

# **13<sup>th</sup> International Conference for Theory and Practice in Education**

17-18 DECEMBER 2021, BUDAPEST, HUNGARY

PROGRAM  
ABSTRACTS

Association of Educational Sciences  
(Neveléstudományi Egyesület)  
Budapest

2021

Conference organized by  
**Association of Educational Sciences**  
**(Neveléstudományi Egyesület, Budapest, Hungary)**

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# **Conference Program**

## **13<sup>th</sup> International Conference for Theory and Practice in Education**

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Association of Educational Sciences

17-18 December 2021, Budapest, Hungary

**Venue: H-1021 Budapest, Tárogató lejtő 15, Hungary (Online)**

### **17 December 2021**

Opening Conference and Optional Technical Preparation  
10.00-12.00

### **18 December 2021**

Sessions

All times is Central European Time  
(CET = UTC+1)

# 18 December 2021

## Presentations in Sessions 10.00-11.40

Session No. 1.  <i>Schooling and Method</i>	<i>Chairman</i>	Aikaterini VERGETAKI-PEIRASMAKI: Example of study: Representations of nature examined in primary school literature textbooks
	<i>Slavica PAVLOVIĆ</i>	Lídia VINCZÉNÉ FEKETE, Judit SASS: Methods for measuring student emotions during online learning
		Christos CHARAKOPOULOS, Tasoula TSILIMENI, Evangelia RITZALEOU: "Auggie's diary". A workshop of Creativity and Creative Writing in Secondary Education
		Dóra Katalin PRIEVARA: The Importance of Parents as Role Models in Children's Problematic Media Use: A Literature Review
		Slavica PAVLOVIĆ, Oleg YUREVICH LATYSHEV, Boshra, A. ARNOUT, Polina ALEXANDROVNA LATYSHEVA: Online primary school from the pupils' point of view

## 12.00 – 14.00

Session No. 2.  <i>Teachers' Perceptions</i>	<i>Chairman</i>	Veronika BÓNÉ, Bernadett ASZTALOS, Zsuzsanna LÁDONYI: Changes in the self-compassion of helping professionals as a result of postgraduate training courses
	<i>Tibor János KARLOVITZ</i>	Zsófia KOPECSKÓ-HODOSI: Eine vergleichende Studie über das Lehrerprofil von Schülern, die eine Mittelschule besuchen
		Myo SANDAR: The Importance of Interprofessional Collaboration in Schools: Perceptions of Teachers, Teacher Educators and Student Teachers
		Laura-Elena CAPITA, Carol CAPITA: Teachers' perception of the use of digital technology during the COVID-19 pandemic
		Viktória Gabriella MOLNÁR-TAMUS, Anikó Joó: Experiences of online education during Covid-19 lockdown at the Reformed Theological University of Debrecen
		Emese K. NAGY: Renewing teacher education in Hungary

## 14.20 – 15.40

Session No. 3.  <i>Multicultural Issues</i>	<i>Chairman</i>  <i>Judit TORGYIK</i>	Sanaa Taher SALEH: The Influence of Gender Stereotyping and Demographic Factors on Academic Choice: The Case of the University of Debrecen
		Gabriella ROSTA: Muslim Students at the Universities of the Western World: From Assimilation to Segregation
		Florin NICHIFOR: Cultural differences between sports camps in eastern and western Romania
		Eleni MORFIDI: Morphological Awareness is important for reading comprehension in both first and second language: Evidence from Greek

## 16.00 – 17.40

Session No. 4.  <i>Human Beings and Education</i>	<i>Chairman</i>  <i>Gábor ERDEI</i>	Mara SUSAK: Hannah Arendt and the most elementary and necessary activity of human beings - education
		Christos SAMARAS, Efstratios NTOUMANAKIS, Christos CHARAKOPOULOS, Aikaterini KATSIOURA, Vassilios S. VERYKIOS: Evening school student research on the causes of dropout and early school leaving (ESL)
		Dalma Lilla DOMINEK: Creativity flow in educational methodology at the University of Public Service
		Carmen SVASTICS: Human Resource Counsellors: Gatekeepers or Allies for Persons with Disabilities?
		Gábor ERDEI: To meet the competition, the needs of the customers, to get to know the knowledge of the products: Catalysts for workplace learning

Closing the Conference



# **Changes in the self-compassion of helping professionals as a result of postgraduate training courses**

**Veronika BÓNÉ, Bernadett ASZTALOS, Zsuzsanna LÁDONYI**

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Theoretical background: Support for burnout prevention through self-knowledge studies is an essential part of the curriculum in trainings set up for helping professionals.

