

Cross-curricular connections

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Editors' Preface

The Hungarian Institute for Educational Research and Development (OFI) was responsible for component “Nationwide coordination and support for the reorganization of teacher training” in the Social Renewal Operational Programme (TÁMOP)’s project 4.1.2.B. The main role of this component is to coordinate the work done in different regions, and to enhance the cooperation between institutions of higher education, primarily in their teacher training work. The papers collected here are based, firstly, on the offers of the institutions themselves, in which they took a look at their own teacher training programs to see how they fit the National Core Curriculum (NAT). But secondly, at OFI’s requests, beyond the pairing of disciplines they also examined how special areas of development are present in their programs as well. One of the most important advantages of the papers in this volume is that each institution integrated the areas of development codified in NAT into its training program, but also worked out a model practice which would enable other institutions to take over the program.

It is all the more important to coordinate teacher training programs with NAT because this task emphasises competence-based training even more. It stresses how a dialogue between different disciplines is unavoidable, and how interdisciplinary and multidisciplinary approaches are necessary. It is not with increasing the content elements assigned to the areas that we advance, but with coordinating the selected content from different disciplines focusing on the competencies to be developed. It is thus not accidental that the papers in this volume relate to the special areas of development codified in NAT, the realisation of which is not strictly dependent on any one subject. This is another way of pointing attention to the fact that education and development need to be integrated and comprehensive.

One of the papers recounts in detail the coordinational role OFI took in project 4.1.2B. Here it is enough to note that the offers and models detailed in this book about the closer relation of public and higher education, the strengthening cooperation between the institutions of teacher training all stand as witnesses for how effectively OFI has achieved its goals. Our volume is part of the series *On the Future of Teacher Training*, and so got the title *Overarches* – by this, we wanted to refer to how cross-curricular areas “arch over” several disciplines, but also to the phenomenon we can see in the process of teacher training, within and without its institutions, and with its many actors: this signals the ever more consciously handled interrelationships, “overlaps”, mutual inspiration between those who take part in the process. But we also had in mind the situation that the volume’s conclusions hopefully create: the dialogues starting between institutions of teacher training, enabling each other to learn about and adopt the others’ model practices.

The relevance of this volume can be argued from two directions: from the coordination of the complex relations of public and higher education, and from the continuity of educational policy. It is an exciting task to look at NAT and the curriculum frameworks again after 5 years – from a theoretical aspect and explicitly from the point of view of teacher training; and to examine, through both disciplinary and pedagogical lenses, the validity of what was codified then, the possibilities of advancing further. It is especially interesting and instructive in those areas which mostly appear in NAT in a quite inconsistent manner. While they received an emphasised status among fundamental development goals, in the content description of subjects and actual school practice they have fallen back or have been struggling, if in fact they have not lost all weight altogether through being integrated into larger (more traditional) subjects or the loss of cross-curricular subjects. Such are for example the so-called module subjects (film and media, social and economic studies) and some cross-curricular elements; some meta-level fields (rhetorics and communication, family life education, community responsibilities); and some general competency development programs.

It is hoped that the readers will be urged to a dialogue by the thoughts expounded here, and reading will also generate a dialogue between the papers juxtaposed here even when the authors have occasionally focused on only their own fields. A cumulative effect should be that multidisciplinary is now really

unavoidable. Even though our volume does not cover all the areas of development codified in NAT, it still signals the directions of teacher training programs. We offer suggestions for the following areas:

At first sight, the paper on *rhetorics* might seem to be somewhat out of place among the special areas of development. Its inclusion and first place is explained by the fact that we agree with the author: she starts from the statement that in NAT all basic educational goals are “by their nature communicative and as such, they make it a requirement for people living in a community, in the framework of norms, interactions and challenges, to acquire skills in rhetoric and communication.” The author emphasises that rhetorics is more than just one part of students’ education in their own mother tongue. Rhetorical intelligence and communication built on it further the education of participating, articulate, inventive, empathetic, and sensitive citizens. She argues that the goal of rhetorical education is the harmony of individual and communal points of view. Since rhetorics can also be identified as a development tool for attention and understanding, it can supply a good basis for understanding other people, but also for the individual’s self-reflections. The social communication the author touches upon also provides a nice framework for the other papers.

Media literacy receives an especially important place in our mediatised world, for individual expression and social relations alike, but also for communal uses and the representation of the virtual and the real. We agree with the volume’s editorial reader, who called attention to the fact that “the production and reception of media texts [...] can form an integral part of a ‘modern rhetorics.’” One advantage of this paper is that it surveys and examines systematically all levels of curricular regulations, along with the main goals of educational policy having to do with the media. It also presents the many options that the programs of **Eszterházy Károly College** offer in this area. The author points out that effectiveness is increased by the fact that the program is not only for teacher trainees but for all students; what is more, they are open towards the whole population, and support non-formal modes of learning as well. Other institutions of higher education can make use of the “spirit” of this program, which allots an emphatic role to media literacy on all levels (from BA through higher specializations to doctoral programs): it does not only teach an understanding of the media, but also a certain critical attitude. In a film pedagogical workshop they stress the opportunities for application even more.

Moral education is traditionally one of the most definitive parts of education; NAT says “A basic goal of public education is to develop students’ ethical sense.” The paper in this volume presents the program of the **University of Pannonia**, which places the acquisition of moral communication in its center. Their program is built on both Oelkers’s discourse pedagogy and the view expounded by schools of reform pedagogy that claim values are mediated by perceptual, emotional and intellectual experience. This is realised by the discourse happening in seminars, lectures, and workshops, continually monitored by students’ portfolios. This is also appropriate for following their progress and surveying their results (at the closing exam). The authors indicate to which areas their educational package ‘The development of social, environmental and lifestyle-related competencies’ is related; the package’s competency web makes the connection very clear.

The importance of the development of *self-knowledge and social culture* cannot be overemphasised in public education, since these skills “provide a favourable atmosphere for mental development, improving optimal skills and other types of literacy.” The authors propose a model that builds primarily on the already existing stipulations, and in which the training of teachers “is similar to the method-specific training of the psychologist profession: Theory → One’s own experience → Training → Supervision.” At the same time, the authors write openly and critically about the problems of trainees’ teaching practice; it is obvious that they (and their institution, the **University of Debrecen**) have a good deal of experience in integrating the pedagogical goals of higher education. They see it as necessary to introduce some new elements: among others, the inclusion of supervision-related competencies in teachers’ career model, and the increase in the number of school psychologists.

The group of authors from **Pázmány Péter Catholic University** offers a recommendation on *family life education* which also incorporates a complex series of suggestions re-evaluating the functions of the training institutions. These are based on a survey carried out with students and teachers, the results of which primarily show that students would be very open to more intimate, individual and small group frameworks in teaching, where these areas could be discussed, without commonplaces and actually personalised. An important addition is the description of the training principles and the pedagogical ethics of the institution, which are derived from their church background. The idea that an insti-

tution of higher education can be an emphatically community-forming force is introduced here; this could have a direct influence on students' later family planning. The emphasis is thus on indirect effects: what community-forming patterns university life, public life can offer to students.

Taking responsibility for others and *voluntarism* are two new elements in Hungarian teacher training, and so the authors of the next paper take it upon themselves to interpret the concept of service learning in an international context. They stress that the most important element is the mutual nature of these activities, since both helper and helped profit from the process, which is focused on service and learning at the same time. The paper shows a model practice that is built on the international practices of service learning, the conception of the Faculty of Education at Eötvös Loránd University (ELTE), the manual of Western Kentucky University, and the experience gained from their own programs at the **University of Miskolc**. Learning with the students' own experience is an emphatic element here too, while the authors deliberately try to integrate the areas of responsibility-taking and voluntarism into their own training content.

The paper on *economic education (business and finance)* is a model recommendation from **Corvinus University of Budapest**, reflecting on what comes out as lacking in their survey of the current situation. The authors find the over-specialisation of teacher training in this area needless, and suggest further refreshment courses in economic studies, since teachers of history and geography are not appropriately trained in this field. But at the same time they emphasise that here and in the whole training program one has to look beyond specific professional knowledge content determining credit numbers, and ignoring the development of competencies and attitudes. In their opinion, higher education should operate with more variable methodologies, and they argue that interdisciplinarity, systematic and practical approaches should be reinforced. One of their other suggestions is that teacher trainees should learn change management, because "adaptability is highly valued in today's rapidly evolving economic environment."

The Editors

Attila Horváth H., Krisztián Pálvölgyi

Supporting cooperation in the field of teacher training – a broader context for the development discussed in the present publication

The so-called knowledge-based mode of social functioning has been developing for the past few decades and has made fundamental changes in the world of education, presenting newer and newer challenges for it to overcome. In order to be an active and creative member of a knowledge-based society, individuals are required to have a number of highly developed skills, a requirement that is becoming more and more independent of the social or economic area the given individual belongs to. In this system, the economy is propelled by the ability to create and utilize knowledge. In connection with the knowledge producing processes operating within a knowledge-based society, Gibbons stresses the increasing importance of groups in contrast with individuals, and also the rising emphasis on the interaction between researchers and end users along with the formerly strong influence of academic control over research projects. Interdisciplinary and problem-based attitudes will become dominant. In this mode of social functioning, knowledge construction happens through relying on a variety of sources in an environment of network-like connections provided by high organizational diversity. This will change the way we think about quality: the model of quality control based solely on the opinions of experts will be replaced by a much broader solution taking consumer demands and evaluations into account as well, complementing strictly professional considerations (Gibbons quoting Santiago, Tremblay, Basri and Arnal 2008, 42).

These socioeconomic processes have fundamental consequences in connection with the world of education. The world of economics is beginning to show a greater interest in education, which is evidenced by organizations such as the OECD and other reputable business analytics companies such as McKinsey & Company starting to actively take part in educational research, fast becoming key sources of knowledge about education itself. Also, these companies usually assess the skills created through education from the direct users' point of view. The increasingly active involvement of economic actors in social discussions concerning education has led to a necessary shift of emphasis in connection with older concepts of the education sector. "We do not need qualifications, we need skills". This sentence has been a recurring point during discussions with representatives of employer organizations – stresses Gábor Halász in one of his articles (Halász, 2012a). Halász participated in a UK conference dealing with the issue as a member of an analytics team.

The world of economics and the world of labour are primarily concerned with the actual abilities of students after finishing a given level of education and not with the certificates and degrees they are supplied with by the educational institutions. As a result, the former model of input-oriented educational logic is shifting towards an outcome-oriented one, the former being concerned with teaching specialized content while the latter more with the learning outcome. Learning outcome is usually defined by concepts and activities students must be able to grasp and perform after successfully completing a given stage of their education (Kennedy 2007, 22). This definition also demonstrates how the outcome-oriented attitude is a student-oriented one as well, focusing on the actual abilities of students. The planning and operation of the teaching-learning process based on the learning outcome also means the utilization of a specific educational model: the focus is on the student who is actively shaping his/her own learning process, while the teacher is only a facilitator supporting this process and creating an optimal learning environment. The curriculum in this model is not the primary focus but a tool for enhancing different competencies. According to Biggs, an Australian educational psychologist (Biggs and Tang 2007, 52), educational planning and support based on the learning outcome can only be successful if the competencies quoted in the planned/intended learning outcomes are reflected in the actual learning activities and also in the applied evaluation processes. According to this logic, the pedagogic tasks of planning,

organisation and evaluation should be consciously harmonized on the basis of learning outcomes.

In Europe, the advancement of the outcome-oriented logic was aided by a number of other processes. Two of these were the EU's increasing involvement in education and the crafting of the EU's educational policy, also known as the "lifelong learning paradigm" (Halász 2012b). In a document called 'Making a European Area of Lifelong Learning a Reality' (European Commission 2001) the European Commission defined the paradigm as: "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective"¹ In connection with the LLL paradigm, a number of key competencies have also been developed in the last decade (the European Parliament and the Council of the European Union 2006), along with the European Qualifications Framework based on the learning outcome. This definition also made it clear that the concept was not only applicable to continuous adult learning and training – as the term "life long learning" was originally interpreted –, but that it outlined a comprehensive learning structure taking place over a lifetime. This affects teachers working in public education directly and poses a serious challenge for them. It is not at all surprising that teacher competencies have become the center of attention in the EU (European Commission 2005, 2013; Caena 2011).

The other European process that may be described as a catalyst of the learning outcome approach's advancement was the Bologna Process, which had a transformational effect on higher education. Learning outcomes were initially not significant in the Bologna Process. They are not mentioned either in the Bologna declaration (1999) or in the Prague Communiqué (2001), although they are discussed in increasing detail in documents starting from the Berlin Communiqué (2003). (Adam 2008) At least six of the ten Bologna Process action plans would be impossible to complete without learning outcome-based study program design.

The idea for a new education system that could provide a solution for new socioeconomic challenges came about due to a series of fundamental social and economic changes. The new model was outcome-oriented, and it utilized

1 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF> 9. o.

a qualification framework based on learning outcomes, conscious curriculum design and evaluation. In such an education system, however, teachers are faced with completely different professional expectations than in previous decades. With the transformation of attitudes and operational methods within European education systems, training programs for the education of teachers must also be renewed.

The Social Renewal Operational Programme (TÁMOP) 4.1.2.B project is aimed at creating and accelerating the above detailed knowledge-based economy through the renewal of teacher training programs – as mentioned earlier, the role of education increases under these socioeconomic circumstances. The quality of education is fundamentally defined by the professionalism and competencies of teachers that graduate from teacher training programs. In line with the EU's approach, the TÁMOP program treats teacher training, the support programs for newly qualified teachers, and their continuous professional development as an ongoing process.

Within the TÁMOP 4.1.2.B project, the Hungarian Institute for Educational Research and Development (OFI) was responsible for the component concerned with coordinating and supporting the reorganization of Hungary's teacher training programs. The main role of this coordinational component was to harmonize the tasks being performed in different regions and to strengthen the cooperation between different teacher training institutions. Although financially it was a moderately sized part of the project, it provided useful proposals and aided the completion of the entire project – OFI found it important to initiate and fund other developmental researches aiding the main objective of the project. OFI initiated developmental research in connection with important issues such as designing operational standards for teacher training centers; promoting education as a profession based on the experiences of ten countries and suggesting good practices for national use; creating a research framework that organizes research results concerning teacher training and supports the strengthening of a network-like cooperation between teacher training institutions. Another developmental research initiated by OFI was the examination of how the overall developmental areas and educational goals of the National Core Curriculum were reflected in teacher training programs and also how further progress in this field would be possible.

The coordinational work conducted by OFI was inspired by the complex implementational models that interpret policy changes as a synthesis of top-down and bottom-up processes (Sabatier 2005, Fazekas and Halász 2005). The coordinational component provided top-down inputs for the realisation of the project through the above detailed developmental research. At the same time, other workshops were also organised, promoting professional communication employing a bottom-up point of view where teacher training institutions could bring out and discuss their own improvements, experiences and problems.

Supporting the implementation of the Hungarian Qualifications Framework (MKKR) has been a deliberate element of OFI's coordinational activity from the very beginning – this process concerning higher education in Hungary is presently taking place. The Hungarian framework has been developed in line with the European Qualifications Framework and the European Higher Education Area Qualifications Framework. MKKR is based on the learning outcome logic following the above mentioned European frameworks, which presupposes a systematic, student-, process- and outcome-oriented study program design that is different from general Hungarian practice. The training program based on learning outcomes is not simply a set of subject descriptions, but an organic whole by which trainers harmonise the contents, learning activities and methodological or organisational considerations that lead to intended learning outcomes, and strategically archive them. The utilisation of this attitude fundamentally changes the traditional method of program development. The key element of program development based on learning outcome is the predefinition of the intended learning outcomes/competencies relevant for the overall goal of the program. Taking into account the expectations of a knowledge-based society, this happens in close cooperation with the world of labour. The intended learning outcomes are then assigned to learning activities and relevant curricular contents that effectively aid the development of the given competencies. It is clear that the teaching material and the inner logic of the given discipline are not the primary focus here but are only tools for developing competencies. The modules/educational units/subjects are only defined and assessed as the final step of development which clearly states that the needs of specific subjects in this model are only secondary. The subject structure is subjected to the learning activity system provided by the program for competency development, which

is a fundamental change in the generally subject-, teaching material -, department- and teacher-oriented Hungarian logic.

The long standing organisational and operational frameworks of Hungarian higher education sadly do not provide an optimal environment for an integrated, systematic study program design logic. The traditional organization of higher education is disciplinary, and internal organizational forces only strengthens the distinction of different scientific fields (Drótos 2009). Employer and student expectations, however, demonstrate the need for a more multi-disciplinary and competency development oriented approach. Defining the training program is an especially complex task in connection with teacher training because of the different faculties, institutes and departments involved even in one given training institution. This special feature requires truly effective multi-disciplinary cooperation in order to develop high quality teacher training programs. Another important feature is that fundamental parts of the training are traditionally organised away from the training institution. The coherent teacher practice period (now extended to a whole year) takes place in an educational institution and not necessarily in the university's or college's own elementary or high school. The work of leading and mentoring teachers is very important in the development of teacher candidates, as are disciplinary coaching and acquired knowledge in educational psychology and methodology. Differences of opinion, goals and priorities among professionals working in teacher training are strongly present in Hungarian higher education, which we ourselves have encountered during our coordinational work. Closer cooperation is needed in creating a commonly accepted teacher image and ideal to strive for.

The creation of a commonly accepted teacher image is aided greatly by the particular R&D process that examined international promotion practices concerning teaching as a career. This comprehensive study stresses the complexity of the issue and proposes a distinction between teaching as a profession and teaching as a career. It is also beneficial to examine the issue from the points of view of segments like 1) incentives for the profession before students even choose a career; 2) preparation for the profession; 3) finishing the training – actually choosing the profession; 4) activities aimed at retaining the career. The authors emphasise that “the promotion of teaching as a career can only be successful if it is in line with the social, educational and political visions concerning

the education of coming generations” (Gordon Győri, Oláhné and Útóné 2015), which presupposes a commonly accepted teacher image.

Teacher training centers have a fundamental role in facilitating cooperation within and between institutions. For the proper understanding of this role it is probably beneficial to rely on the program director model by György Drótos (Drótos 2009). The program director model has two main elements. The first one describes the study program as a responsible and accountable unit, which means that management responsibilities and sources both fall under the supervision of the program directorate. The second element is the matrix organisation structure, which makes it possible for two separate organisation units operating according to different specialised principles (in this case the departments and the program directorate) to cooperate as equal partners in creating the training program. The matrix organisation structure is effective when two distinct attitudes are required for the creation of a product, but when granting a dominant position to either of those attitudes would not produce acceptable results. The issue discussed in this study requires both the ability to think in terms of the program itself (due to the previously mentioned contradiction) and the recognition of disciplinary attitudes in order to guarantee the quality of the program. With the use of program directorate model recently founded teacher training centers could function effectively. Our hope is that the work carried out by the Hungarian Accreditation Committee (MAB) will steer the operation of Hungarian institutions of higher education in this direction.

The basic goal of the R&D tenders announced by OFI was to provide teacher training institutions with impulses that direct their attention towards a systematic, learning- and result-based direction. This intention can be discovered behind almost all of the announced tenders. The mentioned research cadastre offers more than an ordinary research intentionally, opening up a professional dialogue and providing a sharing opportunity concerning best practices in teacher training. Putting more emphasis on programs based on learning outcomes has been clearly emphasised in the MAB’s R&D focused on the creation of operational standards for teacher training centers. These standards are all expected to support the implementation of the learning outcome-based logic and the creation of a supporting organisational framework within Hungarian higher education. The results of R&D projects concerned with the issues of promoting teaching as a career have – among other significant findings – shed light on the

importance of cooperation and communication with the world of labour, which is a fundamental element of the learning outcome attitude.

Based on workshops organised by OFI, our experience is that learning outcome-based approach played a smaller role in a significant portion of higher education institutions when it came to the creation of their training programs. The feedback we received during discussions within these workshops convinced us that participants find the learning outcome approach important and that they are ready to take steps for its application in their institutions. At the same time it is apparent that the traditional logic of program development and the learning outcome-based approach have appeared simultaneously in the creation and execution of the teacher training program. It is exciting to witness the thought process behind an imminent paradigm shift: institutions trying to follow the learning outcome-based logic at times still using the old algorithm to determine what competencies the existing courses improve.

