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## STUDIES

István Polónyi

**3 The economics, organization and management of Hungarian higher education at the beginning of the new millennium**


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The economics, organization and management of higher education in developed countries saw major changes in the second half of the 20th century. The author of the present study overviews this transformation and looks into how similar processes took place in the higher education of Hungary.

Éva Szolár

**27 Organizational theories in higher education research**


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The author of this study investigates how organizational theories can be applied to the research of higher education and presents how concepts of organizational change may be used to analyse higher education reforms. Schools are not isolated entities. Any discussion about higher education institutions will have to consider their social, economic and political environment. The power of organizational theories is that they offer an excellent framework for analysis. Institutional behaviour is best understood if we have information on the environment of the institution. If one aims to comprehend the operation and transformation of higher education institutions, it will not be sufficient to look at their function, structure or control mechanism, because whatever happens within these institutions really takes place in the society. On the other hand, organizations try to influence their environment and they pass strategic decisions aiming to change and customize their environment, so they will not have to adapt to it – or only on the level of formalities.

Szilvia Vincze

**47 The phenomenon of graduate oversupply**


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The number of university graduates, in particular from the perspective of supply and demand in the job market, is an issue that has been hotly debated for over 30 years in developed countries and for about 15 years in Hungary. Opinions expressing graduate oversupply and related fears have been frequently publicized. The present study is an overview of alleged symptoms of graduate oversupply and a summary of the findings of relevant research conducted in Hungary.

*Tamás Zombai*

### 71 *Force and law in public education*

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It is a well known fact that homelessness is one of the most severe crises. The long-lasting nature of this problem makes appropriate intervention difficult and – at the same time – urgent. In this process, real help could come from an effective cooperation of schools and child protection institutions. In fact, the relationship of teachers and social workers is full of untapped resources. As long as teachers and social workers experience the need to work together as an external legal necessity, children's rights will suffer.

*Anna Kerner*

### 80 *What is philosophy good for? Potentials for developing competencies in Philosophy as a school subject*

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Why teach philosophy? Because it satisfies a human need. An important milestone in the development of the personality, on the way towards adulthood, is to ask fundamental questions about the world as a whole and about the relationship of the individual to the world. We have to act as midwives at the birth of these questions even if – due to the nature of philosophy – the answers are uncertain. We are strongly convinced that young people need exposure to problems and contemplation beyond everyday practical matters, since it has been an effective way to develop one's personality for over 2,500 years. Philosophy as a school subject, at the same time, has its own peculiar contents and teaching and learning methodologies and thus offers ample opportunity to develop key competencies in a number of ways. Starting out from the National Core Curriculum, the present study looks at potentials to develop Philosophy as a school subject.

*Sándor Forgó*

### 91 *New media and e-learning*

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Digitalisation, at first revolutionizing spatially restricted content processing and communication via local media, has contributed to the rise of unprecedented network-based communication forms. These newly developed areas include: (1) the formation of Web 2.0-based learner-centred knowledge acquisition forms and web communities (e-learning 2.0); (2) new television technologies utilising a wealth of media information and substantial interactivity. The ensuing presentation aims to explore the theoretical and practical aspects of the New Media Generation resulting from the convergence and diversification of media technologies and facilitating network multimedia-based, interactive online and mobile solutions incorporating individual and community action.

**Borbála Pintér**

### **97 Present-day reading comprehension through 19th-century literary texts**

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The author of this study, joining similar efforts of others, seeks for ways to adapt Literature as a school subject to the needs of our age. International and domestic surveys have found that children do not and in fact cannot read. Maintaining a competitive edge at a global market and preserving our national identity both require literacy and reading comprehension skills. In the course of teaching Literature, the chronologically arranged list of literary works should be replaced by new methodology, a series of techniques to improve students' reading comprehension.

## **THE AGE OF CHANGES – 3I ACADEMY**

**Vilmos Vass**

### **106 Curricular contents as tools for development**

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The present study focuses on the issue of teaching contents, the difficulties of arrangement, and the problems of a skill-focussed approach towards contents. Within this framework, two paradigms will be presented. Differences between arrangement according to teacher-centred and learning-centred approaches will be shown through actual examples and thought-provoking quotes. The author claims that teaching contents today is not a quantity issue but a structural one. On these grounds, the study mainly answers the question how to use teaching contents as a tool to develop skills. Fundamental considerations are efficient learning and developing critical thinking and creativity. In order to reach these objectives, teachers will have to plan space and time together.