Our research aims were to examine the effects of the selected courses for helping professionals in the Semmelweis University on self-compassion, burnout, and life satisfaction.

In our presentation, we will cover the results of the pilot phase of this research. The data were provided by the students of the grade 2018-20 of mental health training.

Methods: The first wave of the survey was conducted before the COVID-19 outbreak at the start of the training, and the second was during the epidemic period (immediately after the end of the training), providing an opportunity to examine the quality of life-enhancing effect of the training in a crisis. The analysis was carried out on a sample paired by generating anonymous codes (n=20). The measuring instruments used were the Self-Compassion Questionnaire (SCS-H), the Mini-Oldenburg Burnout Questionnaire (MOLBI) and the Satisfaction With Life Scale (SWLS).

Results: Even in a period laden with COVID-19, when the target group is exposed to increased workload and psychological strain and the online form of education poses increased challenges, the training can enhance participants' self-compassion and reduce the probability of burnout.

# **Teachers' perception of the use of digital technology during the COVID-19 pandemic**

**Laura-Elena CAPITA, Carol CAPITA**

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The variety of strategies applied for coping with the impact of the pandemic at the level of the educational systems had consequences not only at the level of their functioning, but it also gave ample opportunities to the actors involved or with vested interests to observe and explore the phenomena related to the impact of the pandemic on the schooling systems in real time.

The studies that focus on the reactions of the educational systems to the public health crisis cover a very broad array of situations, from the need for rapid measures to protect the health of those involved in the school system, to the development of medium-to-long-term strategies. It is also significant that those who initiated these approaches are overwhelmingly national authorities, international organisations, and academic institutions. This also enables to have a multi-tiered approach, since the granularity of research is different.

Using a meta-analysis approach, this paper explores data from research done at the national level, aiming at a better understanding of the challenges put forth by the COVID-19 crisis in what concerns the use of the digital technologies in the classroom, keeping in mind that the teachers were part of a process of fast and forced process of integration of these technologies in their teaching methods. Therefore, the study will focus also on identifying trends and elements of good practice that might help reform the training of (prospective) teachers in a crisis situation. The need for such research is based also on the fact that, while the use of digital technologies in education spans at least the last two decades (in fact, the first digital instruments were used at the end of the 1980s), these were not, until now, intended as the main communication conduit for educational interactions. So, while teachers might have a good individual knowledge of such technologies (especially for personal use, in preparing the activities for the classroom, or for social communication), the reactions to the new way of teaching seems to indicate that the distance between the personal and the professional use is more significant than anticipated.

The sources selected enable an analysis focused on several aspects: the ante-pandemic knowledge of the digital technology (as recognised by the teachers), the difficulties faced during the pandemic, the expected and (actually) received support in overcoming the difficulties related to the online teaching, the perceived changes in what concerns the future use of the online teaching (that is, when again teaching face-to-face).

The data was analysed on two tiers. First, the above-mentioned perceptions of teachers; second, how these perceptions relate to the current theories of professional agency.

## **“Auggie’s diary”. A workshop of Creativity and Creative Writing in Secondary Education**

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Film screening is often used in education in Greece and abroad as a trigger for reflection, discussion on social problems, and creative activities. The aim of this conference announcement is to present a workshop of creativity and creative writing that was held after a film screening to students of the first grade at the 1st Junior High School of Drama in Greece. The workshop was held on March 6, 2021, on the occasion of World Day Against School Bullying, and was conducted in four phases. In the first phase, the students watched the film "The Wonder" directed by Stephen Chbosky, the story of August, a boy with a rare facial abnormality who faced the bullies in his school. The screening of the film was followed by a class discussion in which the students exchanged views on diversity. In the second phase, the students created word clouds about diversity with the free online generator <https://wordart.com/>, wrote short texts entitled "I am a miracle, because ..." and upload them with pictures on the online virtual "bulletin" board <https://padlet.com/dashboard>. At the end of this phase, they painted and created a cardboard mask of Auggie. In the third phase, the students wore Auggie’s mask and were divided into groups. The students in each group had to write a diary as if they were Auggie. Each group had to write a diary based on a different Auggie’s day at school. At the end of the creative writing workshop, the students read their texts in the class and the texts were posted on the school website. Finally, in the fourth phase, the students received a questionnaire in order to evaluate the whole activity. The purpose of the above-mentioned workshop was to cultivate students' creativity, empathy, and writing skills. The results of the research, that will be presented at the Conference, highlight the value of film screening as a source of creativity and creative writing in education.