The systematic interpretation of teacher training programs was perhaps aided most effectively by the R&D activities connected to the developmental fields of the National Core Curriculum (NAT) initiated by OFI. OFI's initiative was purposefully built upon the work being carried out in these institutions. This work was focused on the analysis of the institutions' own teacher training programs to see if they were in line with the NAT. This exact development made possible the combination of both top-down and bottom-up implementation logics given that it utilised already existing institutional developments with the intention of knowingly support the realisation of wider educational policies. The task of participating institutions was to examine the accentuated development areas by the NAT within their own programs, and then propose models that support the future development of those programs. Our goal was to shift the attitudes of teacher training institutions into a direction that interprets training programs in a more coherent and integrated way in connection with cross-curricular educational content. The analytical and innovational work relevant for different areas of development was carried out by teams from different teacher training institutions who presented their results to each other at a conference and workshop organised by OFI. We decided to share the results of these research-development projects with the public in the form of this volume after the rich professional discussions that happened during the above mentioned workshop.

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Petra Aczél

Ancient Novelty

The Significance of Rhetoric in Teacher Training and Education: Keys and Principles

Introduction

Following a lecture at the University of Oxford in 1960, Wayne C. Booth entered into a conversation with one of his colleagues – he recorded the event as an anecdote in the preface of his book *The Rhetoric of Rhetoric*. He asked his fellow teacher what his field of study was. “Chiefly eighteenth century literature,” replied the new acquaintance. “What is your field?,” he asked in return. “Basically it’s rhetoric, though I am officially in ‘English’. I am trying to complete a book that will be called *The Rhetoric of Fiction*,” answered Booth. The literature professor gave him a scornful look and let out a disapproving exclamation (“Rhetoric!”) before leaving him without a further word (Booth 2004: viii).

More than fifty years have passed since that encounter, which is perhaps enough to bring about some real changes in the matter. The furious literature professor from Oxford would have plenty of reasons to be outraged today: a great number of conferences and publications prove that the practice and teaching of rhetoric offers highly important academic and practical challenges along with valuable knowledge. Rediscovering rhetoric from the angle of social psychology, Michael Billig published his thoughts on the subject in his book *Arguing and Thinking* as far back as 1987. He states that although the study of rhetoric has always had to fight for its academic credibility, today it is “creeping back into theoretical fashion”. (Billig 1987: 33-34). At the same time, however, the symbolic “burial” of rhetoric is also a common gesture or research goal – not for the first time in history (Sutton 1986, Feinstein 2004). In Central Europe time

seems to stand still as the study of rhetoric here still counts as a surprising or at least academically marginal endeavor. The term itself is used very frequently in public life, yet almost only its negative connotations are known by the general public and the smaller group of professionals. Twenty five years after the rebirth of free Hungarian public life the term “rhetoric” is still provoking mixed feelings in the country but also in other Central European countries like Croatia, Poland, Slovakia, Slovenia or the Czech Republic – at least that’s what scholars and teachers dealing with rhetoric often say. While at international conferences they recognise common problems and attitudes stemming from the same root, and they also often complain about the lack of new and original materials and decent translations, not to mention the shortage of actual teaching materials and positive practices besides amateur rhetoric and debate clubs. Representatives of contemporary academic life have even more arguments when it comes to the “unacademic” and unteachable nature of rhetoric. Among these they often quote its speculative nature in contrast with the required and expected statistical accuracy of contemporary sciences or its outdated terminology that seems overly self-explanatory without updates from modern scientific jargon.

Interpreting the theory and the practice of rhetoric as one unit is misleading; identifying its whole circle of competencies and skills with the language of authority and manipulation is also as deceptive as it was back in the Age of Enlightenment. Democracies to a certain extent still frown upon “persuasive” speech, which keeps rhetoric in an uncertain status even today both in academia and education. Some think it untimely, others hollow or even dangerous – its death is being proclaimed just as loudly as its rebirth while its academic category is still somewhat uncertain. As a liberal art it connects to linguistics and philosophy (logic) while as a social science it sits closer to sociology and political science.

However, a number of workshops, schools and institutions have been engaging in the study of rhetorical issues, aspects of historical theory and the development of the teaching of rhetoric (among others in Stanford, Pennsylvania, Tübingen, Copenhagen, Amsterdam and Zagreb). We have to thank such exceptionally influential and active teachers and scholars as Jászó Anna Adaminkné, Tamás Adamik and Imre Wacha along with their workshops for bringing back and reigniting the interest in rhetoric in Hungary starting from the late 90s. Works concerning practical rhetorics (Márta Szálkáné Gyapay, Petra Aczél) and

comprehensive theoretical and practical works (Adamik–Jászó–Aczél, *Retorika [Rhetorics]*, 2004; Anna A. Jászó, *Klasszikus magyar retorika [Classical Hungarian Rhetorics]*, 2013) clearly show the direction of research and education concerning rhetoric and contribute greatly to restart the tradition of teaching rhetoric in Hungary. The rebirth of rhetoric in Hungary a quarter of a century ago was primarily caused by the growing need to teach the subject as it was included in the basic level syllabus for university training programs in 1991 and later also into the national curriculum. The situation was rendered more difficult in the 90s by the lack of prepared professionals who could teach the subject; the available teachers could only teach rhetoric from a Structuralist-Stylistic angle as a reinforcement of discourse and style analysis. The integration of reasoning and persuasion into teacher preparation is a highly challenging task. As rhetoric cannot be easily positioned within the disciplinary boundaries of linguistics, it seems easier to identify it with orthography, the culture of language and proper articulation, which clearly strips it of its original significance. In order to bring to life the Kossuth Rhetorical Competition (organised by the Eötvös Loránd University – ELTE) in 1999 and subsequently other, high school-level rhetorical and debating competitions, there was a strong need for fundamental, fresh or only recently canonised works in Hungarian that were appropriate to teach and learn from. The main problem on the one hand was that nothing of the international literature from previous decades had been translated into Hungarian (except a couple of studies here and there). On the other hand rhetoric was not easy to integrate into the curriculum as a communal behaviour. Its jargon and terms were being used by more promising subjects like social psychology, discourse analysis, sociology and political science (and are still being used today): teachers thus had to constantly justify the validity of it being taught at all. It is strange that in spite of many beneficial proposals and processes, over twenty five years later rhetoric is still not a favourite subject to teach among teachers in public education. As I have encountered before at workshops and other training courses, teachers still find the subject's scope undefined in terms of both assessment and methodology (not even taking into account the available amount of time). In the light of the above, talking about a Hungarian Renaissance in rhetoric does seem a little bit of an overstatement – in fact we haven't even reached the Middle Ages yet: it seems that the dynamic attitude towards rhetoric is still missing from educational approaches. At this point, even time travel could not

spoil the English literature professor's mood if he felt like getting baffled again and again by the importance of rhetoric.

Education and rhetoric

The National Core Curriculum that came into force by a government decree in 2012 (*Magyar Közlöny*, No. 66, 2012) designates the fundamental goals of education under the tasks and values of public education. According to that document the “aim is – in cooperation with the family – to educate individuals who are committed to truth and fairness, the good and the beautiful, and to develop the intellectual, emotional, social and physical abilities that are required for the evolution of a harmonious personality. Thus it helps the members of the future generation

- become responsible citizens;
- develop patriotic feelings;
- develop objective self-knowledge and reliable ethical judgement;
- find their place in the family, in small and large communities and in the world of work;
- make efforts to establish meaningful and stable relationships;
- be able to make responsible decisions about their own lives and that of those in their care;
- become able to gain information, form opinions and act independently;
- get to know and understand natural, social and cultural phenomena and processes;
- value the preservation of diversity of culture and the living nature and act accordingly.”

Following these definitions, the core curriculum touches upon the emphasised development areas which are educational goals created in unison with skills, abilities and knowledge stemming from key competencies that are “incorporated into the development requirements and content elements of the individual subject areas and subjects; may become subfields of subjects or become separate subjects of the local curricula of schools; thematize teachers’ work in the first four grades of basic schools and, in upper grades, themes discussed in

homeroom classes; provide topics and developmental situations for non-classroom school activities and programmes.” Among these we find moral, patriotic, democratic education along with the teaching of self-knowledge, the culture of community, bodily and mental health, volunteering, sustainability and responsible behaviour and consciousness of financial-, economic- and media-related affairs.

The starting point of the present study is the statement that all the above mentioned educational goals are by their nature communicative and as such, they make it a requirement for people living in a community, in the framework of norms, interactions and challenges, to acquire skills in rhetoric and communication. The study’s second statement is that the theoretical and functional foundations of social (meaning public, ethical, coexistence- and cooperation-based, community-driven) communication are provided by rhetoric. The third statement is that in a social sense rhetoric is a basic skill of people committed to responsible behaviour; therefore it should not be regarded simply as a servant of authority, but as intelligent behaviour and practice aimed at helping free thought, mutual understanding and community-based life (not only in a historical but in terminological sense as well). There is no space here to argue that communication sciences make up the least unified area of knowledge and that they are just an umbrella term for different points of view and research directions rather than a proper discipline with well-defined boundaries, unified methods and functions; but I would still like to stress the fact that even today, rhetoric is considered the foundation of the practice and teaching of community-driven communication (but not in written form) (Craig 1999). Our goal yet again is to shed light on the cultural demand of communicational education derived from rhetoric, the significance of ethical rhetoric.

Rhetoric appears in five other instances in the core curriculum. All of these instances are connected to the cultural fields of Hungarian language and literature from 9th to 12th grade, concerning mostly basic knowledge about speech, text interpretation, style, logic and the main structure of texts. Naturally, communication appears much more frequently. In Hungarian (undivided) teacher training programs, rhetoric appears as part of the basic communication modules, usually not overly emphasised. It is, however, missing completely from training programs for history teachers, not to mention natural science disciplines and other relevant teacher training programs.

The approach curriculum frameworks take to rhetoric is primarily static and not dynamic: it is concerned with producing texts (with emphasis on improving analytical-critical thinking and reasoning). This result-oriented approach (the goal being the creation of a text) leads to students interpreting rhetoric as a product instead of as an activity, associating it only with certain genres and tools of communication. This insistence on completed texts weakens the perception of rhetoric as an intelligent process utilising situation awareness and the perspectives of invention and attention within the framework of education when it is apparent that the problem of unteachability lies in the time-consuming nature of producing the final texts.

It is needless to deny that the weakening influence of rhetoric in training programs and education in general is a consequence of the ‘soft sciences’ (social sciences and art) being reduced in significance. Similarly it is also indicative of the democratic suspicion surrounding persuasive speech, the effect of a misinterpreted, more and more exclusive “rationality concept”, the fact that public debates are considered strictly two dimensional (the winner takes it all) and the often manipulative communication strategies of media outlets. The failure of rhetorical education is clearly demonstrated by the hollow sound bites and commonplace texts produced for school leaving exams and the OKTV (National Secondary School Academic Competition) (cf. Major 2011), but the implications suggest even more issues. The decrease in social trust, the dissatisfaction with democracy (European Social Survey 2014), the disillusionment of young people (Magyar Ifjúság 2012 – Hungarian Youth 2012), the data collected by PISA concerning general life satisfaction (OECD 2014) are all warnings that the current depression and processes of change experienced by teachers and students alike cannot be explained by economic indicators. There is a need for an approach to rhetoric and communication that can provide a truly creative and explanatory force in the field of education and learning instead of a model that only provides tools for structuring speech.

On the following pages I am going to discuss the approach to rhetoric that should be applied by teacher training programs. The approach is summed up by a twelve-point list which is based primarily on both theoretic and practical international literature.

The concept of rhetoric

Rhetoric is the most socially-oriented aspect of human communication and its study. **It is concerned with the methods by which human interactions help people reach common agreements which later allow societies to make common efforts and perform deeds while forming a functioning community.**

Rhetoric is concerned with the coordination of social activities using verbal, visual, spoken or written symbols (Hauser 2002: 7–13). As an action, it is characterised by seven factors which also provide the conceptual framework for the theory of rhetoric. Rhetoric is:

- situational action,
- symbolic action,
- interaction,
- social action,
- strategic action,
- creative action,
- ritual and dialogical action.

Based on these factors, the most important characteristics of rhetoric are situational connectedness, mutuality, creation and plannability. In other words: rhetoric is not abstract but factual, not monologic but dialogic; it is not merely a mimicry of forms but a creative activity that is not an unconscious, but a conscious, intentional process open to reflection and assessment.

According to Lloyd Bitzer (1980: 21–38) the starting point of any rhetorical statement is the given situation; and sure enough, the biggest difficulty for students is to translate abstract knowledge into factual skills. Thus, the central concept of rhetorical communication is the actual situation along with concrete human relationships and needs: practical wisdom (phronesis). We must, however, presuppose the following criteria:

- 1) people harmonise their needs and wants with the inner mental and the outer physical world;
- 2) if another party enters the interaction, a symbolic, communicative and rhetorical aspect, need, want or problem also emerges;
- 3) the interaction is aimed at recognising, resolving and satisfying this need and at pairing it with another social need.

Rhetoric is a social activity as its goal is to enter into contact with at least one other individual and to create and reproduce a social reality. “In other words, people cooperate with each other in social activities aimed at creating compatible interpretations of their situations” (Hauser 2002: 10): thus, rhetoric is the tool and phenomenon of desired cooperation in a given situation.

The method of communication used by rhetoric is oriented towards the new but not primarily through being informative: it is characterised more by the ability to reinforce commonplaces (common knowledge) and by the dialogical and creative practice of invoking new points of view. Its ritual always starts by creating a common, new psychological space through grabbing the other party’s attention. Then – building on this new, unfamiliar type of attention – it accentuates already known information employing the contrast of harmonisation and unexpected twists. The seemingly unique content and the universal nature of the structure together create the forces that drive the rhetoric ritual and build up the moving effect and the experience of delectation.

Approaching rhetoric as a goal-oriented, ethical and social action does not exclude the possibility of applying it for visual, acoustic or spatial codes as well as verbal ones (Foss 2014, Ott-Dickinson 2009). Rhetoric’s century-old “muteness” and “blindness” has only been unveiled in the past few decades when it was expected to uncover and interpret the tools of visual persuasion within the communicative description and creation of sound. The rhetorical rediscovery of visual sceneries and architecture provides a number of exciting outcomes: uncovering how commercials affect us, how government authority manifests itself in urban spaces and how new media types relying on a myriad of images really operate. We might, however, consider rhetoric as an improver of understanding and attention, but also a means of creating interaction or a system for persuasive texts. As a competency and ethic, rhetoric places primary emphasis on community and the “other party” while also offering the ability to pay attention and listen (Struever 1998). This approach rests on the redefinition of the audience’s role primarily in the sense that it considers the audience an active participant instead of a passive group of people – the audience is not an object but a collection of moral human beings, a real community instead of a simple tool. Rhetoric (as a means of paying attention) is a concept built on the reception and acceptance of the “other party’s”, the community’s unique style of speech and unique

stories. Attention is one of the most problematic human functions of our current age: it is often brief, oversimplifying and many times prone to exclusion based on learned patterns and orientations. As a means of paying attention to people, rhetoric employs dialogue, open conversation and the acceptance of the other party's truth and validity. It teaches to truly understand words and to see further than the text itself. There are few who accept that all this – as an educational method – can go beyond the critical analysis of dominant narratives. At the same time the works of Jim Corder (1985) or Joyce Irene Middleton (2009) prove that this aspect is worthy of consideration both in a theoretical and in a practical sense: it encourages ethical and empathic openness along with paying attention to motivations and reason instead of strictly rational interpretations. This is all very important in teaching ethics, patriotic values and media consciousness.

Rhetoric as an educational practice, *paideia*

As an educational format, the thousand-year-old tradition of rhetoric has progressed sometimes haltingly. It is the methodology that “taught Corneille, Erasmus, Shakespeare, Milton, Melanchton and Edward VI the fundamental elements of composing speeches and texts. It was a similar book that encouraged Cicero and Plutarch, Gregory of Nazianzus and John Chrysostom to take their first steps in writing speeches. Even the first, tender words of Csokonai were inspired by the exercises of a similar old book. (...) It might seem (...) that the exercises follow a somewhat unusual logic. Students were not expected to be original, to find a unique voice or to create a whole new world. On the contrary: they had to learn and feel the traditional and common forms of speech and they had to become familiar with the language the cultured world had been using for many years to converse” (Bolonyai 2001: 7-8). It is apparent that one of the biggest challenges of today's rhetorical research and education is the redefinition of this very cultural ideal as will be discussed later. It is clear that the idea of creativity is not necessarily in line with the trope-based improvement of public thought. The two, however, do not exclude one another, especially in the age of remixes and montages where the most popular communicational gestures are sharing, participation and the interaction between individuals and multimedia texts.

Based on aspects from both antiquity and modern times, we might sum up the core concepts and directions of rhetorical education and practice relevant today as follows. Children should

- start their studies early (even within the family or from the start of formal education);
- be a careful observer of the world and a sensitive participant of communal situations and relationships;
- learn to concentrate on words/codes; learn to write, speak, remember and remind;
- exert their memory in order to improve their understanding of the world;
- become conscious of the fact that their behaviour is basically an honest and responsible form of “public activity”, improve their facial expressions and gestures to make them more expressive;
- become highly familiar with the proverbs, sayings and wisdom of their culture;
- be interested in public affairs, value community;
- learn to “translate” from a certain style into another;
- learn to live in the moment and improve their improvisational skills;
- love and employ wordplay and linguistic playfulness;
- enjoy the intellectual company of similarly trained people.

As Imre Montágh summarised it: “A good rhetorician is an excellent *observer*, has serious *insight* into the affairs of the outside world, is good at *deduction*, has a remarkable *memory*, is quick at *associating* while being *expressive*, *plain* and *to the point* in composing a speech” (Montágh 2008: 125). These characteristics might be aided by

- relying on the senses and reflecting on our communal impressions (in the improvement stage: observing exercises, seeing, hearing, touching, smelling, spatial perceptions, comparison, association and explanation);
- filtering important information with abbreviating, summing up, changing from one code to another (from visual to verbal and vice versa), improving emphasis and brevity (writing exercises, visual-spatial improvement, setting up spaces in order to change their expressive effects);

- exercising expressivity and memory (linking places and words/thoughts together, association exercises), employing tropes, improving spatial-visual intelligence (Gardner 1983, 1993), sharing the experiences with the community;
- taking part in unexpected situations and exercising critical reflection for those occasions.

According to the practice of rhetoric, a good (ethical) speech – be it linguistic or multimedial – requires a resourceful, inventive and responsible speaker who considers speaking a behaviour and regards expression as an organic part of the message instead of a mere ornament.

With the help of some important methodological concepts we can summarise how a rhetorician should attune himself/herself to the creation of a message (e.g. a speech, an autobiography, a vlog):

- use the presumed audience as a starting point instead of himself/herself – empathy;
- discover the opportunities for evoking inspiration and interest in his/her topic – motivation;
- be unique without offending anyone's feelings or taste – inventiveness;
- be all about community without losing his/her personal voice – ethicality;
- be liberal in crafting the message itself but strict in the selection of the disclosure – discipline;
- accept that the arrangement can be persuasive in itself, be consistent – reflexivity, critical approach;
- avoid borrowed phrases, speak in a personal voice – originality, independence.

These factors reinforce that the goals of education and development formulated within the core curriculum presuppose rhetorical knowledge as an organic element.

Rhetoric in teacher training: the foundations

Based on the above, the fundamental principles of the teaching of rhetoric and communication for students studying in teacher training programs are:

1. Rhetoric is an inseparable element of human self-expression and communication: it is an integral part of all human interactions.
2. Rhetoric is the communicative element of social existence; it is not only a method of persuasion but also a method of listening and understanding.
3. Rhetoric is more than simply an element of the linguistic code, thus it is not only one part of education concerning a given native language. It might be interpreted as a complex, comprehensive competency, communal literacy or social intelligence that, as such, exhibits biological, psychological, sociological, anthropological and technological characteristics.
4. We approach rhetoric the right way if we see it as an ethical-cognitive ability (Struever 1998, Booth 2003) and know-how as well instead of simply as a system of tools to help us create complex texts. This ability and know-how is important in helping individuals to an understanding of undecided human-social situations, to the creation of refined actions and discursive strategies that in turn motivate other individuals. As such, rhetoric should be a part of every educational subject and cultural area.
5. The foundation, source and medium of rhetorical intelligence are provided by human relationships and social situations not only in a rational but also in an emotional sense (Darwin 2003: 23). Important elements of this intelligence are attention (observation), reflection and situational sensitivity to originality, dissimilarity, deviation and sameness.
6. The goal of rhetoric is to educate empathetic, articulate, inventive, participating and sensitive citizens (Fleming 1998: 172–73). This person is

an individual with a personality and also a social creature: his/her rhetorical intelligence is never concerned solely with self-propagation but with community life and the enrichment of communal values. This requires that we consider rhetoric as a behaviour instead of a tool.

