

ABSTRACTS

GERGELY, FERENC: *Shoulder to shoulder for freedom. Teachers and students in 1956.*

We cannot talk in a worthy manner about the Hungarian uprising in 1956 without considering the role students and young people played in it. It is the manifesto of the students in Szeged which catalysed the ones at the Budapest University of Technology conflagrating finally into the revolution on the 23rd of October. Likewise, the number of armed teenagers is remarkably high among those opposing the red army, oppressors of their liberty. This essay considers the young generation alongside teachers and educators, focusing mainly on the rather ignored secondary school students, because the school

turned often into a site of the revolution in which teachers took part together with their students. Often the teachers themselves, especially on the countryside, became public figures of the revolution, or even local leaders. It was like a history class – in real time. The present essay aims to characterize the correlations of that powerful, and often tragic story by recalling some significant chapters as well as by picturing the particular dynamism these two social groups can be characterized by. Throughout till the resolution, till the reprisal.

Keywords: *revolution of 1956, youth, history of pedagogy, revolution on the countryside, youth movement*

NAGY-CZIROK, LÁSZLÓNÉ: *“The education system is only as good as the teachers who make up”. The school as a workshop*

Our surveys have demonstrated that processing the results of educational researches count very little among the sources of motivation and development of teachers – *therefore they require professional help* to improve their methodology. Our aim is to present the possibilities and the sources of support, especially the experts’ self-development, on which, as we assume, it is possible and worth to build. After offering a glimpse at the

international practices, the realization of internal workshops in a particular school is described in details.

We review the development, which is well-detectable through the documents, from four aspects observed through a questionnaire. 34 teachers of an elementary school, organising internal workshops from 2012 on, as well as 104 teachers from another five schools and 85 eight-grade students from 4 different

schools were asked about their views. The questions were focusing on revealing the fulfilment of effective learning aspects, along with the teachers' methodological awareness and practice. We have demonstrated the effects a practice-based learning community produces on teachers, which is justified not only by a variety of both professional and methodological solutions, as well as the development of reflective practices, but also by the way students regulate themselves and take responsibility in their own learning process. *Our hypothesis is proved to be correct: methodological development happens*

when people take advantage of peer learning opportunities.

Therefore we encourage teacher communities to narrow the gap between pedagogical theory and practice, to use a complementary way both educational, scientific-innovative development processes besides best practices of other teacher communities, and finally to form networks which are more wide-spread and based on distributed knowledge. It is also important to note that whoever actuates and operates the internal network should have additional knowledge established with theory.

Keywords: *internal workshops, peer learning, effective learning, and methodological development*