# **Creativity flow in educational methodology at the University of Public Service**

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The aim of the presentation is to present the feedback of the lecturers of a Hungarian higher educational institution faculty on the creative flow-based methodology.

The usefulness of a creative approach, the use of various problem-solving methods, the creation and implementation of workable ideas are essential areas in creativity. Our research has a base on the flow measurement developed by Mihály Csíkszentmihályi. Teaching habits need to be changed and a creative, flow-based education should be pursued. In order for students to experience the FLOW experience in class, education using the flow channel is a basic condition.

In our opinion, the experiential flow state is the most adaptive way to create a higher level of life, which is why it is important to implement an experience-based teaching methodology in education. It focuses on students' creativity. Csíkszentmihályi states that when the level of abilities and possibilities is balanced, and thus the level of boredom and anxiety decreases to a value around the minimum, the personality develops the most as the consciousness becomes more complex. The measurability of this experience came clear by the use of a "flow test," which also provided a measure of the level of boredom and anxiety factors on a scale ranging from 1.00 to 5.00. In the present research, we used a version of this, the elements of which we placed into the questionnaire.

The validity of our research is supported by the research conducted among the lecturers of the Department of Law Enforcement of the National Civil Service University: The Flow Status Questionnaire was used for this. The data collection took place in the first week of the 2021-2022 school year, the questionnaire was received by all instructors participating in the trainings (N = 51). We held three trainings in 50 minutes. The data was analyzed using SPSS, so based on the feedback from the 3 groups, it can be shown to what extent the experiences of the instructors in the different groups are the same or different.

In the presentation, we demonstrate the qualitative results of a questionnaire survey on feedback from teacher experiences related to creative flow-based training. During the procedure, we analyzed the responses of the instructors. We are of the opinion that the application of this methodology (in class) facilitates the experiential acquisition of study materials for students.

In our opinion, the task of the instructor is showing the student how to deal with the problems and how to solve conflicts. Besides, instructors have to show the toolbox of creativity and strive to develop a creative mindset in students. It is essential to develop it in a way that gives joy for students when facing challenges. Nevertheless, it is useful in the implementation of new solutions, gives factual and applicable knowledge and techniques.

# **To meet the competition, the needs of the customers, to get to know the knowledge of the products: Catalysts for workplace learning**

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*The aim and methodology of the research:* The main strength and value of knowledge-intensive - and thus at the same time learning-intensive - economic sectors is the knowledge existing in individuals and in the organization, which grows as a result of continuous development. This is the result of a synergy and complex process that takes place in a multitude of formal, non-formal, and informal learning.

The aim of the research shared in this manuscript is to identify, describe and characterize the knowledge acquisition processes. The study had two main objectives. On the one hand, to identify the activities and areas that caused the learning needs to arise primarily. Another aim of the research was to accompany the learning processes in the companies. That is, to follow the learning process from the appearance of the learning need, through the acquisition of knowledge, to the integration of knowledge into the context of the organization. During the qualitative method of the present research, interviews were conducted with 23 information communication companies (managers, owners).

*Research findings:* The more professional and business relationships are established with global partners, the more global knowledge appears in the organization and the given company. These companies have no or minimal connections to the locality in terms of knowledge acquisition. In the case of local market services, local knowledge is important and strong local, community relationships are also present. Firms like these continually improve, they strive to document and share new knowledge within the organization, but this is less successful for smaller firms. Knowledge management processes often take place spontaneously. The vast majority of the learning is realized through informal processes and the most intensive and typical learning during project work is group learning.

As a result of the research, it can be stated that three factors primarily stimulate workplace learning: the competitive situation, the needs of customers, and the knowledge of the knowledge inherent in the products.

# **Renewing teacher education in Hungary**

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The presentation reports how the country establishes a prevention strategy for Early School Leaving (ESL) by expanding learning supportive pedagogical methods that are able to help the nationwide implementation in primary schools. The project is based on cooperation among six most significant institutions of higher education (universities) with assurances and monitoring by the Office of Education, a department of the Ministry of Education.

The goal of the project is/was to develop an intervention that addresses the issue of dropouts and non-promoted students in the secondary and primary educational system by

- developing and disseminating pedagogical methods to prevent student dropout in secondary education, and repeated retention of students in primary education,
- renewing teacher education to enhance content knowledge and to promote change in pedagogical dispositions.