7. Rhetoric is not the inventory of creating texts but the complex system of abilities and skills made up of attention, empathy, imagination and emulation, the expression of emotions and understanding. Therefore, rhetorical education within teacher training programs should be structured as follows:
 - grasping rhetorical intelligence, improving communicational attention and rhetorical sensitivity (cf. “rhetorical sensitivity is a function of three forces: how one views the self during communication, how one views the other and how willing one is to adapt self to the other”, Hart–Carlson– Eadie 1980: 9);
 - the communicative description and exploration of the situation while assessing its cultural references;
 - the dynamic of the situation’s elements: informative, necessary, accepting, relational;
 - invention: creating the situationally sensitive message (questions, tropes, reasons);
 - making the statement’s genre, channel/medium and code a conscious decision;
 - the pragmatics of the statement: ethical presumption and the statement’s structure;
 - the variance of the statement: translation from situation to situation, from code to code;
 - the analysis of the effect.
8. Communication built on rhetorical intelligence is vital to the debates and cooperations that creatively nurture democracies. It is also fundamental to a type of coexistence that supports socialisation, to a type of understanding that ensures the continuity of culture, and to processes of remembering and renewal.
9. The “unpopularity” of rhetoric is expressed by the general discomfort of

society as a whole based on the positive correlation between the dissatisfaction with life, self-assessment, trusting and participating in society and fulfilling communication (cf. among others the research done by Arslan et al. 2010, Asgari et al. 2012, Lopez-Noval, Pugno 2013 and data provided by the PISA and the European Social Survey 2014).

10. The teaching of rhetoric in Hungary requires more Hungarian literature about the topic, the regular exchange of positive practices and more international experience.
11. Rhetoric is a fundamental element of being a teacher. Without this system of intelligence, knowledge and ability, the role of a teacher cannot be completely fulfilled.
12. The teaching of rhetorics and communication should be an organic and permanent part of teacher training programs regardless of the subject the individual majors in.

In Lieu of Conclusions

An education in rhetoric is vital to realising the core goals of national education as well as to succeeding in personal endeavours and social situations. Rhetorical education in Hungary is still suffering from the effects of the political and social system that only came to an end at the end of the 20th century – a system that oppressed persuasive-deliberative-dialogic discourses altogether. On the one hand, the foundational works and practices for the continuity of rhetorical education are missing; on the other hand, the middle generation of teachers and teacher trainers with deep knowledge of rhetorical studies are absent as well: it is clear that we have been witnessing the breaking of a tradition in the past twenty five years. At the same time, discourses concerning the place and order of rhetorical education and research have been gaining momentum in the past few decades, primarily on an international level. The present study was aimed at reinforcing these trends within Hungary through the presentation of newer aspects and at redefining the place and function of rhetoric within teacher training programs.

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Imre Szijártó

Improving Media-awareness – Solutions, Methods and Models

1. Levels of Improving Media-awareness in Public Education

1.1. Improving Media-awareness as a Cross-curricular Task

Government Decree 110/2012. (VI. 4.) about the publication, introduction and application of the National Curriculum includes the text of the National Curriculum (NAT).

Chapter I.1.1 of NAT, ‘Areas of Improvement – Educational Objectives’ defines the so-called cross-curricular areas of school education. Teaching Film and Media Studies is an integral part of almost every cross-curricular area, serving various educational objectives. Thus, the improvement of media literacy is considered as a comprehensive task.

From our point of view, the most important section is the article about ‘Education for Media-awareness,’ and for this reason it is quoted in full below.

“Education for Media-awareness. The objective is to educate students in a way that they can become responsible participants of the mediatised and global public: to teach them to understand the language of new and traditional mediums alike. By forming explanatory and critical attitudes, Education for Media-awareness prepares students for the participative culture of democracy, and the planning and conscious formation of a value-based everyday life, which is also influenced by the media. Students gain knowledge about the operation and mechanism of the media, the interrelations between the media and society, the distinctions between real and virtual, public and private contacts, and the legal and ethical significance of these distinctions and media features.”

1.2. Media-awareness in Curriculum Frameworks

The Appendix of Decree 51/2012. (XII. 21.), about the publication and legal status of curriculum frameworks of the Ministry of Human Capacities includes the curriculum frameworks (Curriculum framework) that apply to each school type, pedagogical period, grade, educational programme, subject and some special tasks concerning public education.

If we look at Film and Media Studies and media literacy from a historical perspective, it can be stated that the number of lessons has significantly declined since the introduction of NAT; moreover, it is no longer taught as an independent subject in primary education – on the other hand, its cross-curricular role has increased.

1.2.1. Media literacy in Curricular Units

In the following section, we examine those parts of the Curriculum Framework in which definite curricular units specify the improvement media literacy. The curriculum of Hungarian Language and Literature contains these full thematic blocks.

Those topics are to be emphasized that explicitly contribute to the education of Hungarian language and Literature with film and media content. These are as follows: The Tools of Media (1): Plot and Narrative on Film (3 lessons); The Tools of Media (2): Classification of Texts in Film and the Printed Press (3 lessons); The Social Role and Usage of Media; Media Language; Explanation of Media Texts (4 lessons). It can be seen that the curriculum covers ten lessons. The syllabus and pedagogical objective of these ten lessons contain the dense material and tasks of the improvement of media literacy.

According to this, “the expected results of the improvement” are the following: “the students are familiar with the basic tools of media, the genres of printed and electronic press. They know the social roles of media, especially that of audio-visual media and the Internet, as well as the main features of the operational methods. The students develop the basic level of media-awareness, which is an independent and critical attitude.”

1.2.2. Media-awareness in Subject Framework

The primary objective of Film and Media Studies is to develop media literacy. The subject gets lessons in two different ways, as it can be seen below:

Lesson plan for Curriculum Framework: 9-12 th Grades, secondary grammar school				
Subjects	9 th	10 th	11 th	12 th
Visual Culture	-	1	1	-
Drama and Dance/Film and Media Studies*	1	-	-	-
Arts **	-	-	2	2

* One of these subjects is compulsory.

** In the 11th and 12th years, the four Art subjects (Music, Visual Culture, Drama and Dance, Film and Media Studies) can be chosen optionally to fill the Lesson Framework of Arts.

Film and Media Studies as a Compulsory Optional Subject

The introduction of the chapter concerning Film and Media Studies of the Curriculum Framework defines the number of lessons as follows: “According to the regulation, in the 9th (-10th) year of secondary grammar schools, Film and Media Studies is a compulsory optional subject, while in the 11th -12th years, the school shall have the right to decide which subjects of the educational area of Arts (Music, Drama and Dance, Visual Culture and Film and Media Studies) are taught, in whatever ratio. In the 11th and 12th years, the total number of lessons of the educational area of Arts is 2 lessons/week/year. Accordingly, the school may shape its teaching of Arts to its own preferences in the 11th and 12th grades, either by selecting the preferential Art subjects or by developing its own complex subject structure in its local curriculum.”

The number of the compulsory optional lessons is 32, which means one lesson per week in a school year.

The broadest concept in the curriculum and the school work is the social role of media. Therefore, the products of mass media are to be examined in class from the aspect of their social significance.

Key concepts are: tools of expression on film; references in films; excess of signals and uncertain meanings; the double nature of films; organisation of visual scenes; writing for motion picture; types of programmes; new media; history of communication; media institution; media-text usage; ethics.

Film and Media Studies as Part of the Educational Area of Arts

The introduction of the educational area of Arts makes the following supplement to the above quoted introduction: “Consequently, each Art subject, therefore Film and Media Studies as well, has its curriculum framework for 2 lessons/week/year, but its application depends on the demands of the particular school.” The objectives of the subjects is defined as follows: “for the 11th and 12th years, the improvement of abstract sociological thinking in connection with media phenomena, and the understanding reception of the new media language and those pieces of art that go beyond conventions.”

In this respect, the subject is planned for four terms, with two lessons per week. It is the highest number of lessons, although one-, two- or three-term programmes are also possible.

The numbers of lessons divided into four terms are: 32+32+34+34.

The key concepts are as follows: the recognition, understanding reception and adequate usage of media tools; social roles of media; conscious media usage; tools and text structure in traditional and new mediums; story-telling, publicity, media business, mass culture and elite culture, representation, mass communication, reception theories, ethics, media regulations, chapters from the history of artistic and mass films.

2. Media-awareness in the Institution Activities

In the following section of our paper, we elaborate on the recommendations in connection with the educational objectives; for this reason, the experience of participants of teacher training is analysed. Our aim is to set up models for the participants of teacher training in Hungary with the help of our experience regarding institutional development. Our department defines itself as an educational workshop about the moving image that merges creative work, theoretical reflexions, and methodological awareness. At the same time, it is obvious that the experience gained through the activities of the Moving Image Department of Eszterházy Károly College in Eger cannot be dealt with as a whole, as they are connected to a particular organisational system, professional image and training supply, but certain conclusions of our paper – and what is more important, its spirit – can be utilised in teacher training.

This paper also takes into consideration those activities that take place in Bachelor or disciplinary, in other words non-teacher training, Master programmes. Why do we not talk about teacher training only? 1. Because teacher training cannot be separated from Bachelor programmes. 2. Because in the Master programmes there are a lot of overlaps between the disciplinary and teacher training courses. 3. Because from organisational and professional points of view, our department is both a teacher training and a specialised department (it belongs to the Faculty Teacher Training and Knowledge Technology). 4. Improving media-awareness is not only a task of teacher training, but it should go beyond the borders of formal education, in other words, the college.

Theoretical Background of Improving Media Literacy and Media-awareness

Media Literacy means the access to media, the understanding and a critical assessment of media and media contents, and the ability for communication in different contexts, which applies to every aspect of media. The recipient has a more conscious perception of those media messages – such as television programmes, films, images, texts, voices and websites – that appear in different communicational mediums. The concept of media literacy is defined most ac-

curately in the European Commission Recommendation of 20th August, 2009 (Media literacy 2009/625/EC).

In the following part of this paper, the concepts of media-awareness, media literacy and media understanding are used as synonyms.

Improving Media-awareness – Insight into the Activities of a Motion Picture Workshop

Our Own Programmes

Of course, the focus of our work is represented by the programmes of our department. Including the PhD programmes, students of ten college years attend our classes, thanks to the rich portfolio presented below. The programmes on offer are as follows: Television programme executive, higher-level vocational training; Film and Media Studies BA, Motion Picture Artist (disciplinary MA), Teacher of Film and Media Studies (MA), Teacher of Media, Film and Communication (MA).

As it can be seen, two of the programmes listed above belong to teacher training directly, but as we emphasised in the introduction, the programmes overlap and are based upon each other – consequently, teacher training cannot be performed without the other forms, as a unified concept determines all the programmes, and partly the same students take part in these programmes with the same staff of instructors.

PhD Programmes

The sub-programme called electronic learning environment of the doctorate (PhD) course in Pedagogy has some connections with media-pedagogy. Moreover, the sub-programme is closely related to teacher training, since one of its tasks is to prepare researcher-teachers – thus, the doctorate course is the highest level in teacher training in Hungary.

By now, as a consequence of several decades of conscious structuring and development, Eszterházy Károly College has become a well-known and acknowledged academic workshop in the fields of the electronic learning

environment research and the educational application of information and communication technology, attracting students from all over Hungary.

The electronic learning environment sub-programme of the doctorate course takes an interdisciplinary approach to examine the roles and effects of information and communication technologies in the areas of education, learning, and in human resource development in general. The principal aim of the programme is to carry out an academic study of the system of opportunities that information and communication technology tools provide for the theoretical and practical aspects of both teaching and learning.

Only one course unit of the doctorate programme is mentioned here so as to emphasize the unity and the logical structure of the portfolio that begins with a higher-level vocational training and ends with a doctorate programme: the course unit called Film- and Media-pedagogy represents the spirit of our department the best.

Film and Media Studies Partial Upgrading Module

The Film and Media Studies partial upgrading module belongs to those courses that are available for students of any major. The partial upgrading module is a course type with 50 credits, which is open for every student of the college.

From the aspect of improving media literacy, this type of training has two important elements: firstly, the students can acquire comprehensive knowledge about electronic mediums, and secondly, after completing the course they have the opportunity to continue their studies in the Film and Media Studies master programme. Consequently, this form of training provides an opportunity for every student of the college to enter teacher training.

Optional Course Units

Optional course units are available for each student. In fact, these course units – offered by the whole institution – are not extra lessons, but they are provided as part of the credit list, and are compulsory for their given majors. Consequently, every student may have course units focusing on media literacy improvement, and according to our experience, these optional course units are

popular. In the case of optional course units, the students may have an insight into the offers of majors that interests them.

Cross-training

Cross-training represents an important part in our work, since these lessons that are required by other college departments provide an excellent opportunity to share our ideas and professional knowledge with students of all kinds of majors. The system of cross-training is a network within the whole institution: our department also asks for lessons from instructors of other departments. These lessons are necessary because the instructors may contribute to the training of other departments with their professional knowledge. This rough list gives an insight about the course units our department provided for other departments within the system of cross-training: Radio Practice, Television Practice, News Programme Production (Music Department), Documentary Film Production, Magazine Programme Production, Technical Bases of Electronic Journalism, Video II (Communication and Media Science Department), Video II, Special Video, Film and Literature, Analysis of Television Programmes (Visual Arts Department), subjects of Television Programme executive higher-level vocational training (Comenius Faculty, Sárospatak).

The course units of cross-training are taken by the students as part of their compulsory programmes.

Film Clubs

In fact, these are course units of a very special nature; they can be either optional or compulsory. Film-clubbing is an extraordinary and very attractive way of improving media literacy, as there is always a discussion after the screening, and there is also an opportunity to meet the artists or film historians. The topic-based series set up a new context for the given films, which in our experience enables students to acquire knowledge about film culture. Film clubs may also have a methodological relevance in teacher training, since the students may gain experience about compiling series, organising events and follow-up programmes.

Film clubs are always offered as compulsory course units, consequently the students may gain credits for them; but there is also an opportunity to take the course as an optional one.

Furthermore, the topic-based film clubs are open to the public, more exactly the programme of particular terms are advertised for certain groups of possible viewers.

Master-courses

Our master-courses also represent a special framework for improving film literacy. These courses are held by our instructors, but guest lecturers may be invited as well – this latter option has become regular thanks to a subsidy programme: we had the opportunity to invite well-known professionals and artists. Students get credits for participating in master-courses, but everybody can attend these lessons.

Extra-curricular Sessions

The main objective of these lessons is to strengthen the students' competence for a systematic approach. The lessons take place in a television studio. The practical nature of the lessons is represented by the approach that focuses on the coherence of different scopes of activities. Our aim is to enable students to adjust the technical system of a particular programme, as well as to direct and record it.

Other Forms of Training

These forms of training are closely related to adult education, post-gradual programmes and non-formal training. Two of them are to be mentioned here, because these are very new initiatives: one of them is adult education, and the other one is teachers' post-gradual training. The first is the Documentary Film Production for Local Knowledge, in which the following professional studies appear: Preparation, Shooting, Post-production Work, Market Release of Documentary Films for Local Knowledge, Participation in Work Processes. The

course is attended by practising teachers, so their achievements will contribute to their work at schools. The second one is a post-gradual training for teachers, called Improving Media-literacy. The objective of the course is to prepare teachers to improve the students' media-literacy. In this programme, the participants deal with the professional studies concerning film literacy improvement, methodological processes and the bases of motion picture writing.

Creative Workshops

The creative workshops may serve as perfect grounds for talent development, so let us present here a short introduction about one of them. The Studio of Young Filmmakers in Eger – in memory of György Illés is a film workshop, a creative group, the film workshop of Eszterházy Károly College.

The Studio of Young Filmmakers in Eger – in memory of György Illés maintains and propagates the spirit and professional work of György Illés. Similar creative workshops may serve as a good example to participants of teacher training for planning and managing school activities.

Events

In this chapter, we present a list of events that can be related to improving media literacy: public presentation of our students' works (the so-called 'screenings'), presentation of our instructors' works; Eszterházy Film Days, Slowfilm Film Days; workshops and other school events.

Improving Media-literacy on an International Level

These relationships are suitable to represent our results in an international context. We do not deal with our foreign and foreign-language publications in this paper, because these are part of our academic activities. International relationships are of outstanding importance in teacher training, since the Hungarian teacher training model in the field of Film and Media Studies has gained international acknowledgement. We presented on some of our experiences recently in Russian and Polish teacher training institutions.

Popularisation, Competitions, Contests

The popularisation activity of the department instructors is important because it can show the extracurricular forms of improving media literacy to the students. The following types of activities are worth mentioning: film jurying at festivals, presentations and participation in cultural events (Cinefest, Mediawave, Titanic, Association of Hungarian Film Clubs – almost every event has direct connections to pedagogical work).

One of our latest enterprises was a film literacy contest in memory of Jenő Kakuk for secondary school students, the topic of which was centred around four classic pieces of Hungarian film art.

Projects and Research

We highlight here those recent projects that are relevant for teacher training, or have general consequence.

Career Guidance Film. The concept of the film: a career guidance film about the engineer-teacher training master programme. Qualifications to choose from: engineer-teacher (materials engineer), engineer-teacher (mechanical engineer), engineer-training (engineer IT specialist), engineer-teacher (technical professional instruction). The film propagating the major presents the training from the engineer-teacher's aspect, also giving an outline about employment opportunities. It describes the tasks of a teacher working in public education, and a teacher fulfilling extracurricular activities and working in vocational training. The elaboration follows two aspects: it shows the training in its progress, as well as giving an insight into the best things about the profession. The film presents an objective picture on the profile of engineer-teacher training, and it also highlights some scenarios from the work of the professionals.

Career Planning and Orienting Short Film. The concept of the methodological film: the objective of the film is to represent the electronic learning methods, and the pedagogical, education-organisational, methodological and technical facilities that are essential for practising the state-of-the-art learning methods. This methodological film uses a didactic presentation to demonstrate the opportunities provided by electronic learning environments, their methodological specifications, their advantages in comparison with traditional learning meth-

ods. Apart from this, the film concentrates on the benefits of electronic learning environments. It gives an insight into the tool requirements of contemporary learning methods, and those activities that are carried out by the students. The film focuses on the users' point of view: special emphasis is placed on the pedagogical, didactic and ergonomic aspects of learning material usage in e-learning activities.

The film provides information on the pedagogical-psychological background of independent learning that takes place in electronic environments, the special world of different frameworks, and the specifications of acquiring knowledge appearing on traditional (PC) and mobile (e.g. tablets, smart phones) devices.

Model Lessons on Improving Film Literacy. The common principle of the twelve films is to improve film literacy – this work took place in model lessons, different communities and field works. The films are available in Hungarian and English, directed by the instructors of the department. Some keywords are worth mentioning: *Zoo in a Backpack* – the medial representation of reality. Methodological lesson with students of the Geography Master Programme; *Budapest by Day and Night* as a moral tale. Methodological lesson with students of Andragogy and Social-pedagogy majors; “The Author is Dead. Long Live the Author!” – the creative ego on film. Methodological lesson with students of Film and Media Studies Master Programme; *Habits and Film Preferences.* Methodological lesson with students of Film and Media Studies Master Programme; *Creative work with students of Bachelor programmes; Creative work with students of Master programmes; Frame by Frame. Media education in Dunaharaszti; Development activities for children; Using Films for Conflict Management.*

Teaching Materials. In this paper we do not present all of our teaching materials or their usage, but we try to show how our teaching materials and demonstrative-type publications may serve media literacy. We put the greatest emphasis on the teaching materials for students taking part in teacher training.

Methodological Materials. The methodological recommendations focus on embedding the improvement of film literacy into the syllabus of different subjects, and how teachers can use film as a demonstrative tool. Target groups: 1. Students of majors aimed at fulfilling extracurricular tasks (Family and Child Protection MA students and/or Leisure organizer MA). 2. Visual and Environment Culture MA students. 3. Geography Teacher MA students. 4. Film and Media Studies MA students.

Research. Among our researches, we would like to stress the one that studied the media literacy strategies of primary and secondary school students. Our results can be mostly utilised in developing comprehension skills. We hope the research will help us understand the students' ideas about film, and this knowledge may contribute to the pedagogical work at school.

