovation and Technology from the source of the National Research, Development and Innovation Fund."

Is sensibilisation for interpersonal violence necessary in teacher training? Results of a pilot study

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Children and adolescents can experience interpersonal violence (IV), i.e. (sexual) abuse or neglect (Witt et al. 2017), impairing their health and socio-emotional outcomes (Hughes et al. 2017, Jimenez et al. 2016). Schools and teachers have a stabilising role for children and

adolescents affected by IV (Möhrlein & Hoffart, 2017). Past research has shown that teachers lack theoretical and practical knowledge about IV and its consequences, e.g. (Kreis, 2015).

Aims: Past research has often focussed on primary school and singular forms of IV. The current study seeks to add to existing knowledge by assessing if teachers can identify forms of IV, as well as their training regarding IV, psychological stress, and perceived duties in child protection. The pilot study also aims at field-testing the questionnaire.

Methods: An online questionnaire was developed based on past research and research gaps. Teachers were recruited by contacting (a) 7 schools from a regional network for school development in Germany and (b) by stratified random sampling, 33 schools from the district of Siegen-Wittgenstein. The schools were informed of the online survey and invited via telephone or e-mail, requesting participation of teachers.

Results: A sample of n=40 teachers participated in the pilot survey; 81% had taught pupils exposed to IV. Over half (56%) felt uncertain in identifying sexual abuse, and 37% reported high or very high psychological stress. Only 10% of teachers had learned about IV against minors at university; 86% would have appreciated relevant study content. About 49% were unaware of trainings about IV against minors, while 72% expressed interest in further training. The teachers agreed that recognising (91%) and helping (83%) pupils exposed to IV was part of their duties, and that more educational work for teachers was necessary (90%).

Conclusions: The results of this pilot survey cannot be generalised, but they provide important first implications. Teachers in Germany seem to perceive the identification and support of pupils exposed to IV as their duty. At the same time, they feel the need for more education and sensibilisation regarding IV in their training.

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Collaboration and innovative partnership in teacher education – lessons of an action research

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The relevance of our research is supported by a variety of studies which describe the learning process of teachers as reframing limited self-concept and beliefs about educational situations, which may lead to increased feelings of autonomy, restored self-efficacy (Korthagen, 2017). Teacher learning as described above parallels the learning process of collaborative action research where shared common experience helps participants frame and reframe incidents, experiences to gain alternative perspectives while professional knowledge is developed

through reflective practice. We present an action research which was carried out as part of the teacher education programme at the University of Pécs, Faculty of Humanities, Institute of Education Sciences embedded in a course for second year students, during which we created the conditions for co-operative learning and collaborative teaching. The organisation of the course material and the classroom activities were planned at micro-group level with the aim of „structurally deconstructing the hierarchical, logocentric and teacher-centred education" (Arató & Varga, 2015) and improving student engagement.

In order to meet the conditions of collaborative action research partnership (Platteel, 2010) we established ourselves as an academic research group focusing on a better understanding and improvement of our own practice. This collaboration involved joint planning, team-teaching, participant observation as well as providing collegial reflections and acting as 'critical friend' (Schuck & Russell, 2005). The process was monitored by means of participant observation and taking fieldnotes. Throughout the cycles of action research, we encouraged a structured and systematic reflective practice and based the interventions on students' written feedback. Action research always offers a multiplicity of viewpoints and „seeks differences, contradictions, possibilities and questions as ways of opening up new avenues of action" (Whitehead, 2017). By reflecting on the intensive, content-rich and sustained collaboration we have been aiming to investigate impact upon teaching and/or learning processes and outcomes. Our findings confirm that research into teacher learning supports professional development which is collegial and collaborative, provides opportunity to reflect on results with colleagues, helps to understand how students learn, is intensive and sustained over time, since this environment allows teachers to raise issues, take risks, and address dilemmas in their own practice (Darling-Hammond & Richardson, 2009).

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