The essential element of CBP is the Educational Program, based on professional teacher development. We also show the Complex Instruction Program (CI/KIP), which encourages the personal involvement of students in the learning-teaching process, focusing on student collaboration.

The program was launched in 2017 and was introduced in schools in September 2018 after nearly 20 months of development. The members of the consortium undertook to provide nationwide coverage through teacher training including the Training Portfolio for the Complex Basic Program and the Model Value Education Programs. In this presentation data included covers quantitative, qualitative measures in SPSS, MS Access, CITAVI6.

The significances of the program:

- quality teacher and student learning are related to systemic innovations at both the universities and the schools,
- both knowledge development and practice are needed for teacher learning,
- equitable and strong academic outcomes are key in both teacher and student experiences.

# **Eine vergleichende Studie über das Lehrerprofil von Schülern, die eine Mittelschule besuchen**

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Pädagogische Forschungen versuchen seit langem, die menschlichen Eigenschaften und beruflichen Qualitäten zu ermitteln, die für einen effektiven Lehrer erforderlich sind, um die Ergebnisse der Schüler zu verbessern. Die meisten Forscher sind bei ihren weiteren Untersuchungen von der Annahme ausgegangen, dass die Wirksamkeit in erster Linie mit den Persönlichkeitsmerkmalen des Lehrers und den von ihnen bestimmten Fähigkeiten und beruflichen Kompetenzen zusammenhängt. Es scheint inzwischen weitgehend klar zu sein, dass die Qualität der allgemeinen Kompetenz eines Lehrers, die Art und das Niveau seiner pädagogischen Fähigkeiten, das Ergebnis eines Systems von so genanntem Fachwissen einerseits und einer Vielzahl von Persönlichkeitsfaktoren, deren Organisation und Kombination andererseits ist. Das Ziel dieser Studie ist es, die Eigenschaften zu ermitteln, die die Effektivität von Lehrern vorhersagen.

Ein Großteil der Forschung zu diesem Thema basiert auf der Erforschung der Ansichten von Lehrern oder Eltern. Im Gegensatz dazu besteht die Stichprobe für die hier vorgestellte Studie aus Schülern der 9. Klasse, die ein staatliches Gymnasium und eine Fachschule besuchen. Methodisch wurde eine zweistufige Studie durchgeführt. In der ersten Stufe wurde eine Wortassoziationsstudie mit Schülern durchgeführt, deren Eltern zuvor ihre Zustimmung gegeben hatten. Die von den Schülern gesammelten Merkmale wurden mit Hilfe der Technik von Szalay-Deese (1978) analysiert und anschließend wurden die Begriffe nach ihrer Häufigkeit aufgelistet. In einem zweiten Schritt entschieden die Schüler anhand einer Lickert-Skala über die Wichtigkeit der Punkte in der resultierenden Liste, und die Ergebnisse der beiden Schultypen wurden verglichen.

Unsere Ergebnisse können Lehrern in den untersuchten Einrichtungen helfen, effektive Beziehungen zu ihren Schülern zu entwickeln, sowohl beruflich als auch persönlich, was zum Erfolg und zur Qualität der Ausbildung beiträgt.

# **Experiences of online education during Covid-19 lockdown at the Reformed Theological University of Debrecen**

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Coronavirus pandemic posed unforeseen challenges to education systems that different nations were able to address with different educational policy measures and different efficiencies. The common solution was the shift to online education, the effectiveness of which was largely determined by the digital skills and competencies of the actors – pupils and teachers, students and tutors – in primary, secondary and tertiary education. In the third wave of the virus, in the autumn of 2020, Hungarian universities had already passed the main test, the development of the info-communication infrastructure, the selection of online platforms for use in education, the reorganization of timetables, and the development of digital methods of assessment and evaluation. As lecturers at the Institute of Primary School Teacher Education at the Reformed Theological University of Debrecen, we conducted data collection in June 2021 among our students in teacher and theological training, as well as in the in-service teacher training at the Adult Education Center, with the aim of learning about students' experiences in online education that covered almost the entire school year.

The total population is 502 people. Data were collected using a Google questionnaire. 140 students completed the questionnaire, representing a completion rate of 28%. According to our hypotheses, during the online education, the students kept in regular contact with their tutors, groupmates and friends; the primary device was the smartphone and the platform was the Messenger application. Furthermore, the majority of students used digital tools for their studies before the transition to online education, and that their digital competencies developed during the transition. Finally, their learning motivation was weakened, assessment was found to be less objective and realistic, it was easier to meet the requirements, at the same time the flexible agenda was considered to be an advantage.