Models –possible further developments of each activity

This chapter summarises the paper on the basis of the logical system of the previous chapter. The aim of this summary is to examine whether it is possible to generalise the activities analysed so far.

It is obvious that our offer of trainings cannot serve as a model, since this portfolio has evolved as a result of the special structure of our institution and units. However, our recommendations can be relevant to some very important sections of the work of the instructors.

PhD programmes in pedagogy show significant differences in Hungary, thus we described a special and unique structure above. At the same time, it would really be exemplary for the pedagogical programmes to include at least one course unit dealing with media literacy, which is reasonable because of the actual and interdisciplinary nature of media pedagogy.

The good thing about the partial upgrading module is that in fact any student may take it – the mosaic-like feature of the training is one of the basic theories of the Bologna Process. From the academic years 2015-2016, the programme of the partial upgrading module is harmonised with the undivided teacher training programme of Media, Film and Communication Teacher, which means that the offerings of the former have been selected from the credit list of the latter. Accordingly, the students completing the partial upgrading module may transfer to the undivided teacher training major where they can have all 50 credits of the module accepted. Therefore the contents of the partial upgrading module and the undivided teacher training are the closest to each other, in other words, the partial upgrading module becomes one of the training forms for teacher training.

Cross-training is an excellent way of improving media literacy – and a great number of competences. It is the essential interest of every participant to improve cooperation between similar majors, departments and faculties.

The methodology of film-clubbing can be utilised in various film club activities, so this form can be highly recommended to every institution provided appropriate professional knowledge and experience are available.

Master-courses are held at nearly all institutions. The exemplary nature of our events can be found in the topics and the special spirit of the lecturers.

Activities that are not part of the credit list are supposed to be offered in every institution. It is essential to take the features of the institution into consideration.

Creative workshops are available in every institution where such activities are operated. The character of the organisation can be model to follow, new aims must be set up to develop the structure.

In connection with the events of the department and outside the institution: they serve as excellent opportunities for non-formal learning, so they play an important role in teacher training. Popularisation activities can be also utilised for improving media literacy on the level of the society.

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Improving Self-knowledge and Social Culture in Teacher Training – Presentation of the Present Practice and Recom- mendation of a Possible Model

The Importance of Improving Self-knowledge and Social Culture

Deep professional knowledge of the subject is only one element of effective teaching. The success of transmitting knowledge – using a psychological phrase: the authenticity of the message – depends on the personality of the teacher, therefore this personality is a teacher's most important asset (Bagdy 1997, Klein 1998). Self-knowledge, our awareness of who we are, a realistic, accurate assessment of limits and possibilities may be the most important tool for the improvement of one's personality, for maintaining appropriate mental health. The dominant concept about knowledge acquired at school is that of 'lifelong learning.' It applies to self-knowledge as well: the knowledge about ourselves is increasing, renewing and changing continuously. This thesis may be relevant for any profession, thus it is of outstanding importance to enable teacher training students, already as part of their training, to improve the various elements of self-knowledge and social culture, and let them deepen their knowledge consciously and systematically. We also see how these have made their way as skills into more recently developed Anglo-American curricula ([http1](#), [http2](#)). It is also important because teacher training (Túri 1996, Kádár and Szarvas 1999) takes place at the age when both self-knowledge and social culture have especially important roles in personality development. The elementary and personal demand for this is worth being served even during training and relating to the process of becoming a teacher (Tókos 2007). Of course this process can only be com-

plete and long-lasting through the whole career of a teacher if it does not finish with the end of the studies. There shall be an opportunity to follow the path of conscious self-knowledge, so that the experience gained could be applied and serve as feedback in the pedagogical work. In this present paper, we try to introduce the present situation from the ideas and training objectives expressed in the National Curriculum (NAT), through the training programme of higher education institutions that train teachers for the two main levels of public education, to the actual course units. During the understanding phase of this task, we realised that the framework for improving the students' self-knowledge and social culture skills is similar to improving the personalities of the pupils as it is defined in NAT. Limitations of space allow us to discuss only part of what we find important to say about our topic: this paper will be a short survey of our conclusions. These conclusions and results summarised here were obtained by analysing the topics of curricula from various levels of teacher training, and by interviewing instructors from universities and colleges, teachers from secondary schools, and teacher trainees.

Improving Self-knowledge and Social Culture according to NAT

According to NAT, self-knowledge is the basis of social culture, since we can only adapt to a group or community, and after all to society, if we know ourselves, our skills, knowledge and personality. It is not only important because we should be aware of our positive features, negative characteristics and qualities, and try to find our place and tasks accordingly, but it also has a strong influence on our personal relationships, our status within a community and the acquisition of certain roles. Appropriate self-assessment and social relationships provide a favourable atmosphere for mental development, improving optimal skills and other types of literacy. That is why NAT puts a special emphasis on these skills: although there are no lessons for them, they are built into other subjects. To develop them is also important because it helps to establish a learning environment in class that makes students feel comfortable, motivated and able to concentrate on their studies. Both skills – especially self-knowledge – is strongly connected to lifelong learning, creating appropriate and realistic future plans in order that failure can be avoided. It is summarised as follows: “Self-knowledge

– as a skill based on **personal experience** and **acquired knowledge**, a continuously developing and improvable skill – is the basis of social culture. The students' **favourable mental development, optimal improvement of skills, expression of their** knowledge and **competences** must be enabled. Students are to be encouraged to **express their emotions authentically, develop empathy and mutually accept each other**. So that students participating in the teaching-pedagogical process could **get a realistic self-reflection** based on the acquired skills and knowledge, they need support throughout the whole teaching-learning process. It is important in order that they could be **aware of** the fact that they are the ones who **can shape their own/personal development, faith and career**. A well-established self-knowledge contributes to a **moderated personal and social lifestyle**, the **understanding and respect** towards others, and it helps to establish **loving personal relationships**" (Magyar Közlöny (Hungarian Journal), 2012: 10642).

In practice, the improvement of self-knowledge and social culture takes place mainly in the so-called 'form master's classes', community activities both inside and outside school (competitions, games, trips, etc.); of course the form master has the most important role in these activities. Apart from this, it can be seen that such activities are embedded in other competence areas: for example in local or national history, in defining national identity, preparing for adult roles, communicative skills, developing mental and physical help; actually, being aware of the level of knowledge regarding each area of literacy belongs to self-knowledge. Classes that put more emphasis on communal activities rather than theoretical knowledge – such as sport games in PE lessons, or singing in a choir in Music lessons – provide excellent grounds for social culture. Effective cooperation, arguing, conflict-management, understanding and empathy (and the possibilities for their application) are acquired in these lessons in a hidden way. Self-reflection and self-knowledge belong to the emphasised areas of development: "The values and competences that are mentioned in the National Curriculum can only appear in the students' self-reflections and become influential factors if the students themselves participate in the identification of the values, are aware of their consequences and the operation and usability of the acquired knowledge and skills. So that the students could integrate the acquired knowledge, skills, learning-enhancing attitudes and motivation into their self-reflections, it should be provided that the students feel more and more

competent considering their responsibility for their own development, faith and career. Self-knowledge and self-control, independence; the demand for self-improvement and the activities enhancing it, and human dignity – as the result of them – can serve as basic objectives in shaping the person’s attitude to himself or herself” (NAT (National Curriculum) 2012 – 13).

The concept of self-knowledge is easier to define, since it has easily comprehensible and developable features. Social culture is a more complex, more difficult phenomenon, and it can be stated that the mapping of some elements of self-knowledge in society constitutes that part of the social culture that is an important area for development according to the National Curriculum (NAT). There is a similar situation in international practice as well, as exact reference to the improvement of social culture can be only found in New Zealand.

Appearance of Improving Self-knowledge and Social Culture in Institutional Trainings

I. Course units regarding essential, topic-based psychological studies

- a. **General Psychology:** Courses including topics of general psychology can be found in the teacher training programmes of both institutions. Although the subjects have different names, they function as the first steps of psychology courses, they are typically introductory type lessons.
- b. **Personality Psychology:** The other course unit that is part of both teacher training programmes is the so called “personality psychology” that deals with basic personality psychological phenomena and processes. These course units are essential for getting closer to self-knowledge.
- c. **Social Psychology:** The presence of social psychology is also a uniform feature in teacher training programmes. The understanding of the basics of psychic phenomena created through social relationships is important for both self-knowledge and social culture. It can also be essential in such special training programmes in which social psychological phenomena

are in the scope of the studies (communication, groups, personal relationships, etc.).

- d. **Developmental Psychology:** A huge deficiency of modern trainings is that a course unit dealing with the development of different psychic phenomena, skills and abilities is not a general feature in these training programmes. It is sometimes emphasised, for example in primary school teacher training (very rightly), but it is absent from certain programmes.
- e. **Course Units Focussing on Special Phenomena:** Such psychological and pedagogical subjects belong to this category that focus on both self-knowledge and social culture in a direct or indirect way. Course units about different deviant behaviours or social problems are good examples.

II. Training Sessions

- a. **(General) Development of Teacher Personality:** This is a very aptly titled course unit. Although there are usually special objectives, these are quickly overridden by the students' overwhelming desire of self-knowledge. Since psychology is not a compulsory feature of public education, most students encounter this method that requires special qualifications and sometimes even special circumstances for the first time. This method is very difficult to be adjusted to the 45 minutes of the Prussian educational system, but it is a good way to start a conscious journey into self-knowledge (Marlok and Martos 2006).
- b. **Training Sessions Improving Different Social Skills:** These sessions have more traditions either because of the organisational psychology from the labour market or thanks to certain elements (questionnaires, tests, exercises) spread by the media or the Internet. It can be also added that these sessions are popular because they are not so intimate, so there is less personal risk involved. It is possible to take such sessions in both institutions. They are usually centred around important phenomena of social culture such as communication or conflict management. These sessions

do not only contribute to the improvement of personality, but also serve as methodological sources for teacher training students.

- c. Mental Hygiene-type Training Sessions (stress-management, etc.): This is also an important method that can be available. It has a significant role in attitude formation and socialisation, both of which are essential in a teacher's career. Both self-knowledge and social culture are included in these sessions; they have direct and indirect effects (Szőke-Milinte 2004).

III. Subjects Focusing on Special Groups and/or Problems

These are mainly typical in Special Needs Education, and in the case of subjects concerning children with special needs. Multicultural values (tolerance, empathy, the need to learn about and accept one's own and others' culture, the development of citizenship skills and the possibilities of such development) are acquired at these courses. They are really method- and practice-oriented course units, but they may be considered as a borderline between traditional seminars and training sessions concentrating on experimental learning.

IV. Courses on pedagogy

The lecture on Didactics and its associated seminars could not be left out of the programme, since it is here that students learn how to teach and stand up in front of a class; they visit other teachers' classes, evaluate themselves and each other; they learn about and experience the process of teaching. Teaching how to learn also belongs here, and it is aimed specifically at development. What place and role a person, a child, the family, a community, ourselves have in society is also something students learn at these pedagogical classes (The social foundations of education, Social pedagogy). In addition, there are other courses explicitly about preparation for the role of the teacher: The profession of teaching, The complex questions of a teaching career.

Strengths and Weaknesses

Compared to the Bologna Process-type training, undivided teacher training has been modified not only in how many semesters it takes up, but in its content as well. It is a positive feature that although the number of course units in the pedagogy-psychology module has decreased at the College of Nyíregyháza (it has increased at the University of Debrecen), more emphasis is put on the development of the students' self-knowledge and some elements of their social culture in the courses. They also appear as expressed objectives in course descriptions. Another important factor is that the changes of the contents of particular subjects resulted not only in different titles and the emergence of new course units, but a demand arose for developing a number of competence areas within them.

Gaining practical knowledge or preparation for one's own developing tasks are more emphasised than in a Master programme or in the compulsory courses of Bachelor programmes. On the level of theories, the students of undivided teacher training acquire the same knowledge as in the Master programme; however, undivided teacher training offers more methodological knowledge and more methods for developing skills. Perhaps less attention is paid to the opportunities to develop the students' self-knowledge, coexistence and cooperation, and to shape effective team work, and there are also fewer courses focusing on concrete exercises and practice in both institutions. We have no experience concerning professional practice in undivided programmes so far, but it can be highlighted as a positive feature that there are two terms for the students to familiarise themselves with the tricks of teaching, the internal world, structure, institutional systems of schools, and it provides an opportunity to meet everyday school situations and problems. Seminars and practice are preferred to lectures. Psychological training sessions enable students to know their own and their pupils' personalities better. However, it seems to be a deficit that the acquired knowledge cannot be tried out in a professional practice (explicitly as a psychological practice), because that course disappeared in the Bologna Process. It is of outstanding importance to provide practice for the students, not only in their final year, so that they could experience what is ahead of them. The discussion of the experience and cases learned during professional practice is favourable in follow-up seminars (or a similar, but only optional course, called Pedagogical Case Studies) that provide help and support for the students

to cope with possible problems, and also for a deeper acquisition of experience. There is a demand arising from these discussions that the seminars preparing students for the teaching practice should be held by an experienced instructor. On the basis of the interviews it can be concluded that putting theory into practice is the most difficult for students. One possible reason for that can be that there is less time and energy to complete the pedagogical objectives described in NAT, because students concentrate on the syllabus of the subjects. In both institutions, having researched the course unit networks of master and undivided programmes alike, we can state that the protection of physical health gets less attention than developing psychic and mental health. Among the categories we have studied, we have to highlight the concept of sustainability, which is also included in NAT; however, it was not identified during document analysis. The development of the sustainability of physical and mental health and creativity are not or just briefly mentioned in course descriptions. Concerning the fields of social culture, neither training programme included such topics as the importance of representing one's own interests, how this skill can be improved and transmitted in a way that self-interest is still behind the interests of the community. The family as the dimension of social needs only appears in the subject called Improving the Pupils' Personality, while the students are at an age when it is necessary to gain proper knowledge about healthy personal relationships, sexual life and responsible family planning.

Summary of Experience

Summarising the document-analysis and the opinions of the interviewees – the instructors, students and other workers of the teacher trainings of the institutions in question –, it can be seen that both the instructors and the students are satisfied with the training, believing that they gain appropriate knowledge from both professional and pedagogical-psychological aspects to be able to work as teachers. Nevertheless, the most prominent factor is still the professional practice, when students may experience real-life situations and test their knowledge. Since these mean the greatest progress in the preparation, it should be very important that the students may take part in practice as soon as possible, even

if these lasted less than a term (two terms in undivided programmes). Only those teachers who started their career long ago think that the preparation of the teachers-to-be is insufficient, but generational differences may also contribute to this opinion. Regarding the improvement of self-knowledge and social culture, it can be concluded that they can be realised through the dimensions relating to the students' own self-knowledge and social culture. This is the method to prepare students to develop children in these fields. We have to be aware that the development of these competences takes place latently, thus teachers-to-be cannot pay enough attention to bringing this field up to date – if they can at all in the beginning.

A Recommended Model for Improving Self-knowledge and Social Culture

Our objective was to set up a model that is in harmony with the elements and social aims of self-knowledge and social culture as it is defined in the law (NAT). It should be adaptable to the teacher training programmes in progress at present, and generally it should be suitable for the circumstances, conditions and opportunities of teacher training, post-gradual teacher training and (public) education. It should try to gather the main ideas and methods regarding self-knowledge and social culture – that are mostly part of the present system as well – into a coherent progression. At the same time it should meet those professional expectations, conditions and protocols that are required for the professionals of other sciences dealing with the phenomena. We are convinced that the conditions of effective information exchange are present, but sometimes the lack of appropriate professional communication (social culture!) or the rigid and unrealistic rules for tenders and accountancy, or other factors that are not dealt with in this present paper may hinder this process. In elaborating the recommended model connected to pedagogical objectives, we tried to review the requirements and directives of the National Curriculum (NAT) regarding self-knowledge and social culture.

The Available Training Background of the Model

In general: On the basis of the information collected, it can be stated that a major part of the material concerning the two groups of phenomena that is applied in pedagogy can be found in teacher training at present. It provides opportunity to construct a training for teachers that is similar to the method-specific training of the psychologist profession:

Theory → One's own experience → Training → Supervision

Current teacher training and its institutional framework is able to accommodate this.

I. Teaching Relevant Theories in the Recommended Model

According to the information available, BA, BSc and MA, MSc teacher training students, as well as students of the undivided programmes acquire the basic knowledge that is necessary to understand the phenomena through the psychology subjects of the training programmes.

- a. General Psychology: The most important concepts for self-knowledge and social culture: emotion, will, motivation, attention, memory, learning
- b. Personality Psychology: The most important concepts for self-knowledge and social culture: structure, development, functions of personality, psychological approaches, tendencies
- c. Social Psychology: The most important concepts for self-knowledge and social culture: perception, attribution, communication, attitudes, values, group, attraction theories
- d. Developmental Psychology: The most important concepts for self-knowledge and social culture: socialisation, development, maturing, periodization, regression
- e. Course Units Focusing on Special Phenomena: The most important concepts for self-knowledge and social culture: deviant behaviour, social problems, health psychology, psychopathology, processes in the psychology of organizations

II. Access to One's Own Experience in the Recommended Model

In the case of methods affecting personality directly, one's own experience about the given technique is of basic significance for the acquisition and authentic and effective application in the future. The number of lessons of one's own experience is usually the same as the recommended number of lessons of the particular method (20-50 lessons). The time and formal framework of the training session called the Development of Teacher Personality is absolutely suitable. It applies to most training sessions that are offered in teacher training and post-gradual teacher training.

III. Providing Preparation in the Recommended Model

If a teacher would like to acquire the whole technique, it is possible to gain the relevant methodological knowledge in a preparation group. If there are enough applicants, it could be a post-gradual module. If there are not enough applicants, it is possible to take part in a group organised by the professional association teaching the technique. The successful performance of this must or should be accredited in the post-gradual training system.

IV. Providing Supervision in the Recommended Model

The students' progress culminate in their first steps with professional assistance. It is relatively easy to provide this kind of assistance. In pedagogical work, two types of professionals (may) have such competence: teachers, since this activity is carried out in the field of education; and psychologists, as both the method and the topic are related to psychology. It would be necessary to employ a school psychologist in almost every school, so it can be another item of argument to be forwarded to the makers of education policy. If they have enough time for this task, psychologists of pedagogical special services can be employed too. In this activity, the partner of the psychologist is a well-trained and experienced teacher, who is suitable because she/he has spent a long time in the profession, taken part in extra-school activities with children, and completed trainings of relevant topics. It can be possible even in the teachers' career model that is being compiled at present: the status of a "supervisor teacher" may

be included, or the scope of work regarding “mentor teachers” may be extended in such directions. The basic conditions could include training and certificates in certain elements of self-knowledge and social culture, 10 years of relevant experience as a teacher, 2 cycles of experience as a form master, or equivalent extra-school activities with children. Some elements should be integrated into the model, while other elements need some amendments:

I. Existing Basic Elements of the Model:

- a. **In Teacher Training:** Course units, training sessions, pedagogical and teaching practice, observations regarding the topic in the present teacher training system.
- b. **In Public Education:** Relevant lessons, form teacher’s classes and extra school activities regarding the topic; the status of a school psychologist, services of the pedagogical special service.
- c. **In the System of Post-gradual Training:** Methodological and information-based courses, trainings, supervisions
- d. **In the Teachers’ Career Model:** Scope of activities for leading teachers and mentor teachers.

II. Recommended New Elements

- a. Introducing the subject called “Self-knowledge and Social Culture”
- b. Discussion of teaching practice and observation from aspects that are *not subject-specific*
- c. Providing contact with children outside of classes earlier than the teaching practice takes place
- d. Compiling and publishing a handbook with a production title of “Improving Self-knowledge and Social Culture in Pedagogical Work”
- e. For the complex teaching and learning of method-specific techniques (e.g. self-knowledge training session, etc.), the whole training spectrum

- (theory, one's own experience, preparation, supervision) should be required and provided
- f. Raising the number of lessons and the professional fee of training-type courses
 - g. Introducing the supervisor teacher's scope of activities and/or extending the scope of activities of mentor teachers with supervision competences in the teachers' career model
 - h. Making efforts to employ a school psychologist in almost every school.