**Mária Szabó**

### **112 Facts and pedagogical superstitions about the role of primary education**

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An exponential development of cognitive studies in the past 15-20 years led to a fundamentally new perception of knowledge, learning and personality development by the start of the 21st century. Journals and conferences are about constructivist learning theories, learning processes custom-tailored to the needs of the individual and the importance of early childhood from the perspective of developing basic skills. How does our new knowledge affect day-to-day pedagogical practices? Initiatives and best practice as well as real or imaginary hindrances to their wide-scale adaptation will be highlighted in the present study.

**László Miklósi**

### **119 New contents in History and Social Studies aiming at education for democracy**

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A shift of emphasis can be sensed in teaching History and Social Studies. Where is the current trend leading? What issues are being highlighted? What other issues are being upstaged? Why teach Social Studies? What is the ideal teacher like, one who can grow up to the new task (different from previously

applied practice)? What are the professional conditions necessary for this work? The author of the present study aims to answer not only the above questions but also stresses that changes require a fair amount of time.

*Gábor Veres*

### **123 Science as a comprehensive subject and the National Core Curriculum**

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Pedagogical development is a multi-level process, in which global trends, national initiatives and institutional achievements are combined. Developers have to consider changes in their environment, in fact, they have to take steps to influence their environment. In response to challenges of the 21st century, criteria for a scientific literacy available for all will have to be defined and effective tools of development will have to be put into practice. The National Core Curriculum of 2007 defines the objectives of modern science education. Realization, on the other hand, presupposes a new paradigm in education, whereby a new approach and methodology may appear in science education in Hungary.

*Mária Póta*

### **134 Novel methods – more efficient Maths teaching?!**

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Knowledge-based society can be built on the firm foundations of a quality revolution in teachers' work, discovering and managing learners' gifts and creating the need for a success-oriented career. Our aims include applying efficient teaching methods, using and further enhancing the good operating practice of Maths teaching, creating a harmony of new potentials, developing new methods, in a motivating environment conducive to learning, helping as many students as possible to develop mathematically, in thinking, uncovering their intellectual abilities in general and mathematical abilities in particular.

*Bernadett Büki-Németh*

### **145 Interactive whiteboards in the maths class – a personal account**

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An interactive whiteboard is a touch-sensitive surface that is capable of running computer programmes and it can also be projected on. It can be used as a conventional whiteboard or blackboard, as well (minus the chalkdust). Thanks to the software of the whiteboard, the classes gain momentum and less interested students may be involved. A lesson plan can be prepared, reused, shared with fellow teachers and mailed to absentees. The interactive whiteboard is a powertool in education, but it is far from being the solution to all problems. Teacher preparation time is needed, as well.

## Jenő Cselouszki

### 148 *Taking the high school equivalency exam as an adult; experiences of distance education*

The presenter, Headmaster of Pestszentlőrinc–Pestszentimre Adult Secondary School and In-service Training Centre, first reveals why the school started its distance learning programme in 2004, then discusses what results have been reached in the first four years and finally, by outlining future perspectives, aims to persuade members of the profession to give moral support to the cause of distance learning.

## Tlona Hegedűs-Rátkai – Tiholya Tóth-Szalai

### 154 *Complex classroom games in the Primary School, Cultural Centre and Primary-level Art School in Szandaszőlős, Hungary*

How do games find their way to the classroom and how can they maintain their presence there? How can you play games and learn at the same time? Can you learn through games at all? These questions are answered by the good operating practice applied at the Primary School, Cultural Centre and Primary-level Art School in Szandaszőlős, Hungary.

## VIEWPOINTS

### 164 *“Citizens’ priorities are different from those of stockholders” Innovation strategy and education management by the government. Round table talk.*

The round table talk taking place in the editorial office of Új Pedagógiai Szemle aimed to reveal whether education needs an innovation strategy and if so, what elements it should include. An important issue was what relationship to the national innovation strategy is expected.