The results partially support our assumptions. Respondents had no contact difficulties, although they all lacked personal contact. Their digital competencies developed moderately, it was found significantly more difficult to meet the requirements and more difficult to prepare. The students missed classes less often, they were less motivated to study, assessment was found to have been less objective, but the flexible scheduling and cost savings were mentioned as beneficial.

# **Morphological Awareness is important for reading comprehension in both first and second language: Evidence from Greek**

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Morphological awareness is considered important for developing reading comprehension in both first and second language. Greek is a shallow orthography and children develop awareness of morphological units early in their school lives. As the reading processes advance the role of morphological awareness becomes increasingly important for reading comprehension. The present study examined the validity of this assumption with two groups of monolingual and bilingual Greek language learners.

Two groups of 50 monolingual and 50 bilingual Greek language learners participated in the present study. The two groups were matched for age (mean=10.27, sd=1.16), gender, and Raven's Coloured Progressive Matrices score (1995). There were 23 boys and 27 girls in each group. Two measures of reading (word reading and reading comprehension) have been used. Measures of phonological awareness, morphological awareness, vocabulary and narrative ability have been used to test the contributions of linguistic and metalinguistic abilities in the models predicting reading comprehension.

The results consistently indicated that morphological awareness predicted reading comprehension for both monolinguals and bilinguals. Vocabulary also predicted reading comprehension for monolinguals and narrative ability for bilinguals. A second set of models was employed to test whether the predictive value of independent variables was retained after accounting for the effects of word reading. Word reading had a significant contribution to both models. The pattern of results did not change even after the inclusion of word reading in the models.

It is confirmed that morphological awareness has an independent contribution to reading comprehension above and beyond that of (meta)linguistic or reading abilities. They share an interactive relationship, and the quality of lexical representations is the factor underpinning both attributes. The research has educational implications for the reading instruction in both first and second language.

# **Cultural differences between sports camps in eastern and western Romania**

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This research aims to compare the elements of cultural specificities in sport camps in Eastern Romania (Oglinzi Targu Neamt, Arted and Muncel) camps in Western Romania (Adeona Apuseni, Carpathia and Sun Aventure) with refer to following the activity of manager and management team, the attitude of employees, customer behavior (children, students, young people, adolescents, athletes), mental behavioral and attitudinal conditions in the context of efforts to ensure the functioning of the camp.

Cultural differences were analyzed based on criteria that enable comparison. Intercultural Management calls them *cultural dimensions*. I analyzed the overlaps and interferences between these cultural dimensions, in order to highlight the most important aspects and to consider them within my research.

The research series comprises 332 subjects, of whom 34 are represented by the managerial staff of the three camps (14 persons in the Oglinzi camp, 10 persons in the Arted camp, 10 persons in the Muncel camp) vs (14 persons in the Adeona Apuseni camp, 10 persons in the Carpathia camp, 10 persons in the Sun Aventure camp) and 298 are represented by clients of the three camps (171 persons in the Oglinzi camp, 77 persons in the Arted camp, 50 persons in the Muncel camp) vs. camps (171 persons in the Adeona Apuseni camp, 77 persons in the Carpathia camp, 50 persons in the Sun Aventure camp) Subjects were both females and males and they were divided by age categories, as follows: the personnel of the three camps into two groups – 20-40 years old (personnel with low or average experience) and 41-60 years old (personnel with high experience), while the clients into two groups: 7-12 years (preadolescents) and 13-18 years old (adolescents).

Results were analyzed qualitatively and quantitatively using SPSS – version 17.