The analytical explanation of these recommendations was carried out in our research study paper, but of course the limitations of space do not allow a detailed discussion here. According to our principal objectives, we have grounded our recommendations upon the elements existing and functioning in teacher training at present and the elements that can be found in post-gradual teacher training. We tried to make our recommendations more effective by using relatively few new constructions and little capacity need; we concentrated on restructuring, topic-categorisation, systematisation, revision – with labour input in short – regarding the new aspects. The professionals also agreed with our approach.

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Bernadett Czike, István Kamarás, Zsuzsa Kereszty

Coaching for the subject of moral education within the teacher training program at the University of Pannonia

I. The requirements and training goals of the National Core Curriculum [NAT]:

Professional competencies to be acquired:

1. *developing the personality of the student (rather: supporting the student's personality development) through individual treatment:*
 - Can form a realistic image of the students' worlds (**their value systems, world views, ideologies and moral approaches**) and the possibilities of development (or rather improvement) concerning their personalities and education.
 - Can utilize the subject's possibilities for personality development (**including the individual's moral development**) and to support the students' independent learning processes within the appropriate framework of his/her qualification and adult education. The ability of professional and **conscientious** self-reflection and self-correction in decision making situations.
2. *developing and helping the organisation of student groups and communities:*
 - A qualified/specially trained teacher easily creates educational situations for individuals, groups and communities that assist the trans-

formation of a group into a community and also support its healthy (**honourable, understanding, patient and responsible**) functioning.

- Can handle conflicts effectively. Can help members of the group to develop an attachment to the community, to learn the ways of playing an active, responsible role in a democratic society and to accept local, national and universal human **and moral** values.
 - Can contribute to the creation of a tolerant, open **and respectful** atmosphere in the classroom.
3. *on the fields of pedagogic processes and the assessment of students:*
- During assessment a teacher can take into consideration its effects on the control of the pedagogic process, the personality development of students, their general **moral development** and especially their self-esteem.

II. The appearance of moral education in institutional trainings

The main concepts and their appearance in the curriculum

Government-issued legal study guide materials, interpretational principles and guidelines developed with other universities were all highly helpful to the authors in composing the model curriculum. It was quite apparent though that they intended to continue with the utilization of the classical, individual-centred approach that is so central to teacher training, stressing the importance of personality development for teachers. They wished to actively include activity-based educational methods and new learning techniques within subject blocks like working on projects and using a portfolio. They thought it important not to present given pieces of information in a segmented, but rather in an integrated way within different subjects and schools of thought. Beyond simply teaching information, the concept included the improvement of competencies and making the whole process measurable at the same time. It is also worth stressing that besides classic content, the new model curriculum for teacher training includes issues that resonate with our rapidly changing

world, the transforming questions of youth and other problems that appear as new challenges for teachers.

The authors mostly managed to incorporate the given content into different subject blocks, which in turn could be translated into a syllabus and methodologies as well; they also succeeded in assigning workshops to semesters, through which they could apply methodological variety. Due to the low number of credits they had to compromise quite extensively, but were finally able to see most of their original ideas through. Different subjects were organised into bigger units such as **Individual treatment** which included orthopedagogy, differentiated education, nurturing talent and the issues of behaviour and learning difficulties – these utilize both pedagogical and psychological points of view in processing those sorts of issues.

To assess the level and intensity of **competency development** within the training and to find out which courses contributed to the improvement of certain competencies, a competency web was designed. The web included eight teacher competencies divided into three subgroups of knowledge, ability and attitude. With the help of this web, it was easy to show which competencies had more courses contributing to them and which ones were underrepresented. In order to achieve this, the authors needed syllabi that described in detail which competency they were meant to improve, but we must not forget that these descriptions were only drafts at this point. The authors could not tell with absolute certainty which competencies certain courses were meant to improve, even in the cases of courses they had already utilised in previous training programs. They had experiences and general impressions but they did not have any exact measurement data.

The method of the approach

Accepting that the approach of the curriculum's education theory is related to Jürgen Oelkers's discourse pedagogy, we place special emphasis on the teaching of *moral communication*. At the same time we consider Oelkers's approach together with the points of view of reform pedagogies as – according to the latter – emotional, perceptual and intellectual experiences mediate values together; the two approaches (Oelkers's being the first and reform pedagogy the second) can complement each other well.

The value socialisation of children

The *content* which we mediate is, naturally, very important, but the emphasis after all falls on the *method* and the *how* of the mediation. The aspect of time is also crucial here – *when* is this socialisation taking place within the family and the given institution? Effective methods of socialisation change and transform just like the child's needs as he/she grows older (Vekerdy). The needs that are characteristic of a given stage of the child's life from a value socialisational point of view should therefore appear in the *developmental psychology* study. We considered the above factors and complemented the curriculum for the given subjects accordingly. Our proposals are also based on the above detailed factors.

Methods – the portfolio

The method of learning has a very important role in the child's/teenager's/young adult's value socialisation – the very same is true for teacher training. Teacher candidates have to select contents that are connected to value socialisation from the subjects they have been taking through eight semesters; then they have to organise them into a complete unit; the university's learning practice and method called the portfolio is an ideal solution for this. The portfolio works as a conscious showcase of the students' work presenting their efforts, development and achieved results; it shows their participation in the selection of contents and their chosen viewpoints as well, while also proving their ability to value themselves (Paulson et al 1991, 60).

The analysis of the subject programs made it clear that

- the complete **current syllabi of certain subjects are appropriate** for preparing teacher candidates to teach moral philosophy/ethics. These subject are: Case discussion group and Communal pedagogic practice;
- the **syllabi of certain other subjects can be easily complemented** by preparational topics of moral education; we made proposals for enhancing the syllabi of these subjects (appendix 1);

- the **professional competencies** that need to be acquired only need a little amending to become appropriate for preparing teacher candidates to teach moral philosophy/ethics (appendix 4).
- We only propose the introduction of one new subject – **Pedagogical ethics** – into the training program (more precisely into the *Personality and science subject group*); its syllabus can be viewed in appendix 2.
- The **workshop** at the end of each semester can aid teacher candidates in summarising different pieces of knowledge concerning moral education from different subjects, helping them create their portfolio about the topic.
- The preparation for teaching moral philosophy/ethics requires that teacher candidates see the knowledge they acquired from different subjects as a whole; this can be achieved by the use of a **portfolio** (a practice that has been employed at the university over the years). Our proposition for its content can be viewed in appendix 3.
- Topics concerning moral education should be present among the selectable topics for the students' theses with special emphasis on paired majors and the connections between moral philosophy and ethics (what role can literature or drama education play in the teaching of a given curriculum topic? how is ethics taught in a chosen territory of Germany/the United Kingdom? etc.)

New elements in the model curriculum:

The **creation of the “one and a half major” training program** was a cardinally new element that confused the specific professional areas more, as it had no effect on pedagogical-psychological coaching. The chairman of the Teacher Training Committee tried to convince the department's leadership to adopt a flexible structure, but they finally chose a unified set of regulations.

The introduction of the portfolio into the training program was a valuable new element that became quite important both in connection with the preparation and the assessment process. The introduction of the portfolio is a success story in the sense that every student (full time and part time) understood and accepted its significance and function. We cannot claim that everybody was using it regularly, but students definitely thought of it as something necessary. The portfolios were completed by the final exam – not only in the case of teacher training Masters, but also in the pedagogy minor programs. In the case of the Masters program, the portfolio had another important part: students had to mark themselves on a scale of ten (in the chart containing teacher competencies) on each given competency. Students were asked to complete this chart at the beginning and the end of their studies. Even the comparison of these two charts provided a great opportunity for self-reflection. The beneficial effects of the portfolio were especially praised by part time students who later also uploaded their work electronically for the teachers' career model.

The continuous, six months-long individual teaching practice was a prominent part of the preparation process, which was unanimously applauded by teacher trainers. The organisers faced a great number of problems regarding pre-arrangements (e.g. financial matters, the students' status and the task of the school were unclear), so we had to arrange meetings with the schools' headmasters on multiple occasions. Finally, a letter of intent was signed by the university, the city of Veszprém, and the schools involved, in which they stated their intention to cooperate in connection with this particular task of teacher training. It was foreseeable that students would complete the five-semester teacher training in the middle of the school year (which was quite unfortunate on the labour market) but the launching of the Masters program (2009) seemed so distant at the time – not to mention its completion in January 2012 – that organisers tended to focus more on the positive side of the practice.

The utilisation of workshops was also a new element. More intensive work takes place at the end of each semester, which summarizes the knowledge acquired in the previous semester, connects it to information acquired in past semesters, and complements this synthesis with new elements. This looser labour format creates an opportunity for community building and places greater emphasis on getting to know the members of the group better. This is, firstly, a learning technique based on the individual's own experiences and secondly, a

new method which teacher candidates can apply easily within their own educational work. Students did not quite understand the method at first after the more rigid structures of lectures and seminars, but by the 2nd and 3rd semesters it became accepted and in turn led to truly fruitful community work. This also underlines how important the method's introduction is along with the teaching of this new way of thinking.

Emphasis on moral education:

We paid special attention to moral education as it was also present in the former single-cycle program: it appeared in the syllabus of Education theory and we also announced a number of optional lectures and seminars concerning the topic (Moral and legal socialisation, Pedagogical anthropology, Conflicts and how to manage them). We were committed to moral education because – among other reasons – the ambitious national survey of 1998 (a total of 3316 7th and 10th grader students) was repeated in 2004 (Szekszárdi, Horváth H., Simonfalvi, Buda, 2000; Szekszárdi, Horváth H., Simonfalvi, 2005) The survey's results appeared in various periodicals and were discussed at conferences; it was natural for us to try and incorporate the research data into teacher training. A collection of articles was published in 2005, which included – among others – István Kamarás' study called 'Education as a discourse on morality'. This collection of articles was a part of the obligatory reading list.

In the Bologna model we preserved the emphatic importance of moral education by representing the issue within a number of obligatory subjects, so that students would encounter the questions of moral education in different semesters through their years of study. Even the pedagogical-psychological module (10 credits) included subjects that dealt extensively with moral issues (Human images, pedagogic contents). Questions of moral education were featured more within subjects taught in the first semester of the Masters program as well – for example in the course Paradigms of education history, among others. The subjects Value mediation and education, The practice of education and The handling of conflicts (in the second semester) all touch upon the topic in the form of a lecture or a seminar. Issues of moral education are present in the third semester as well, in the subjects Pedagogic communication and Pedagogic situational practice. New approaches to moral education were

introduced in the fourth semester by the course Social competency development.

When the vocational training for teachers of drama pedagogy was introduced into the major list of the University of Pannonia, moral questions and dilemmas gained another new approach using the tools of the newly introduced field.

III. Detailed model proposal

1. The final exam

An integral part of the final exam is the **portfolio** which is a structured collection of elements concerning moral education, gathered from both different subjects and other sources that provide vital knowledge for the teaching of moral philosophy/ethics (listed below). The portfolio is basically a document showing a structured overview of the teacher candidate's professional practice and experience in moral philosophy/ethics, his/her preparation and self-assessment. The document is a scholarly, thorough presentation, analysis and assessment of experiences from the point of view of education science that prove that students are capable of self-reflection. It is also indicative of whether students can integrate and apply their acquired knowledge and other important academic results of the literature of the field to their work, and whether they are able to assess the efficiency of various teaching and pedagogic tasks.

The desired contents of the portfolio, in a structure selected by the teacher candidate:

- A brief overview of the historical and structural characteristics of **ethics as a philosophical discipline**; the important links between this special field and the everyday life of the human world.
- **Framework for social interpretation**: introducing the concept of social capital and its levels; The concepts of social comfort level and trust index based on quality of life surveys carried out in Hungary and other EU members; Ways of improving the trust index; Comparing the role of virtual and personal relationships.

- **Framework for an interpretation from the point of view of developmental psychology:** an overview of the physical, psychological and intellectual needs of children of different age groups.
- **Passing on values and norms within the frame of institutionalised education:** Presenting and analysing suggestive examples from contemporary culture and individual experiences with special emphasis on how and how efficiently institutionalised education tries to pass on values and norms.
- **The relationship of value socialisation in the family and in school:** Value expectations and the teacher's personality; The role of the social value system; Bargaining relationships between the child, the teacher and the parents.
- **Self-reflection as a part of the teaching profession:** How did the different subjects approach self-reflection? (Case analysis, professional practice).
- The teacher candidate's own opinion about the value system, goals, structure of contents, methodological structure, expectations and assessment forms of the moral **philosophy/ethic frame curriculum**.
- The curriculum's relationship to **similar but older programs** (Value Mediating and Talent Nurturing Program (ÉKP) or the national practice of Child Philosophy Program by M. Lipman).
- Introducing **the curriculum's topics** with special emphasis on how given subjects and the students' own programs can contribute to the inclusion of those topics in a school setting (Myself, The other person and I, My communities and I, My environment and I, The Universe and I).
- **The use of the students' own major** in the deeper understanding of issues concerning moral education (English and German majors: the methods of teaching ethics in the given speech area; drama pedagogy: how the curriculum's topics could be utilisable for the tools of drama pedagogy, etc.).
- Choose from the selection of printed or digital coursebooks for the subject of moral philosophy/ethics and share the reason behind the decision.

2. Model proposal for the subject Social competency

The subject Developing social competencies appears in the model curriculum, but its contents and methodology are not detailed enough. We propose that the basis of this subject should be (between 2004 and 2008) the educational program package called The development of social, environmental and life-style related competencies, which was developed by the National Development Plan (NFT). Becoming familiar with this package and preparing for the passing on of its contents can prove an enormous advantage for students in their later careers concerning moral education. Some modules of the program package concerning the development of competencies were designed according to a competency web we are now going to introduce. The competency web makes the connection clear between the program package and moral education (see below). All competencies introduced in the package relate very closely to moral education. Improving self-knowledge, self-sufficiency and self-control in children all fall into the category of moral education. Social competencies also include values that are important from the point of view of moral education. The whole program package is built on an approach that considers personality development as an attitude-forming force affecting primarily those attitudes that are essential for a humane, helpful existence. The educational methods and attitudes of the program package are all designed to help those who are considering a career in teaching, even more so to those who are considering a career in teaching moral philosophy. Therefore we suggest students get familiar with the package incorporated into the subject syllabus of Social competency development and acquire the appropriate knowledge in order to utilise the program in their own respective practices later on. The educational plan linked to the program (which we included after the competency web) is an effective one, as it helps students achieve their own improvements through personal experiences, at the same time teaching them the skills to truly master the program's content and be able to utilise them later. The development of social, environmental and life-style related competencies program package contains 720 activity plans, providing a selection for students that affect their attitudes within the training program itself, making them able to also use the learned knowledge in practice. Most of the modules can be used in teaching moral philosophy and ethics. Teachers from the 1st to the 12th grades receive a great number of detailed activity plans

and many more exciting, meaningful tips. Naturally, even the best activity plans need to be tailored and adapted to the given group of children, which is taken into consideration within the training itself.

The competency web (social, environmental and life-style related competencies)

I. COMPETENCIES RELATING TO SELF-KNOWLEDGE

1. The consciousness of emotions: the identification of our own emotions
2. Independence, autonomy
3. Identity, credibility

II. SELF-CONTROL

4. Managing emotions: handling success, coping with failure, perseverance
5. Taking responsibility
6. Caring for others
7. Tolerance: openness, trust, accepting opinions

III. THE FEELING OF SELF-SUFFICIENCY

8. Positive self-assessment: optimistic feelings about ourselves
9. Constructive self-perception: healthy self-confidence, inner control [the belief that I am responsible for the things that happen to me]

IV. COGNITIVE SKILLS NEEDED FOR SOCIAL COMPETENCIES

10. Handling information: collecting, organising and processing information.
11. Coping with problems: identifying the problem, setting a realistic goal, solving the problem
12. Critical thinking
13. Setting up and following rules
14. Creativity: openness, flexibility

V. SOCIAL COMPETENCIES

15. Empathy
16. Communication skills: forming an opinion, willingness to debate
17. Cooperation
18. Handling conflicts
19. Asking for help
20. Rejection
21. Social participation: belonging to a group, social sensitivity, solidarity, accepting tasks, volunteering, the ability of civil initiation

Angles for the training of students:

Altered socio-economic environment:

- the controversies of the fall of communism in Hungary,
- the dissolution of traditional communities,
- the loosening of traditional roles,
- the shift in the place and role of school,
- the major change in the interpretation of knowledge.

The necessity of competency development:

The concepts of sustainable development, social and personal welfare, cohesion and justice are all closely connected to knowledge, skills, competencies and learning. By competencies we mean the combination of all the skills, characteristics and knowledge that enable the individual to act on its own will (Common European Reference Framework, 2002).

Key European competencies:

- Performing mathematical procedures, reading and writing.
- Basic level competencies in mathematics, natural sciences and engineering.
- Foreign languages.
- Applying skills concerning informational and communication technology.
- Learning the methods of learning.

Social skills.

- Volunteering skills.
- Culture in general.
- The acquisition of competencies can happen:
 - in school/in class,
 - out of the school/out of the class,
 - in a formal or informal environment.

What follows from this in relation to school practices?

- The altered role of teachers.
- Relationship structures within the school.
- Active/involved learning.
- Detailed assessment.

The altered role of teachers

Old role	New role
Central	Controlling
The keeper of knowledge	Facilitator/helper
All decisions belong to him/her	Cooperative
Doesn't make tasks transparent	Planning processes

The methodology of modern social competency development is inclusive learning

Traditional	Personality-centred
Teacher- and knowledge-centred	Student- and activity-centred
Individualised	Individual and group activities
Emotional neutrality	Emotional involvement
Performance	Process
Non-transparent system of rules	Transparent system of rules
Isolated tasks	Complexity
	Projects, special tasks, topical weeks

Detailed assessment:

- written,
- complex feedback,
- task-dependent,
- tailored for the particular child,
- concerning teachers, self-assessment, group, assessing each other.

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Problems of ‘Family Life Education’ in Teacher Training. Practice and Recommendations from Pázmány Péter Catholic University

The National core Curriculum (Government Decree 110/2012 (VI.6.)) is a professional document and law defining teacher training. Although it does not formally regulate higher education, it defines the framework of the scope of activities for teachers in public education, partly by the description of the students’ competences to be improved, and partly by setting up the minimum requirements of each literacy area. These requirements deal with the family and family life on a fundamental level and as emphasised thematised units, therefore they should have an influence on teacher training as well. The present research and recommendations are motivated by the fact that this connection is nowhere made explicit. The basis for the recommendations was provided by a questionnaire survey of teacher training students at Pázmány Péter Catholic University, interviews with instructors, alumni and certain student groups, the analysis of the Hungarian regulations and documents defining the practice of universities in Hungary, the international literature of the field, and the national and international good practices.

The National core Curriculum defines family life education as one of its fundamental objectives, when it focuses on enabling our students to find their position in the family. The main focus of the topic is expressed in the description of the pedagogical aims appearing as 10 developmental requirements. “The family plays an outstanding role in shaping the children’s and youngsters’ moral senses, loving relationships, self-knowledge and mental and physical health. The changes of the direct and indirect surroundings, the shifts of values, problems of some

family functions necessitate including family life in public education. Therefore it is a prominent task for public educational institutions to provide patterns for harmonious family life, and maintain the importance of family relations. Family life education enables children and youngsters to establish responsible relationships, and advises them on conflict management within the family. Schools must deal with the questions of sexual culture as well” This description, which can be also considered as a cross-curricular element, is emphasised in each literacy area, while it appears in the requirements of subjects such as Society Studies, Local and National Studies, Ethics, Biology and the so called Lifestyle and Practice in the most detailed way.

The Practice of Teacher Training at University

The teacher training centre of Pázmány Péter Catholic University provides training for kindergarten teachers, primary school teachers and secondary school teachers in two settlements in Hungary. There are twenty-five full-time instructors taking part in the training, our students from all training areas number around two hundred and twenty each year.

Law CCIV. of 2011, about National Higher Education, and its primary enacting clauses,¹ the clause regulating the content of teacher training² do not regard families and family life education as a relevant problem of teacher training in general; however, there are some references in the description of some majors.