### 171 *“The point is not how many teachers teach from it, rather, how many students will read it” Round table talk on Literature 12, a textbook by Balázs Fűzfá (József Mayer)*

The textbook, fresh in its approach and mode of discourse, was written with the two-level school-leaving exam in mind and it makes great use of the latest findings in literary theory. As we can read in the preface, the aim of the book’s author, Balázs Fűzfá, was to help students get to know themselves better by way of reading literary works and help them reach the most important aims of human life: freedom, happiness and love. Participants of the round table talk mainly focussed on how the textbook contributes to a renewal of teaching literature, teachers’ up-to-date knowledge, getting to know the world of literature and the enhancement of autonomous thinking.

## HISTORY OF EDUCATION

*Mrs György Húnyady*

### 181 *Planning and result feedback. Dedicated to the memory of Mrs László Majzik*

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This study presents an empirical research paradigm whose early representative in Hungary was Mrs László Majzik. The concept of “planning–execution–result feedback–setting new aims” first appeared as an approach by teachers in discussions on interpreting, which led to theoretical concept and methodology of practical result surveys. The author of the present study outlines how this research concept maintained its validity to this day and how it is related to quantitative research principles and methods.

## WORLD VIEW

*Csaba Jancsák*

### 188 *A Human Rights-Based Approach to Education for All – a report published by UNESCO in 2007*

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A Human Rights-Based Approach to Education for All brings together the current thinking and practice on human rights-based approach in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from the level of the school up to the national and international levels. UNESCO (United Nations Educational, Scientific and Cultural Organization) venture to overview a relatively new topic. The aim of this volume was to serve as a resource book for government officials, educational experts, teachers, civil societies and parents. The main principle of arrangement is that it intends to break free of the rhetorics of “right to learn” towards a more down-to-earth, active mode of operation.

*Jane Claes – Emese Felvégi*

### 195 *From the legend of miraculous stag to Manga Shakespeare to Manga Shakespeare. Awards by the American Library Association*

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The authors provide an overview of the children and young adult book awards presented by the American Library Association (ALA). The study briefly reviews some of the booklists released by the ALA as well as winners of the following awards: Newbery, Caldecott, Margaret A. Edwards, Alex, Michael L. Printz, Pura Belpré, Coretta Scott King, Laura Ingalls Wilder, Batchelder, Carnegie, Geisel, Odyssey and Sibert Award.

## HORIZON

László Sipos

### 209 *The child as a victim – new trends in crimes committed against children*

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Children, whether inside the family or living without one, are by definition particularly vulnerable, to the point of being almost defenceless. Unfortunately the incidents occurring to them are more and more frequent. Studying crimes involving underage victims is an important part of victimology. As the latency in such cases may be high, the number of the criminal actions committed against children in Hungary are estimated to be in the ten thousands. The author of this study looks at the latest and most reliable data on crimes against children and reveals trends. The data show that the number of these crimes is rising, similarly to the number of sexual assaults – a burden on the conscience of the entire society.

Ágnes Tóth-Kovács – Judit Helga Feith – Edit Peisser-Puli –  
Zsuzsanna Szigethy-Körösi – Tamás Dusek

### 216 *A comparative survey on the demographic and socio-cultural characteristics of nursing students and teacher trainers*

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The aim of the present comparative quantitative sociological survey was to reveal and analyse the social characteristics, career motivation and values of nursing students and teacher trainers, with a view to the interrelatedness of the above factors. No previous survey conducted in Hungary focussed on the socio-cultural background and career motivation of nursing students and teacher trainees. The present study intends to fill this gap.

## FORUM

Mrs János Kósa

### 229 *Ways to overcome racial prejudice in students in the History and Social Study classes*

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As a result of the economic crisis, prejudice and a search for potential scapegoats have become more dominant, people have anti-roma sentiments and antisemitism is on the rise, as well. Our institutions are becoming dysfunctional. Emotionally and politically we experience losses, it is harder to face routine challenges every day. All these factors work against the aims and objectives of education. What can a teacher do, a teacher whose job is explain the above phenomena? Based on her own experiences, the author of the present study compiled a bibliography for fellow teachers on the history and current status of the Roma minority in Hungary. As a teacher she was aided by textbooks and reference book published since the change of the regime – works whose perspective reflect plurality, works that regard open society as a value. As an example, one can mention the extensive literature on holocaust and antisemitism.