## **Online primary school from the pupils' point of view**

**Slavica PAVLOVIĆ<sup>1</sup>, Oleg YUREVICH LATYSHEV<sup>2</sup>, Boshra, A. ARNOUT<sup>3</sup>,  
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With the COVID-19 outbreak in 2020, schools in Bosnia and Herzegovina were forced to move to the online model of teaching, and all of a sudden, as it was the case worldwide. In the Herzegovina-Neretva Canton, various approaches were applied, at the beginning through e-mails and available social media (Viber and WhatsApp, mostly), then teaching through local TV (programme destined to the primary schools, only, released in working days and divided according to the primary school grades, from the first to the ninth ones), as well as related platforms (e-school) with the support of University of Mostar. Although teachers and pupils' parents had argued about the new model of teaching, through both Teachers' Unions (primary school and high school ones) and Parents' Associations, in various occasions, a number of the official reports, released by Cantonal Ministry of Education and Cantonal Institute of Education, mostly claimed successful implementation of online teaching and its positive impacts on pupils as well as other stakeholders of this process. Therefore, the aim of this research was to examine the attitudes of primary school pupils towards the online teaching during the lockdown and afterwards, in 2020. The research was conducted in the first half of 2021, i.e. after lockdown and directly in schools, within regular school conditions, through the five-point Likert-type scale, on convenient, stratified sample consisted of 103 pupils (57 female and 46 male ones) attending the eighth grade of two primary schools in Mostar (Bosnia and Herzegovina). The results of the research indicated pupils' dissatisfaction with online teaching due to their sense of being marginalized as persons, insufficient preparedness of themselves and their teachers for this kind of teaching, insufficient information provided them by some of their teachers within teaching subjects and related contents, the way of the evaluation of their knowledge within teaching subjects, difficulties in understanding the subject contents, and last but not the least, their feeling of being deprived of socialising with their peers and friends at school. Furthermore, one part of our respondents claimed the hindrance to the online teaching, i.e. the lack of ICT devices indispensable for such a teaching model, due to either their socio-economic circumstances or their sibling(s) attending different school grades, as well. Hence the question is posed: Where has online primary school been going to...?

# **The Importance of Parents as Role Models in Children's Problematic Media Use: A Literature Review**

**Dóra Katalin PRIEVARA**

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Not just the consequences of the problematic internet use or problematic social media use should stand at the focus of the research, but the media using habits of the parents. Since the growing generations, even the young adults are very active and regular media users, it is an important question how they can manage as parents to control their children's screen time. According to the Social Learning Theory of Alfred Bandura (1977), models have a significant role in learning new behaviors. The parents set an example in direct and indirect ways as well even with their media using habits. The children first will observe, then imitate their behavior of using digital devices.

The first aim of this literature overview is to identify family patterns and influences that may play important role in the development of the children's problematic media use. Research shows that the television time of the parents correlates with the amount of the children like to spend watching the television, and the connection is the same with problematic mobile phone use. The second aim is to highlight the negative effects of parents' problematic internet and smartphone use on the parent-child relationship. While using their phones, the parents pay five times lower attention to their children, and the parents' excessive smartphone use also predicts the lack of control over the children's smartphone use. This interference or distraction caused by technology can affect negatively in parent-child relationships and increase behavior problems among children.

Therefore, the parents need to be educated about how to use the media in the presence of their children. This review also discusses the lack of research in this field and suggests possible directions for further future investigation.

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# **Muslim Students at the Universities of the Western World: From Assimilation to Segregation**

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*Introduction.* Due to global migration there are more and more young Muslims studying at universities in Western countries. In the intercultural environment of the campuses they face with a variety of difficulties regarding their family background, religion, traditions and everyday life. It is a very complex task to successfully adapt to this Western environment and avoid not only segregation but also assimilation.

*Aim.* My research focuses on the psychological effects of acculturation of these young Muslim students. With the help of the received data, we will be able to give a support to not only the future students but also to the whole society of the universities to understand the situation and help acculturation.

*Method.* The article uses empirical evidence recorded on this subject. Young Muslim students from different countries are invited to participate in the research to have face-to-face interviews, as well as group sessions.

*Results.* The research is still in progress, but it is already clearly visible that both parties are ready to get on with better understanding each other's difficulties and with finding solutions.

*Conclusions.* The research deals with an existing problem area, further exploration is needed.

# **The Influence of Gender Stereotyping and Demographic Factors on Academic Choice: The Case of the University of Debrecen**

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Education is the proven guarantor of gender equality and sustainable development. Empirical evidence from previous studies in European countries (OECD, 2009) shows that women are incompletely represented in many areas of technical and scientific education. This study examined the impact of gender stereotypes and factors related to family background, university criteria, and the main factors influencing students' academic choices at the University of Debrecen. The research question was: what is the impact of gender stereotypes and demographic factors on students' academic choices? The research relied on a qualitative approach. 12 qualitative interviews were conducted with international students at undergraduate and postgraduate level. The research used semi-structured interviews with five main blocks of questions. The dimensions explored included the following: 1. introduction and context of the interviewee, 2. gender stereotypes, 3. family background, 4. university characteristics, 5. factors motivating academic selection. After data collection, the transcripts were analysed using an open coding method, which involved line-by-line and word-by-word analysis. This helped to identify the most important factors influencing students' academic choices. The socio-educational role of the family, the scholarship Hungaricum, the facilities and services of the university, the geopolitical academic location, the UNIDEB ranking, the quality of life and study, the scholarships, the realistic, materialistic goals of future life, and the impact of gender stereotypes expressed by the students (as a product of society, choice and belief, the liberal generation) influenced the academic choice of the international students at the University of Debrecen.