Apart from the state legal regulations, the principles and professional background of the trainings of Pázmány Péter Catholic University are built primarily upon the Church documents and principles. In the New Testament, family is regarded as the smallest unit of the Church. Jesus himself was born into a family, which serves as a pattern and the archetype of Christian families. In summary, based on other Church documents determining the education at a Catholic uni-

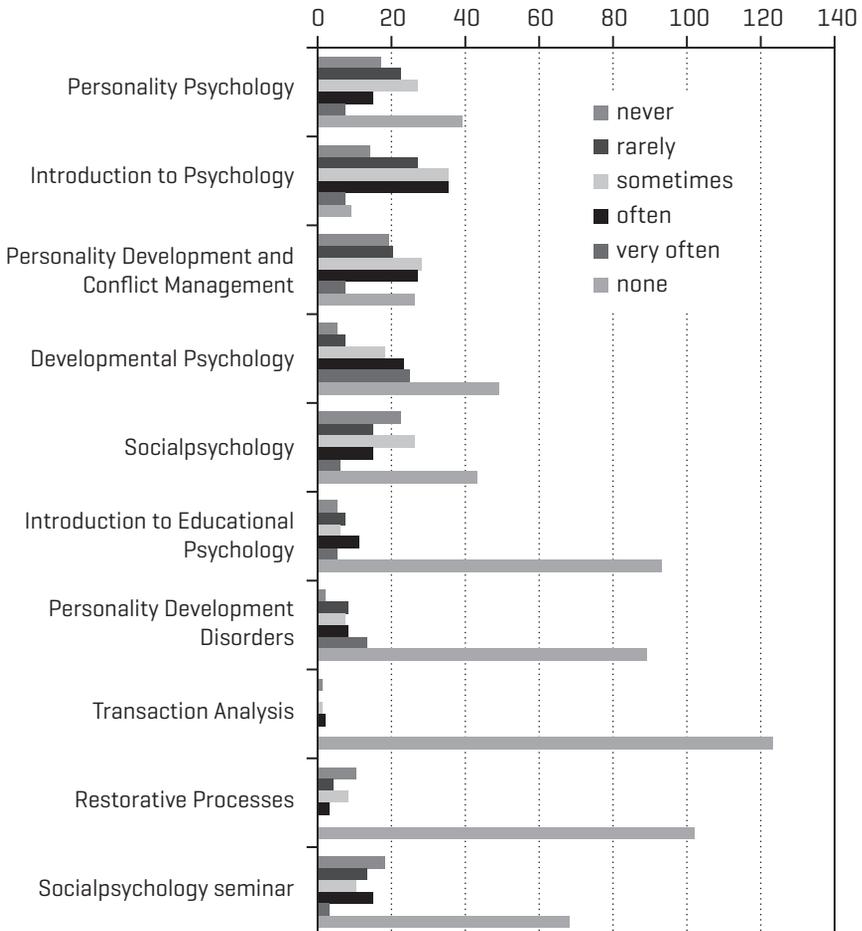
1 Government Decree 248/2012. (VIII. 31.), on the Regulations of the Enacting Clauses of Law CCIV of 2011 about Higher Education; Government Decree 283/2012. (X. 4.), on the System of Teacher Training, Order of Specialisations, and List of Teacher Training Majors.

2 Decree of Ministry of Human Resources 8/2013. (I. 30.), on the Common Requirements of Teacher Training and the Final Requirements of the Teacher Training Majors.

versity: we have to consider the family as a basic community, whose basic task is to lead a developing personality to the state of human and Christian maturity with the help of giving right directions and catechesis. The concept of the family itself is defined through these bases in the university training, and not only formally. During our analysis, the interviews both with the instructors and the students and alumni confirmed that this principle is obvious and desirable regardless of the participants' religious commitment.

The major called Primary school teacher in lower grades requires excep-

Figure 1. The frequency of questions connected to family life education arising in psychology course units



tionally complex knowledge and competence development, since it entitles the teacher to teach each subject that is part of the curriculum of the lower grades (1st to 4th); moreover, the teacher may teach the subjects of the chosen literacy area in the 5th and 6th grades as well. Consequently, the preparation for this profession necessitates the knowledge of several topics and professional areas. Some elements of family life education can be recognised in almost every subject taught, but in most cases only indirectly. Teacher training that prepares students for working in primary school grades from the 5th grade up to the Matura Examination represents this variety in the subjects of discipline majors. In general, it can be stated that psychology deals the most with this question.

It is worth emphasising that almost every course unit of psychology deals with questions about family life education.

Analysing the students' answers about what methods they considered the most effective for family life education, it can be concluded that the most effective ones included personal example (55.9%), talking (22%) and personal experience (11%). Besides formal education, the significance of extra-curricular activities is to be recognised in this set of data: it is of high importance to gain experience in connection with family life from a trustworthy person, who justifies the validity of the theory with his or her own example.

The course descriptions and syllabi of the pedagogical course units show a lack in this respect, despite the necessarily family-centred nature of teacher training in general. At the same time, the actual syllabus of the course units depends on the time and the instructor's personal intentions. Regarding course materials, the topics of Introduction to Pedagogy is in connection with the thematic focus of the course (Gloviczki 2015). The course unit and its syllabus highlights that the questions of family and school pedagogy are not to be separated, and mentions family life in every relevant situation. The following ideas in the chapter Family – Community – School Pedagogy are to be acquired by every student participating in teacher training in our faculty.

The most fundamental area of family life education is the socialisation in the fields of gender roles and relationships. The representation and development of

Figure 2. The frequency of questions connected to family life education arising in course units

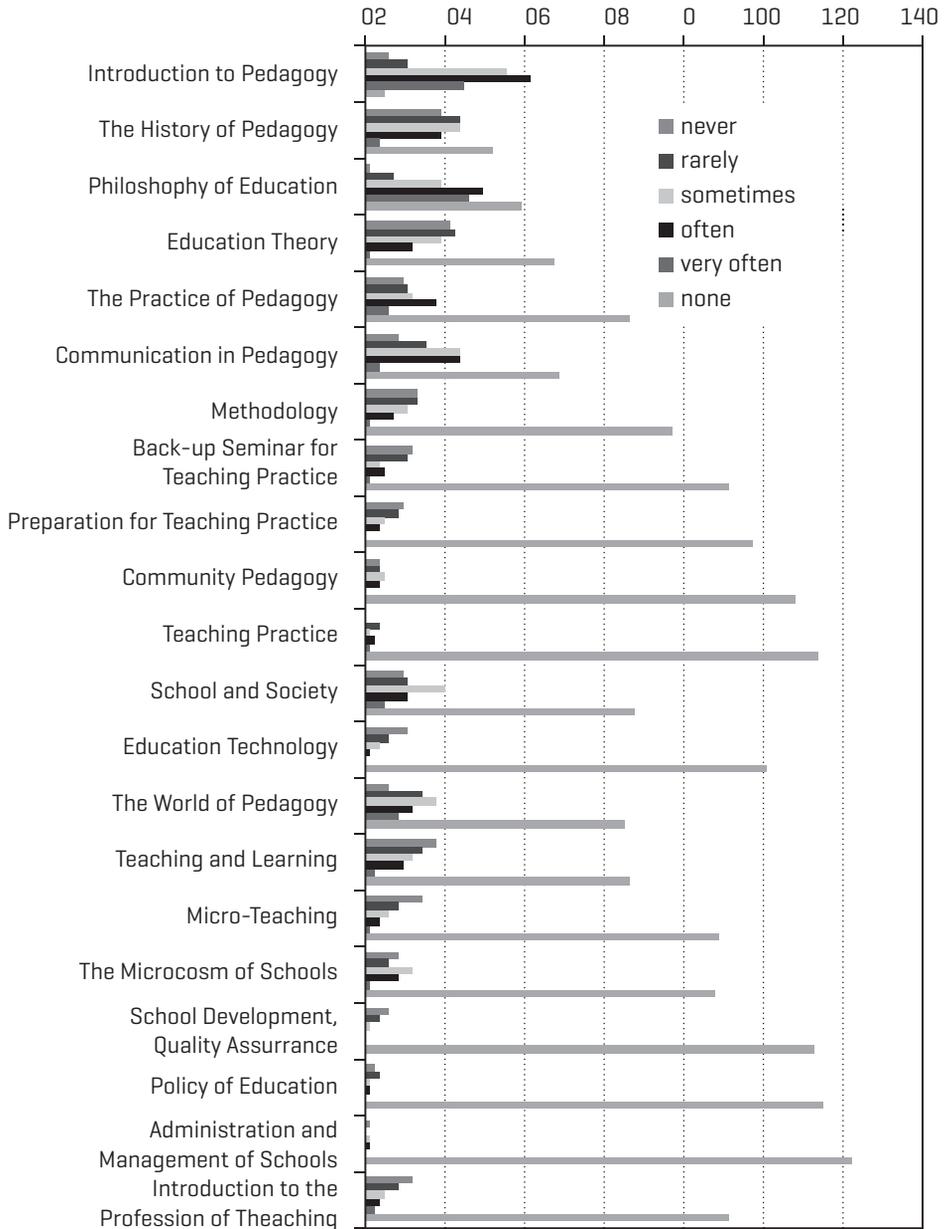
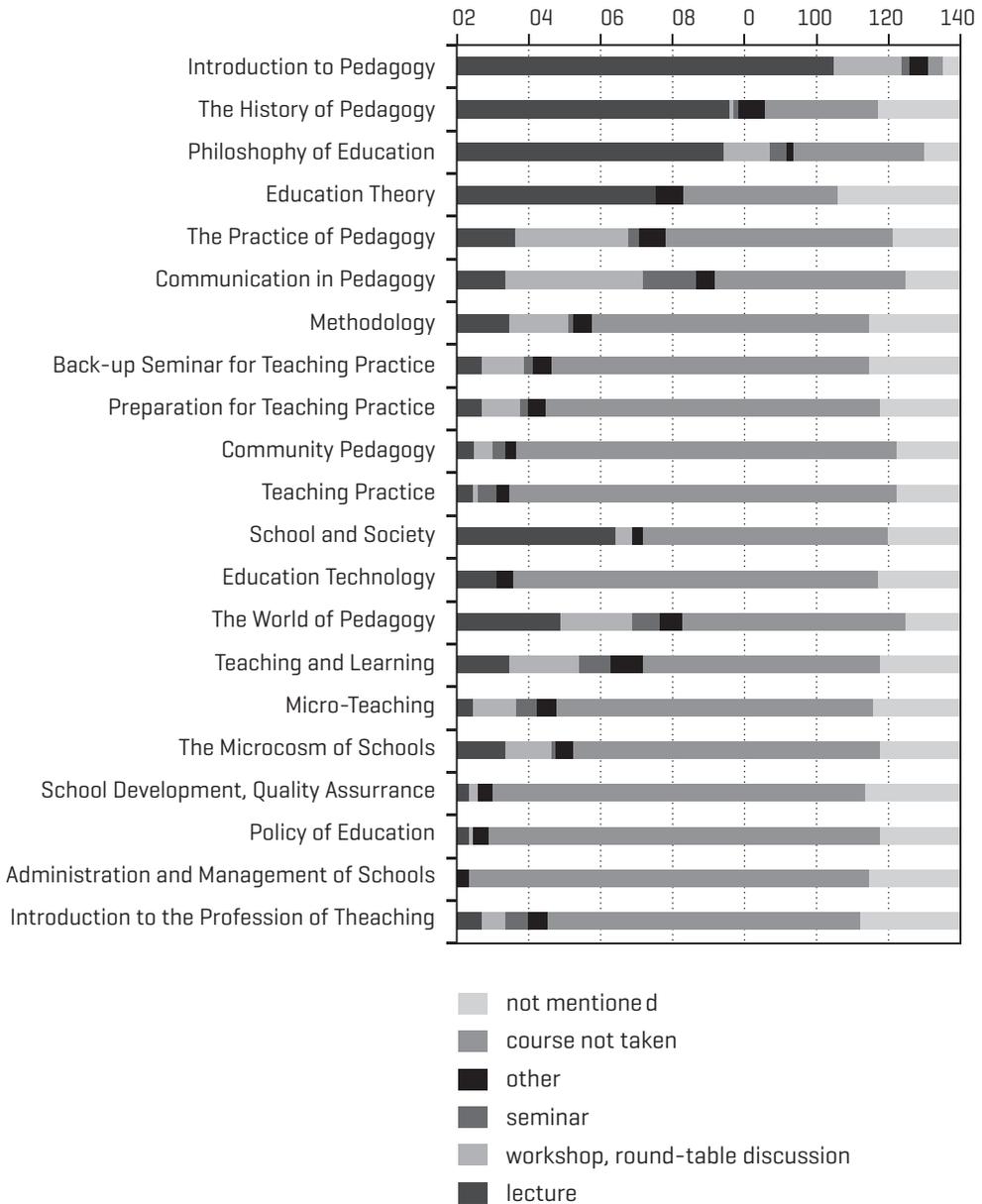


Figure 3. Applied methods in course units from the aspect of family life education



relations between generations as a model or principle are strongly connected to this. The next level is the establishment of the first connections between the child and the natural-social environment, which is also a family function; moreover, the introduction to economy in a broader sense is also a task here. Furthermore, education for solidarity, or religious education can be also regarded as some of the basic functions of family life.

The advantages of family life in comparison with the other two educational environments are: 1) chronology, the options for the first inputs; 2) intimacy, which is deeper even in the worst parent-child relationship than in any other system of relations; 3) intensity, which exceeds any other pedagogical environment – not including extreme situations – even if it seems that the child growing up in an institution spends most of his/her time without the family: intensity is not a quantitative but a qualitative concept; finally 4) the parents' absolute and spontaneous legitimacy till adolescence. These advantages are synchronically almost irreplaceable, and hardly amendable afterwards, but they can be recognised and utilised by the teacher.

On the basis of the summarised data, the assessment of the pedagogical course units shows the following distribution.

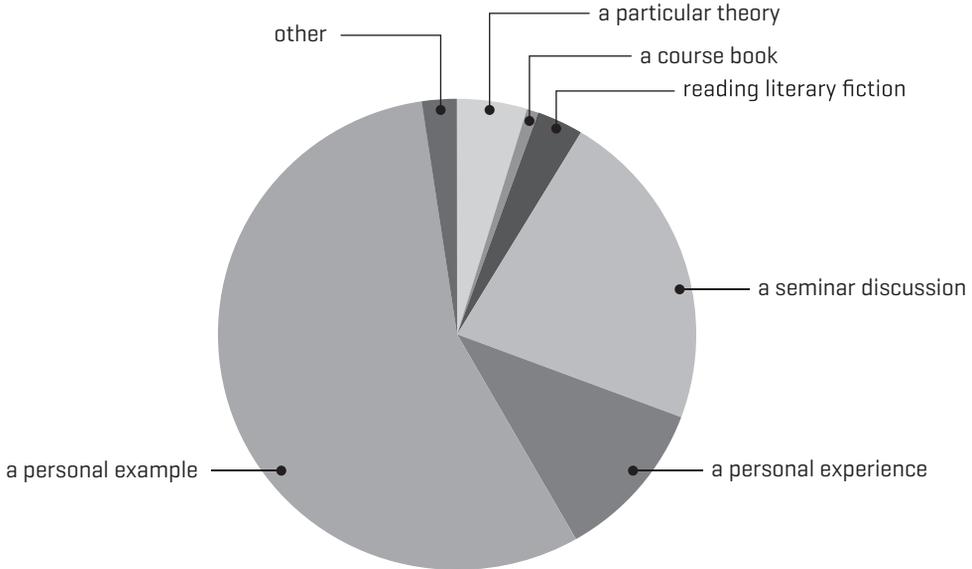
Regarding the methodology of family life education in pedagogical course units, it can be concluded that lectures gain the first position, followed by talking, and practice is in the third place (Figure 3).

The following chart represents the answers to the question: "What was the most influential factor for you in connection with family life education?" (Figure 4)

It is a considerable fact that in course units where students can choose the scope of research, the family and the relations between the teacher and the family are popular topics. Regarding thesis topics, it is rather in the primary school teacher training that students choose topics related to family life: finding a partner, courtship, married life, starting a family, child rearing, sharing work in the family – analysis of the shift in open and hidden norms, or comparative analysis of generations (on the basis of interviews with parents, grandparents or even other relatives).

The interviews with the instructors confirmed the student data and the results of document analysis, completing them at the same time.

Figure 4. The most influential factor for the students in connection with family life education



For students, the interest in the topic is fuelled by the desire for self-knowledge, since they are focussed on finding a partner and committing themselves, as it can be seen from their reasons given for the necessity of family life education. They are open to this topic, but the title “Family life education” may not be the best, as nobody likes being “educated” – but for instance “Sex, Libido, Being Single” could work.

The topic of family life in teacher training presupposes the reflections of both students and instructors; however, the best opportunity for real reflections would be provided in small groups, since this topic is sensitive and intimate. In some cases, there is a personal involvement, therefore confidence is to be emphasised all the time. At present, there is no chance for the teacher to share his/her personal experience because of large groups. There are examples for case studies with full confidence, and with respect to rights relating to personality. It provides opportunity for the students to experience the necessity of background knowledge. The questioner – the student – is in the centre of the conversation, but the teacher has his/her own opinion on the topic and shares it with the others.

Development on an International Level

In our view, the literature relevant to our topic deals with the European ideas regarding the modernisation of higher education in relation with Bologna Process. An outstanding resource of our theoretical research is the study by Stephen Adam. The author is the instructor of University of Westminster, London; he cooperated in the work of the Bologna Follow-Up Group concerning the qualification frameworks of the European Higher Education Area. Adam summarised the changes in the approach and outlined the expectable tendencies of developmental processes at Heriot-Watt University, Edinburgh, Scotland in February, 2008. He suggests that one of the most important changes is the appearance of European developments and application areas concerning learning results in the implementation of the Bologna Process. The Bologna Declaration (1999) and the Prague *Communiqué* (2001) did not deal with the idea of LeO, but since the Berlin Ministerial Conference (2003) the outcome-oriented approach has gained more and more importance. In the Berlin *Communiqué*, the Ministers for Education urged to create a common model for European higher education, and also declared that the degrees (at Bachelor and Master programmes) should be described according to the educational results instead of the simple list of lessons. Today, most objectives of the Bologna-type higher education system could not be realised without applying LeO. It is also useful to consider the curriculum-reform nature of the approach of applying LeO. The London *Communiqué* of 2007 declared the importance of student-oriented and outcome-based education for the first time. With this, the European Higher Education Area committed itself to this approach. In this new, outcome-oriented logic, the student is active: in other words, the student manages his/her learning processes, while the instructor is a facilitator and an organiser of the learning environment. The roles mentioned above demand and strengthen the cooperation of students and instructors. In the research on the institutional implementation of family life education, mainly the students' opinions confirmed that the LeO approach and its methodological results provide better development tendencies.

Best Practices

Concerning content development, we would like to mention two best practices. Since its foundation, Sapientia College of Theology of Religious Orders has paid special attention to the tasks relating to family life education, and this topic is also dominant in their teacher training. Their course list includes the following units: “Theory and Practice of Family Life Education”, “Ethics and Psychology of Marriage and Family Life”, “Family and Development”, “Family Psychology”, “Law and Morals at school and in the family”.

As for international examples, we regard those guidelines concerning family life education important that were elaborated by the colleagues of the American Weber State University (Ogden City in Weber County, Utah, USA). The short summary of these guidelines were published by the National Council on Family Relations (NCFR) in 2014: Family Life Education Content Areas: Content and Practice Guidelines. The guidelines below review those knowledge and skill elements that are part of the CFLE examination (Certified Family Life Educator). These guidelines include a number of practical ideas and competence-elements used in LeO-outcomes dominated by skill-type practical components. Knowledge- or attitude-type elements are present only in the periphery, therefore for an eventual Hungarian adaptation, they should be elaborated.

The CFLE examination comprises 10 panels. After the completion of the panels – according to the difficulty of the topic – the candidates are evaluated by a percentage number. These topics are worth mentioning, because they highlight the most important competence areas embedded in a system.

- 1) Families and individuals in societal contexts (12%),
- 2) Internal dynamics of families (12%),
- 3) Human growth and development across the lifespan (12%),
- 4) Human sexuality (8%),
- 5) Interpersonal relationships (9%),
- 6) Family resource management (10%),
- 7) Parent education and guidance (10%),
- 8) Family law and public policy (8%),
- 9) Professional ethics and practice (7%),
- 10) Family life education methodology (12%).

The description of each panel includes the content areas (practical knowledge-elements) and the practice (LeO-type assessment aspects expressed with active verbs). Let us have a look at a short example. The second panel requires knowledge about the internal dynamics of families. The required knowledge-element, in other words, the “content”, is an understanding of the family’s strengths and weaknesses and how family members relate to each other. The competence can be proved by referring to individual or team research or experience. The work experience section contains the aspects of assessment about what the candidate ought to know. The description is written using active verbs (recognises..., analyses..., identifies..., facilitates..., etc.). From our point of view, the training evolving from this activity is of outstanding interest, since it can be a source of several practical ideas and methods.

Summary of the Model and Methodological Recommendations

Concluding all the results of our empirical and theoretical researches, it can be stated that our model and methodological recommendations cannot be set up exclusively in the strongly limited segment of the question of “family life education”.

1. The necessary changes in training approach.

There must be a shift from the instructor-oriented approach to a student-oriented one, which means that more attention should be paid to the student’s autonomous learning-understanding progresses: what we should primarily do is assist students. If the instructor gives up the traditional roles of “thought-evoker” and “knowledge-distributor”, and the students taste the pleasure of discovery, the talented youngsters motivated by the responsibility of independence may in fact gain more knowledge – and more important knowledge – than they would have been capable through passive acquisition. Further radical change is required for the implementation of the LeO-type approach.

2. Family life education and the “social family pattern”.

In order to make the educational tasks regarding family life understood, it is necessary to define the functions and significance of the family. On a certain level, such a definition already exists, but according to our experience gained among students, the different components of the family image have not become

a coherent structure. On the other hand, it is a prerequisite in pedagogy: as it is impossible to improve a personality without a coherent image of the human being (continuous learning about humans), it is impossible to perform family life education without a coherent family image.

3. The training objectives of the scope of family life education.

This planning task needs diversified orientation. It is necessary to evaluate the educational objectives fitted to any particular family pattern, these objectives should then be compared with the foreseeable requirements of society; we have to know the students' expectations and consider the methodological facilities; and finally all these should be harmonised with the contents of other course units and the instructor's skills. Since we promised guidelines in the first place, we mention only some areas, which are taken from the Weber model introduced above. Such training areas may include for example (a) the understanding of the relationship of the family and the individual, (b) studying the internal life of families, (c) the effect of the family on the personality development, (d) the question of sexuality in the family, (e) family communication, (f) the family as an enterprise, (g) parent education and guidance, (h) law and morals in the family, (i) moral questions of family life education, (j) and finally, the methodology of family life education.

4. Content areas of family life education.

As for the content of the training, we have an easy task here, since several course units at our institution already has content relating to family life. These can be adapted to the new model. However, to avoid gaps in certain topics, some typical and characteristic learning materials that the students should know, find and study individually are listed.

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Orchidea Karlowits-Juhász – Imre Knausz

Best Practice of Responsibility and Voluntarism in the Teacher Training Program of the University of Miskolc

Local public education in Hungary, together with teacher training, is in store for new challenges. The 50-hour long school-based public service,¹ stipulated by the Public Education Act of 2011 as the precondition of baccalaureate graduation, does not have a tradition in public education practice in Hungary. So far we have encountered only isolated, individual initiatives in this regard. The mandatory nature of this public service, enacted in the statute, triggered professional debates. However, all parties involved have concurred that in order to ensure substantive and efficient implementation, a number of professional conditions have to be met that are not yet in place in the introductory phase. One of the most important elements of these is the substantive reaction of teacher training to the theoretical and methodological relations of school-based public service. In order to achieve this goal in implementation, this study offers a model – based on the practical example of the Teacher Training Faculty of the University of Miskolc – that reacts to this timely problem in several ways at the same time. The model is comprised by the following elements:

1. targeted development/transformation of the methodology of compulsory **public pedagogical practice**

1 Public Education Act CXC, of 2011, 4. § (13), 6. § (4), Detailed explanation to 6. §, 97. § (2); Decree 20/2012. (VIII. 31.) of the Ministry of Human Resources (MHR), 45., 133. § (1)-(9) concerning the functioning of educational institutions and the use of institution names by institutions of public education.

2. the operation of a **voluntary program** professionally organised and a continuously tracked by the teacher training organisation (or university, college involved)
3. availability and promotion of a **targeted elective seminar** (a practically oriented course, preferably of the *service learning* type, connected with school-based public service)
4. the production of a **subject matrix** (the mapping of connection points, with the subsequent inlay of the topic into the content of the subjects).

The 2010 Charter of The European Council declares that democratic citizenship training and human rights training have to manifest themselves in the institutions of higher education, especially in teacher training, besides public education (Charter of the European Council 2010: 12). The tenets of this declaration are also included in the currently effective regulations pertaining to the common professional requirements of teacher training (CPRTT) in Hungary; namely: a graduate teacher

- is fundamentally knowledgeable about social and intergroup processes and the functioning of democracy;
- is dedicated to basic democratic values and is characterised by social sensitivity and by a readiness to help;
- is open to education in democratic thinking and conduct;
- facilitates group members' commitment to the community, their learning of responsible, active role-fulfilment in a democratic society, and their acceptance of local, national and universal human values;
- makes conscious efforts to accept the diversity of values in education, is open to familiarisation with and respect for others' values and opinions.²

The theme of responsibility taking dovetails coherently with all these concepts, which – taking the CPRTT as a basis – can materialise most tangibly in the so-

2 Decree 8/2013. (I. 30.) of the Ministry of Human Resources pertaining to the common professional requirements of teacher training as well as the educational and exit requirements of individual teacher training faculties.

called **public pedagogical practice**. This type of professional practice is defined by as follows by pertaining regulations: “public pedagogical practice in parallel with training is a public service that can be performed either during vacation time or during term-time, which generates experience related to the extracurricular, leisure-time activities of a particular learner age-group (e.g. summer camping, study groups, interest in special subjects, etc.) in the area of organisation, management, program-compilation, community-building, etc.)”³ So the definition of training requirements is fairly reticent in the regulation. Firstly, it refers to the practical teaching sessions as “public service”, and with that it introduces mandatory public service into higher education. It can be interpreted – albeit not necessarily – as a practical teaching session preparing teacher trainees, as it were, for the organisation and implementation of school-based public service. As an upshot, it is worthwhile to deliberate the consolidation of this practice at institutional level, based on the model of international *service learning* programs, as well as it is expedient to consider support and preference for these programs at level the level of educational policy.

In addition, the CPRTT also defines the areas for ensuring the acquisition of experience for public pedagogical practice, and here there is no longer any mention of public service. However, there is a fairly generic mention made of extracurricular training and of activities having a public nature, and with this the decades’ long tradition of local teacher training in Hungary is resumed. (This kind of practice has always been part of local teacher training in Hungary). Nonetheless, this calls out for circumspection: if public pedagogical practice is unambiguously subordinated to the aspects of public service/volunteerism (i.e. by offering preparation for the specific organisation of these), is it not damaging its traditional aims – that are partially listed by the CPRTT (“summer camps, extracurricular study circles, special subject study groups, etc.)?”

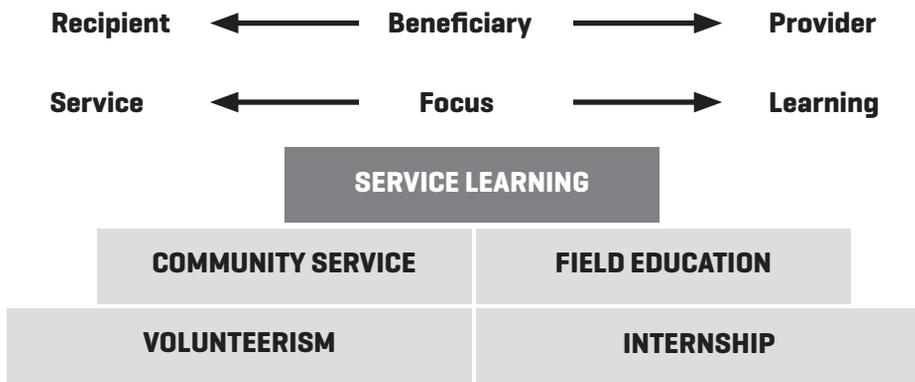
In what follows, we will offer a brief international overview of the concept of service learning.

In his seminal work entitled ‘Service-Learning: A Balanced Approach to Experiential Education’ Andrew Furco differentiates service learning (based on the aspects of service and learning goals) from four other activities having a

3 Ibid.

public service nature: community service, volunteerism, field education and internship. The diagram borrowed from Furco thoroughly illustrates the aims and the signal flow direction of certain activities having a public service nature.

Diagram 1: Differentiation of programs having a public service nature [source: Furco 1996: 3]



It is clear from the diagram that whilst in the case of community service and volunteering the emphasis is on helping on the one hand, and the two kinds of practice focus on learning on the other, service learning is deliberately planned so as “equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Furco 1996: 5.).

The definition is originally connected to the name of Robert Sigmon, who first articulated in 1979 that service learning – as a form of experiential learning – has to start from “reciprocal learning”. That is, the only process that can be referred to as service learning is one that not only entails advantages for the beneficiary, but also facilitates the service provider’s personal development (Furco 1996: 2).

According to the definition of *The National Society for Experiential Education*, service learning is a process of acquiring experience, under the controlled circumstances of public service, during which the student demonstrates specific learning goals and actively reflects on whatever is learnt during the service

(Billig 2000: 659). According to *The Corporation for National Service*, service learning stands for a method of learning through which the students learn and develop as a result of active participation in an elaborately organised service. It is important for such a service to

- (1) take place within a single community and to satisfy the needs of this community;
- (2) be coordinated, together with the given community, by a particular educational institution or a public service program;
- (3) support the development of civic responsibility-taking;
- (4) be integrated in the curriculum or the educational modules of the public service program, and amplify their impact;
- (5) earmark structured time slots for the students to reflect on the experience (The National and Community Service Act of 1990).

Although there is no unanimous agreement amongst the experts with respect to the definition of service learning, a relative consensus has been reached regarding quality standards. Papers published earlier on the topic generally refer to the standards of *Alliance for Service-Learning in Education Reform* (ASLER 1993) as well as to point 11 of one of its variations: *Essential Elements of Service-Learning* (1999). This latter includes the following criteria: during effective service learning

- there is an emergence of clear educational goals, which require the application of skills and concepts, contents of a subject area, as well as the active participation of students in the formation and development of their own knowledge content;
- the students perform tasks that pose a challenge to them and facilitate their development at the same time;
- assessment is carried out in a way that supports the students' learning process, whilst documenting and evaluating the degree to which the students have successfully attained content and competency standards;
- the students pursue a service activity that has clear, well-defined goals, satisfies the needs of the community, and has significant consequences for both the students and other people;
- the teachers carry out evaluation with developing and qualifying impact at system level;

- the students are invested with a right to have a say in choosing, designing, implementing and evaluating the service;
- diversity is valued, and this is verified by practice, results and the participants themselves
- communication, partnership and joint work with the community is encouraged
- the students are prepared for all aspects of the service (so that they are fully aware of their tasks and roles, of the desired information and competencies necessary for fulfilling the tasks, of the security regulations, and with a view that they have sufficient information about the people they are going to work with and the level of sensitivity with which these people need to be approached);
- the students' reflections are continuous, the methodology of the reflections is complex and supports critical thinking as well as the achievement of desired learning outcomes;
- a complex methodology is in place for acknowledging the students' service work and their future success.

Finally, of all existing international definitions in place, the brief version of the widely used standards of the *National Youth Leadership Council* is summarized here, according to which service learning

- is a meaningful and relevant service for the individual;
- is a consciously applied teaching strategy aligned with the curriculum (in congruence with teaching goals and/or content);
- is an activity requiring continuous reflection and self-reflection;
- facilitates the acceptance of diversity and mutual respect among the participants;
- ensures active participation for the young people during the whole of the process (ranging from design, through implementation, to evaluation);
- means a mutually beneficial relationship, based on partnership and cooperation, for the participants involved;
- has sufficient duration and intensity to satisfy community needs and to achieve the pedagogical targets set (K-12 Service-Learning Standards for Quality Practice 2008).

It was in harmony with the international practice of service learning that the Faculty of Pedagogy and Psychology of Eötvös Loránt University (ELTE) has developed its remarkable and exemplary concept pertaining to **public teaching practice**, with substantive guidelines to it published in 2015 (Czető-Mészáros 2015). During teaching practice comprised of a minimum of 30 lessons, the students carry out their public service as part of the work of an organisation (of the compulsorily prescribed lessons, 20 are spent on-field, while at least 10 lessons are spent on preparation). The study-aid mentions the design and implementation of study group lessons, special interest sessions and programs, as well as feeding into the work of educational institutions, children's homes, support-organisations as quintessential examples of eligible activities. The guidelines prepared by authors Czető and Mészáros provide a practical methodological description for the design and implementation of public service, and the continuous as well as end-of-process reflections pertaining to it.

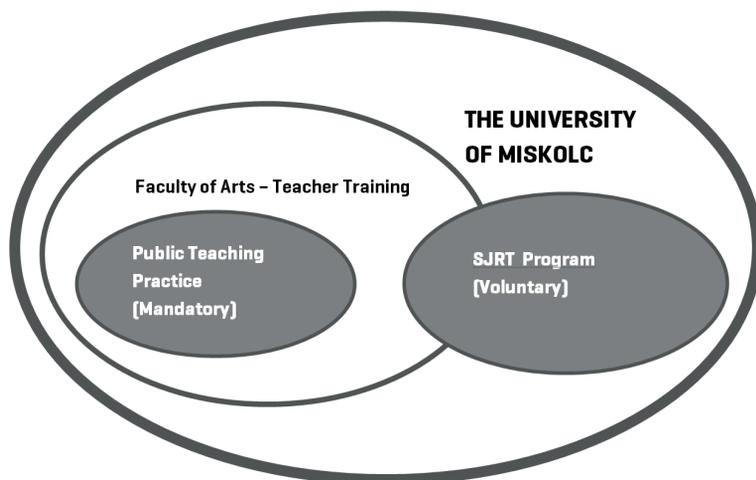
When organising the public teaching practice launched in the autumn of 2015 within the teacher training program of the University of Miskolc, we based our work on the guidelines of Western Kentucky University (WKU) as well as the theoretical, methodological, relationship network and experience of the *Social Justice Responsibility Taking* (SJRT) program, which has been in operation at the Teacher Training Institute of the University of Miskolc since 2014. The detailed program design of the public teaching practice adapted to the specific needs of our institution, the pertaining teaching manual and the students' reflection portfolio will foreseeably be finalised in September 2015.

The **Social Justice Responsibility Taking (SJRT)** program, launched in 2014 by the Teacher Training Institute of the University of Miskolc and a voluntary group called *Skirmish-line* ("Csatárlánc"), is based on the international practice of service learning (SJRT-program). The aim of the initiative is to ensure that by undertaking a minimum of 30 hours of voluntary activities, the students

- take part in shaping both their broader and narrower environment;
- acquire extensive knowledge about and experience in momentous social issues, among others, the dimensions of poverty and social discrimination;
- establish vital relationships with organisations and groups that have set objectives to innovatively resolve social issues, such as poverty and social discrimination;

- obtain practical experience in the forms and possibilities of voluntary assistance;
- change their attitudes (to more open, empathic, socially sensitive), become responsible intellectuals; and
- actively contribute to the further dissemination of the culture of volunteerism.

Diagram 2: Public Teaching Practice and the SJRT program at the University of Miskolc



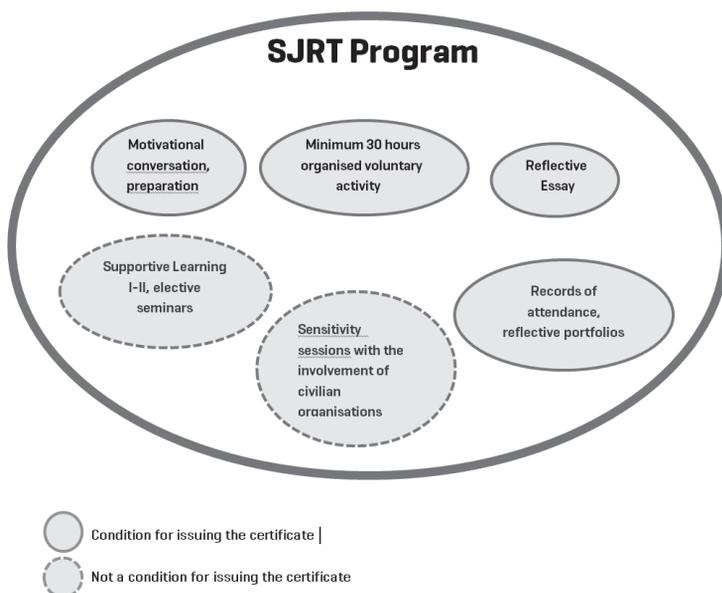
Participation in the SJRT program is voluntary. The students joining the program will take part in a motivational conversation followed by a preparation session. During their public service they are required to keep a record of attendance, as well as a portfolio of reflections predicated on predefined criteria. For students delivering at least 30 hours of voluntary activity, the Teacher Training Institute issues a certificate of participation in both English and Hungarian similar to the international Youthpass certificate that demonstrates the details of the program itself and verifies the activities carried out during the program (see appendix).

The program is available for students of any faculty of the university (currently the students taking part in the program come from the Faculty of Arts,

Mechanical Engineering and Information Technology). In 2014 and 2015 the students taking part in the SJRT program carried out regular, organised activities to support children brought up in foster-homes without a family, as well as handicapped children looked after in hospital wards. The voluntary activities are monitored and tracked by the voluntary coordinators of *Skirmish-line* (there are voluntary coordinators active in recipient institutions joining the SJRT program).

Starting from the autumn term of the academic year 2015/2016, the cross-institutional availability of a two-term elective seminar on reflection, connected with the SJRT program, will be announced (*Supportive Learning I-II.*) The Supportive Learning I course has the subtitle *Biases and Self-Knowledge*, while Supportive Learning II has a subtitle *Human Rights and Responsibility Taking*, which denote the topic categories on which the reflections of actual voluntary activities are focused. The elective, voluntarily eligible seminars (for 2 credits) denote a minimum of 15 hours of voluntary activity and 15 hours of guided learning hours on reflection. The completion of the Supportive Learning seminar(s) is not a condition, but simply a possibility for the students participating in the SJRT program.

Diagram 1.: The Structure of the SJRT Program



Alongside these ‘hand-on experience’ programs, the trainers of the Teacher Training Institute of the University of Miskolc consider it of high priority that the theme of responsibility taking emerges in the form of horizontal content in teacher training as a whole. For this purpose a subject-matrix focusing on certain aspects of the topic in question will be completed by the first term of the academic year 2015-2016. Based on a preliminary interview survey we have compiled the following interface points. The new matrix, by means of which we will integrate – upon their merits – the topic-categories of responsibility-taking and volunteerism into the training-content, will be completed based on these interface points.

Teaching Units	Segments of content connected with voluntarism and responsibility-taking
Academic Year 1 - Term 2	
Introduction to Pedagogical Studies	Pedagogy as a profession of aid and support. The issue of personal responsibility in pedagogy
Academic Year 2 - Term 1	
Education and Society	Poverty as a moral challenge. The responsibility of the more well-to-do classes
General Psychology	Social-psychological aspects
Academic Year 2 - Term 2	
Teaching and Learning Theory	Learning theory contexts: auto-dynamic activity as an opportunity for learning; commitment to issues as learning motivation. School contexts: the students’ voluntary work and organising learning; project pedagogy and volunteerism; disciplining for responsibility-taking
Developmental Psychology	Responsibility for the handicapped
Theories of Training and Education	The problem of voluntarism and social responsibility-taking in pedagogy. Primarily Dewey!
Self-knowledge as a Professional	Empathy, understanding attention, supportive relationship

Academic Year 3 – Term 1	
Pedagogical Psychology	Familiarisation with learners: tolerance. Responsibility for the handicapped
Pedagogical Situation-practice	Contextualised in concrete teacher-learner, learner-learner, teacher-parent situations: empathy, tolerance, openness, responsibility-taking
Social and Personality Psychology	Volunteerism, altruism, conscientiousness, openness
Academic Year 3 - Term 2	
Pedagogy and Psychology Practical Session	Tolerance in the classroom, getting to know the learners
Learning Difficulties at School	Responsibility for the handicapped
Social Pedagogy	Responsibility for youth in poverty and children in danger
Academic Year 4 - Term 1	
Teaching Practice [1st Major]	Topic-specific reflection during processing
Methodology I. [1st Major]	Concrete aspects of content varying by departments
Methodology I. [2nd Major]	
Academic Year 4 - Term 2	
Talent Development	Related school programs
Teaching Practice	Topic-specific reflection during processing
Methodology II. [1st Major]	Concrete aspects of content varying by departments
Methodology II. [2nd Major]	
Academic Year 5 - Term 1	
Methodology III. [1st Major]	Concrete aspects of content varying by departments
Methodology III. [2nd Major]	
Academic Year 5 - Term 2	
Methodology IV. [1st Major]	Concrete aspects of content varying by departments
Methodology IV. [2nd Major]	

Academic Year 6 - Term 1	
Continuous Individual School Practice I.	Topic-specific reflection during processing.
Follow-up Seminars I. [1st Major]	Topic-specific reflection during processing
Follow-up Seminars I. [2nd Major]	
Portfolio-consultation	
Academic Year 6 - Term 2	
Continuous Individual School Practice II.	Topic-specific reflection during processing
Follow-up Seminars II. [1st Major]	
Follow-up Seminars II. [2nd Major]	

Teaching Units Unrelated to Academic Terms	
Electives	Service Learning I-II.: supporting activities, public service in practice, as well as reflections on it. Starting from Term 2 of the academic year 2015-2016, it will be promoted across the whole of the university as a subject of general education
Public Pedagogical Practice	Supporting activities, public service in practice, as well as pertaining reflections

In summary: the Teacher Training Institute of the University of Miskolc recommends the following model, made up of four components, for the integration of the topic of responsibility-taking and volunteerism in teacher training (and within that, compulsory public school service introduced across the country as a precondition of the school leaving exam):

1. the targeted development/transformation of compulsory **public teaching practice**,
2. the operating of a professionally organised and tracked **voluntary program** of the teacher training institution (or university, college),

3. 3. announcement of the availability of a **targeted elective seminar** (connected to the public school service, a practice-oriented course potentially of the *service learning* type)
4. the production of a purposeful **subject-matrix** (mapping of potential interface points, then the substantive integration of the topic into the content of given subjects).