## **Evening school student research on the causes of dropout and early school leaving (ESL)**

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School dropout is an unpleasant phenomenon that affects the completion of students' attendance, especially in evening schools. Although the phenomenon of school dropout starts from young school age, it nevertheless extends to older students as adult students are governed by several obligations such as family, work, professional, etc. which in many cases grow, forcing them to stop studying again. The purpose of this announcement is to present the problem of school dropout in Greece, as well as research findings that will provide a solution to this problem. Our research team developed a special questionnaire that investigates the reasons for school dropout trying to understand the causes that create it. This school dropout research is a part of a broader internal school evaluation program implemented by secondary vocational schools during the 2021-2022 school year. The benefits we expect from this research are multiple as through the investigation of the reasons for school dropout will emerge the possibility of creating actions that will aim at the one hand to understand the phenomenon and on the other hand to reduce it. In particular, nationwide actions such as "A New Beginning in Vocational High Schools" prepared by the Ministry of Education can serve to reduce the phenomenon. In order to collect data, we used an online questionnaire. As the questionnaire was addressed to Greek students of Evening Vocational Senior High Schools, it was designed for online use, developed in Microsoft Visual Studio 2019 with ASP.NET Web Forms ver.5 technologies and in C# (C sharp) programming language. JavaScript D3.js Slider technology was used for greater convenience and faster selection of queries in the Likert scale. The address of the questionnaire is: <http://autosoft.gr/dropout/> (2021).

# **The Importance of Interprofessional Collaboration in Schools: Perceptions of Teachers, Teacher Educators and Student Teachers**

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School is a social organization that needs not only teachers but also other professions to fulfill the needs of the students. The term "interprofessional collaboration" have been popular in health studies. It is essential in education studies because the collaboration of teachers with different professionals can support students to handle their behavioral problems. Borg and Drange (2019) defined interprofessional collaboration in school as a non-pedagogical professional or staff member working directly with students alongside teachers. This current study aims to investigate the nature of interprofessional collaboration in schools in Myanmar and to explore how teachers, teacher educators and student teachers perceive the importance of interprofessional collaboration. The teachers, teacher educators and student teachers were selected through convenience sampling. The semi-structured interviews were used to collect data and the data were analyzed by the thematic data analysis. The findings showed that the teachers, teacher educators and student teachers perceived that interprofessional collaboration with different professionals as psychologists, health workers and other professionals are especially important for the successful of the school. In Myanmar, the involvement of other professionals is lack in the public schools and teachers and principals try to manage all school activities and solve the behavioral problems of the students. The specialists for different subjects as art, physical education and health education are necessary in public schools to instruct students effectively. Parents and other stakeholders help teachers and principals in some schools, but it is found some isolation among some schools. Although the teams of health workers and police make knowledge sharing sections to the students in the schools, more effective collaboration with different professional teams is needed.

# **Hannah Arendt and the most elementary and necessary activity of human beings - education**

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*„Education is the point at which we decide whether we love the world enough to assume responsibility for it [...]“ (Arendt, The Crisis of Education, 1993:196)*

At the end of the 1950s, the German (-American) publicist Hannah Arendt gave a lecture which was published a short time later under the title *The Crisis in Education*. In the introductory words of her lecture, Hannah Arendt refers to the view from the outside, which she, as an outsider, applies to pedagogical issues. In a Socratic manner, she exposes her non-knowledge in pedagogical discourse right at the beginning. This proves to be an opportunity to look more closely at the concept of education, to turn what one thinks one knows about education on its head. What is education and what makes us think it is in crisis?

For Arendt, three basic beliefs have led to the crisis in education. These “*ruinous measures*” are all related to the loss of authority.

Arendt is not arguing for a paternalistic form of education when she defends the authority that has been abolished by adults. It is not about defending power in the sense of power-holding, but about learning freedom in the political – that is, acting in the community. The political concerns the adults who make decisions. The position of the child is a special one – chronologically as well as logically it precedes the adult, according to Hannah Arendt.