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Magdolna Daruka, Olga Csillik

A complex analytical study in connection with horizontal pedagogical elements and recommendations for educational goals (Economic Education)

1. Introduction

In the present study, we analyse the Hungarian National Core Curriculum (NAT) and focus on how the different areas of Economic Education appear in public education under the current content regulation; using the analysis, we would like to see how to create horizontal relationships between different objectives in the areas of development and the content areas of NAT. The results were compared to the current practices used in the teacher training courses for Economics Teachers. The comparison thus gained gives the basis to determine the key areas for the strategies of implementing a reform program in the teacher training of the Corvinus University of Budapest.

2. The Hungarian National Core Curriculum

The document analysis of NAT focuses on two main objectives: first we investigated how the competence elements of Economic Education appear in the different content areas, which is followed by a comparative analysis of these competence elements based on the development tasks and aims of the NCC.

2.1. Content areas

Through the investigation of content areas, we have come to the conclusion that the economic competencies mainly appear in the content area of *Man and*

Society. We would like to point out that the content area in NAT outlines skills and competencies but not content knowledge. The analysis revealed that the **horizontal competency elements appear to be synchronised in NAT, which enhances the acquisition of the key skills of the two content areas: *Man and Society* and *Economic Education*.**

2.2. Aims and areas of development

We also examined the content area of *Economic Education* in detail. In this area, the learning objectives are the following: getting to know the local, regional and national institutions and processes which determine the behaviour of the economic players. The fulfilment of these objectives in public education gives a complex task for both the teachers and the students. **On the one hand they rely on the existence and development of such skills and knowledge which are not present in the framework curricula. On the other hand, the low number of classes and the often insufficient competence in the field of business and finance education set limitations to a proper integration of *Economic Education* into the local curricula. A discernible void exists in the education of teachers of foundation disciplines and economics in their level of methodological skills related to individual skills development.**

2.3. The analysis of framework curricula

Next in our analysis of NAT was the examination of the framework curricula. Our main question of enquiry was to ascertain the weight and depth of the competency elements of Economic Education in the various subjects of grades 9-12. In a number of subjects, elements of Economic Education did appear, but only marginally at best. The subjects *History and Civic Education* and *Geography* were the ones in which business and finance elements of Economic Education were most prominently present. These two are those primary foundation disciplines which serve as founding blocks of systematic educational structure in Economic Education.

2.4. The summary of the horizontal analysis of NAT

The following has been established in the horizontal pedagogical analysis of NAT in lieu of grades 9-12.

- a. In the framework of foundation disciplines, primarily *History and Civic Education* (in grades 11-12, 22 lessons) and *Geography* (in grades 9-10, 53 lessons) contain the teaching of business and finance skills. These subjects are mainly taught by teachers of foundation disciplines (History and Geography teachers) who, in their teacher training, acquired knowledge of the workings of economics in a limited number of lessons with a focus other than finance. Courses on economic theory usually appear in the first semester of the academic program of teacher training, when the future educators are not yet motivated sufficiently to assimilate knowledge in the field of economics and sometimes even lack the initiative to do so. In most cases these are courses just to pass easily. As students advance in their studies, normally they do not concern themselves with this field. Throughout their teaching practice, it becomes discernible that the acquired knowledge of economics lacks complexity, and any particular economic terms and institutions are only discussed in the context of the individual lessons. Therefore in-depth knowledge transmission does not occur and only superficial information is shared with the students.
- b. The analysis of NAT revealed that there is an increased demand for skills development in public education. The growing amount of content knowledge and the number of available lessons call attention to a conflict in two areas. Firstly, it is unavoidable to practice selectivity in the content knowledge of NAT, while (second) the emphasis on underlying correlations, long-term repercussions and interrelationships is unavoidable.
- c. After the analysis of the framework curricula in the field of Economic Education, we could conclude that elements of the essential content knowledge belong to the following fields: Micro- and Macroeconomics, International Economics, History of Economics, History of Economic Theory, Business Economics, Leadership and Management, Marketing, Business Communication, Finance and Banking, Retail and Hospitality, Account-

ing, Statistics, Taxation, Legal, Administrative and IT skills. We could also conclude **that there is a huge need for complex methodological training, so that the above skills development can take place in formal secondary education.** But the fact of the matter is that the elements of Economics Education get lost in different foundation disciplines. This is mainly because **the number of classes for the foundation disciplines in which Economic Education appears is very low (2-2.5 classes per week), therefore the expected skills development goals cannot be fully realised. Their content is not suitable for the age group (e.g. the over-emphasis of financial and taxation skills), and they do not integrate into the multidisciplinary system of the curriculum.**

When comparing the framework curricula for Economic Education and the area of development for Economic Education of NAT, the following main demands and expectations should be highlighted:

- Questions of the international economic system do not appear or appear only marginally in the subjects of Economic Education. The areas completely lacking include: forms of international cooperation, features of transnational corporations and currency markets, the connections between indebtedness and current account balance, and economic development.
- A serious shortcoming of the framework curricula for Economic Education is that it completely lacks any structuring of the spatial and chronological correlations in economic thinking. No description is given to the relationships of local, regional and global economic trends. At the same time, long-term economic forecasting is not taught at all. The framework curricula merely contain factual description of economic decisions and their immediate impacts. Furthermore, the curriculum content for Economic Education rarely appears in a detailed written format. Additionally, there is no sign of any intention at all to allot attention to such important questions as the intertemporal decisions of consumers and suppliers, their indirect impact, the economic crisis and finally economic development.
- At the same time, no attention is given to the discussion of the relationship between the individual and the public good from an economic

aspect, such as the role or various institutions in the economy or the concept of the free rider problem.

- A final shortcoming is the issue of sustainability, the short- and long-term balancing of economic activities with the environment (e.g. externalities, environmentally conscious production and consumption).

On the basis of the analyses conducted, it can be stated that there is a clear discrepancy in the weight of expected competencies employed by teaching staff. Ideally, education in this field should move towards the training of future educators who possess the following: a multidisciplinary field of vision, the ability to transmit the skills, attitude and sense of responsibility; at the same time, they can align themselves with the needs of the younger generations, and therefore possess a wealth of innovative methodological skills and are able to integrate ICT technology in the teaching and learning process (Daruka, 2014).

3. Economic Education in the teacher training of Corvinus University

In the following section of this paper we attempted to survey how Corvinus University prepares its teacher trainees for Economic Education in the public school system.

3.1. The features of the teacher training of Economics Teachers

Currently teacher training for Economics Teachers is only available at the Corvinus University of Budapest as a Masters program for correspondent students of business specialisation, out of the 4 areas of accredited specialisations (finance and accounting, tourism and hospitality management, marketing and commerce and business). Students may be admitted to the program in the following ways:

- upon the completion of a Bachelor program in Economics, entering a Masters program to become Economics Teachers;

- upon the completion of a Masters program in Economics, entering a Masters program in Pedagogy;
- upon the completion of a Teacher Training College, entering a Masters program to become Economics Teachers.

Depending on the prior educational qualification of students entering the program, the structure of their course may vary.

- Masters Economics Teachers (correspondence program, 4 semesters, 120 credits)
- Masters following a non-teaching Bachelor program, or in parallel with a Masters program containing any teaching field (3 semesters, 90 credits)
- Masters following teacher training – either Economics Teacher or any other teacher training (3 semesters, 90 credits).

The age distribution of the students involved in the program is highly diverse. It is becoming increasingly common that applicants to the program were employed for several years or even decades in the private sector, and a change in their lives (e.g. marriage, having children) prompts them to enter the program. A positive collateral of this trend is that such applicants possess not only theoretical knowledge, but also practical experience, which they can utilize in their future careers. On the other hand, a drawback may be that the applicants, depending on their graduating from their prior educational institutions, possess uneven theoretical background knowledge of Economics (Pfister, 2011).

As a consequence, **the main features of teacher training are:**

- a. highly personalised learning paths dependant upon prior educational qualifications;
- b. the necessity of incorporating in the program business and finance, pedagogical and psychological refreshing courses.

We surveyed the curricula of various Bachelor programs at Corvinus University of Budapest in order to gain insight into the **foundation skills of prospective students entering teacher training**. The analysis revealed that to attain a BA or BSc degree, the following knowledge/skills are necessary preconditions (therefore these are the skills that will be present as a basis in the future teacher training Masters program):

- a. Introductory courses in Economics, Methodology and Business, amounting to 70-90 credits (in all majors including micro- and macro-economics, international business, finance, corporate economics, mathematics, IT in economics, accounting, statistics, leadership-management and business law);
- b. 10-20 credits in social sciences;
- c. 70-90 credits worth of courses in subjects of the specific field of study;
- d. practical training in the majority of majors.

All courses contain modules for skills development, including learning and research methodology, communication and protocol training, and communication and presentation techniques.

Based on the Bachelor programs, the students admitted to the Masters courses possess the basic knowledge to enable them to become Economics Teachers in public schools on the secondary level. Nevertheless, to become teachers in tertiary education programs, it is necessary for them to acquire additional knowledge and skills. Throughout the duration of the Masters program, there is a need to expand on the existing and the newly acquired knowledge, while also reinforcing the practicability of their knowledge based on interdisciplinary training and systems analysis.

In order to learn whether the horizontal pedagogical elements appear in the individual courses of teacher training program of Economics Teachers, we examined the course descriptions.

As a conclusion of our analysis, we can state that there is a marked preference for theoretical training (except in teaching practice). The skills and competencies are hardly developed at all during these courses. As exceptions of this practice, the following competencies can be listed: independent critical thinking, analysis and assimilation of diverse approaches to specific problems, understanding short- and long-term consequences of specific decisions.

The following skills are developed either not at all, or only to a limited degree: commitment, alignment with rules and patterns, **conflict management (value and interest)**, deliberation and decoding of multiple approaches, **furthering debating skills**, self-knowledge, competitiveness, improving learning techniques, cooperation with various parties (students, parents, fellow teaching staff and other professionals.)

As we can see, there are two elements (highlighted above) which enjoy great emphasis in Economic Education. Thus a major dilemma is how Economics Teachers could improve these skills in public education if they are not accorded any significance even in teacher training.

In a more detailed analysis, we established that among the various modules, there is a slight tilt in emphasis – the teacher training modules are more in favour of the development of horizontal contents compared to business and finance subjects. In the teacher training modules there is a slight movement in the direction of competence-based education. Hopefully, by the creation of Teacher Training and Digital Learning Centre, this movement will accelerate in pace.

Following this, we analysed whether NAT's areas of development in *Economic Education* appear in the syllabi of the relevant teacher training courses at Corvinus University.

We highlighted in bold those areas of development which are either not or only rudimentarily mentioned in the course descriptions:

*“Future generations must possess practical knowledge about the business financial institutions and processes which impact **the word economy, the domestic economy, businesses, and individual households.** It is the goal for students to **realize their own responsibilities, value creating work, prudent management of available resources, the world of money** related to consumption. They should recognise the connection between sustainable consumption and their personal interests. School education should also contribute to the development of **the ability to strike a balance between short-term and long-term benefits** and stimulate **the ability to manage the available resources, the ability to see the correlations and interrelatedness between individual and community interests.** This is one reason why school education should devote sufficient attention also to the development of management and finance related abilities, at least basic knowledge of banking processes and the teaching of consumer protection rights.”¹*

As it can be discerned through the analysis of the course descriptions, there are neglected areas in the teacher training courses at Corvinus University. This, as well as the modified teaching competence needs, necessitate the re-evaluation

1 Government Decree 110/2012 (VI.4.) on the publication, introduction and application of the National Syllabus as amended by Government Decree 73/2013 (III.28.)

and rethinking of the academic, psychological, pedagogical and methodological elements of the program. Therefore Corvinus University of Budapest has a challenging task to accomplish.

4. The submitted proposal

The analyses we have carried out throw light upon the current issues in the field of Economic Education. By selecting the most important points, we will offer a tangible proposal for a future reform. These points are the following:

- A new learning environment is being formed, in which the previous and the new practices necessarily come into contact. This requires some form of adaptation by all participants of the teaching and learning process. Through the shifting emphasis in this process, the role of teachers and educators, their everyday work, the school itself and the training of teachers are being transformed in a qualitative sense.
- The level of motivation, the background knowledge and the learning preferences of the students entering the teacher training programs of the Corvinus University of Budapest are highly heterogeneous in nature. Such a situation necessitates the further training of the university's teaching staff in the fields of pedagogy, psychology and methodology.
- In general, teachers in secondary public education and college level are getting increasingly older, which clearly presupposes an unavoidable wave of retirements in years to come. Therefore, in a few years' time we can expect to see an increased demand for Economics Teachers. Keeping in mind the demographic trends, it is important to entice an increasing number of students to take part in teacher training, and also to make a career in teaching appealing to current BSc students.
- The syllabi of teacher training programs need to incorporate the knowledge skills in connection with teaching disadvantaged, severely disadvantaged and SEN students. At this point, we still face the task of compiling and developing teaching materials for these groups (in the fields of pedagogy, psychology and methodology), with the help of which our graduates in conjunction with their students can successfully overcome any obstacles.

- In the changing socio-economic environment, the role of teachers, educators gains in recognition, which has a positive impact on teacher training. The prominence of teacher training increases at colleges and universities, applicants entering teacher training programs may receive various state scholarships.
- The further specialisation in teacher training does not seem to be substantiated. The current practice in secondary trade schools shows that the number of classes for the various subjects in Economic Education appears to be so low that Economics Teachers usually teach a full range of subjects.
- The often contradictory short-term decisions and policies of the relevant state authorities make the normal functioning of institutions of higher learning, including teacher training programs, somewhat unstable. These make efficient planning a rather challenging task, and require a measure of flexibility and adaptability. Therefore we cannot remain content with our achievements so far.
- In line with the current tendencies, it seems of great significance to guarantee individualised learning paths to those taking part in correspondence Master programs. The option of offering individualised learning programs should be made available for students with different educational backgrounds. The rules for credit recognition should be made transparent.
- For correspondence Master students, the need for a refreshing series of courses in pedagogy and psychology is indispensable.
- The reinforcement of interdisciplinary, systematic and practical approaches is unavoidable. In individual modules, the content of teaching materials should be updated, the interrelatedness of the various subjects should be stressed, thus offering comprehensive knowledge to our students.
- Due to the appearance of specific areas of high demand, attributed to changes in teacher training, the knowledge skills not only need an update, but a selection process as well.
- Small class sizes and the high number of seminars make possible a large degree of flexibility and adaptability.
- Skills development in accordance with the graduation requirements has an accentuated role in teacher training. These have to appear in all subjects taught within the teacher training program.
- The current program is devoid of proper focus.

- It would be worthwhile to offer a double major in IT in economics and management, as there is a clear demand for such expertise.
- Economics as a field of study and the workings of the economic system in general should be taught in a more diverse manner in institutions of vocational education, as well as institutions of higher education. Teachers should be properly prepared for this.
- Elements of Economic Education also appear in secondary education in History and Geography. The teachers of these two subjects rarely possess sufficient knowledge in the field of Economics, therefore short, 30 credit additional training courses would be highly beneficial for them.
- As adaptability is highly valued in today's rapidly evolving economic environment, and since this fluidity also appears in the education system, including change management courses in teacher training would be for the benefit of future teachers.
- There is an immense intellectual divide between universities and secondary schools. However, there is a desire among secondary schools to rely on universities for professional and methodological guidance. Such cooperation would be mutually beneficial.
- The connection has been severed with secondary schools offering practice for universities. Teacher trainees doing their teaching practice in the high school where they work, being observed by their fellow teachers, is a general phenomenon.
- It would make good sense to be involved in the teacher mentoring program.
- There are some difficulties in applying the law specifying the learning and graduation requirements for teachers in respect of subjects taught at the university. Credit points are allocated for content knowledge, while skills development is not a factor. Thus skills, attitudes, responsibilities do not appear in the teacher training courses, and are not evaluated in any way. Such shortcoming should be remedied as speedily as possible in the future.
- The current experience is that teacher trainees are unable to reflect on a diversity of topics and must be taught to be able to do so.

4.1. Strategic objectives

Our mission

Our goal is to train future educators who possess the following: a multidisciplinary field of vision, the ability to transmit the skills, attitude and sense of responsibility. At the same time, they are able to align themselves with the needs of the younger generations, therefore possess a wealth of innovative methodological skills, are able to integrate ICT technology in the teaching and learning process. Some other features are innovativeness, the ability to manage changes, and being well versed in the academic world both in Hungary and internationally.

The five fields of focus in our strategy

1. the modernisation and reinvention of teacher training of Economics Teachers
2. adult education
3. development and e-learning processes and e-learning tools
4. cooperation with relevant partners (teacher training colleges, vocational training schools, research and development institutes, and the vocational training organisation bodies)
5. development of international cooperation

Our primary goals are: to become a National Digital Centre for Methodology and to offer competitive and high-quality training courses.

In light of these, we can enumerate the following target areas:

- a. Revamping the teacher training programs for Economics Teachers. The immediate aims are:
 - Flexible and adaptable training program
 - Offering optimal training options in line with shifting demands
 - Establishing a performance-oriented, student-friendly teaching and learning environment
 - Maintaining the desirable complexity of the courses
 - Founding and strengthening student study-groups
 - Effectively fulfilling inter-departmental coordination tasks

- Offering courses in foreign languages
 - Securing accreditation for parallel training programs
- b. The immediate aims in adult education:
- Offering further training courses responding to new demands
 - Providing short-term college level vocational training courses and specialised training seminars for Economics Teachers and teachers of foundation disciplines, as well as other educational staff
 - Offering additional methodological training for college and university educators
 - Methodological training of PhD students and Student Demonstrators
 - Becoming involved in a teacher mentoring program
- c. The immediate aims in the development of digital learning processes and digital learning tools are:
- Innovative development – Gennovation
 - Maintaining a center for e-learning and blended learning equipment
 - Realising reflective classroom teaching
 - Establishing and operating a methodological pool on the website of the Digital Centre for Teacher Training and Methodology.
- d. The immediate aims in the cooperation with relevant partners (teacher training colleges, vocational training schools, research and development institutes, and the vocational training organisation bodies) are:
- Establishing and operating an alumni network for graduates.
 - Reorganising and operating a network of schools for teaching practice.
 - Creating a comprehensive training college-like organisation for BA students in Business and finance.
 - Becoming involved in research and development in Hungary.
- e. The immediate aims in international relations and cooperation projects are:
- Becoming involved in international research and development.
 - Establishing cooperation with relevant academic institutions.
 - Offering online courses and complete training programs in foreign languages.

- Organising conferences and participating in both domestic and international conventions.

The adoption and realisation of our target goals shall guarantee the diversification, acceptance and strengthening of the Digital Centre for Teacher Training and Methodology (DCTTM) at Corvinus University.

The structural layout and operation of the DCTTM supports the realisation of these target goals in their entirety.

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