When Hannah Arendt speaks of education, she means education and socialization, a child is led out of itself to encounter a common world. The child steps out of a protected and familiar world to enter another world that is a public, political space. A space of adults into which the child is led. For Arendt, one of the main tasks of education lies precisely in the fact that both parents and teachers show children the way into the world of adults, into their world. At this point, the concept of authority is joined by tradition: Taking what has happened before you and opening it up to the future, opening it up to a time that has not yet dawned. The child has the possibility of opening new meaning.

# Human Resource Counsellors: Gatekeepers or Allies for Persons with Disabilities?

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The low employment rates of persons with disabilities (PWD) have been prevalent worldwide with various negative effects of underemployment. While the barriers PWD meet on the labour market or the ableist norms that connect them to low-productivity or incompetence are well known topics of research, the role of HR managers has not yet been studied substantially despite the important role they play as gatekeepers and possible allies in the world of work.

Human resource management as an interdisciplinary field of study has been traditionally defined upon principles of learning and performance. While disability has been included in the so-called diversity management aspect of organisations and corporate social responsibility, in the reasoning for employing PWD it is more often the *business case* (financial rationale) than the *moral case* (ethics) that has been dominating. More recently, however, scholars have started demanding the aspect of social justice to be included both in the field of practice and in academic discipline.

In the field of education – in line with critical pedagogy – the goal of a social justice framework. It is therefore important that (future) HR managers become aware of ableism, or disability oppression, which is a pervasive system of discrimination and exclusion of people with disabilities, as well of its manifestations at the individual, institutional, and cultural levels.

The current paper wishes to explore the background of the training content future HR managers are confronted with in their studies and the associations it might have with disability oppression. The goal is to understand how Hungarian HR training programmes conceptualize the role and function of HR professionals. My methodology comprises a textual analysis of the training and outcome requirements of the Hungarian Human Resource Counselling MA training programme ([felvi.hu](http://felvi.hu)) using a text deconstruction methodology. I consider the text as a representative of HR managerial discourse bearing dominant theories and ideologies that show a common understanding of values, ethical duties, obligations, and responsibilities as well as expected skills, behaviours, and actions. As discourse can act as a "*catalyst for change*" or can "*perpetuate the status quo*", my wish is to inform HR practitioners and scholars and call attention to the possible ways of supporting the work inclusion of PWD through critical higher education and training.

## **Example of study: Representations of nature examined in primary school literature textbooks**

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The presentation of the specific Methodology of research is based on four main axes: firstly, the finding of the subject and its justification, secondly, the choice of Corpus and its justification, thirdly, the Method of Content Analysis and its justification and fourthly, the presentation and commentary of the findings under the light of bibliography. With the present approach, the architectural structure of the final work is established.

Initially, the Content Analysis Method, as applied in a comparative study carried out in primary education textbooks of literature, from 1975 until nowadays, is presented.

Then, an example of categorization, thematic orientation of the resulting categories, presentation and finally, commentary on the findings, based on bibliographic references, is given.

The character of the Content Analysis Method is twofold: 1) qualitative Analysis and 2) quantitative. The qualitative Content Analysis appears in the form of tables, where data are categorized according to their semantic content, while the quantitative Content Analysis appears in the form of diagrams, after completion of measurements.

The achievement of the objectivity of the study is based on the triptych *Position – Contrast – Synthesis*.

Proposal: this Method of Content Analysis can possibly be used in other research areas of humanities and theoretical studies.

## **Methods for measuring student emotions during online learning**

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The role of academic emotions is decisive in learning effectiveness and shows close correlation with the immediacy of teacher communication. Emotions promoting student engagement are especially important in the case of online learning where teachers' opportunities for immediate communication are limited. A variety of methods are used to identify and measure emotions related to learning engagement and disengagement: these can include self-reports, sensory measurements, log file analysis, manual behaviour coding, or automated analysis of facial expressions, eye movements or gestures. The current study provides an overview of the methods applied by the most prominent studies to measure students' cognitive and affective engagement in the last 15 years, by comparing the main emotions detected, the behaviour elements observed, the type of learning activity during measurement, its reliability and the main findings of the studies on the factors influencing these variables. Special attention is given to the identification of emotions related to the phases of student disengagement, such as boredom and disgust and the events or communication elements preceding them. A preliminary research conducted on the base of the conclusions of the methodological overview combined the measures of facial expression recognition software with self-reports and retrospective student and teacher interviews. The findings of the study provide valuable contributions to the understanding of teacher interactions effectively promoting student engagement. The study formulates implications for teacher communication during online learning activities.