

STUDIES

Róbert Schumann

3 ***Students' choice of school and educational motivation of secondary school graduates. In-school performance and college plans of 10th-graders as reflected in the National Competence Survey of 2007***

Educational sociology is highly interested in individual differences in educational performance and how socioeconomic factors determine the chance of secondary school graduates to pursue their studies in higher education. To what extent do individual abilities influence student performance and students' decisions to enter higher education? In what sense can differences in performance be attributed to socio-demographic, economic and institutional factors? The present study, based on data of the National Competence Survey of 2007, is an attempt to assess the performance of 10th-grade students, reveal the underlying factors and, from an action theoretical perspective, to find out which factors play a key role in students' choice of school.

Tibor Péter Nagy

26 ***New findings in educational mobility***

A so far untapped resource in pedagogical research is the statistical data of censuses (of 1960, 1970 and 1980) that show the primary, secondary and tertiary students among the dependents of men belonging to various occupational groups. This non-manipulatable indicator yields new findings. It gives new figures when compared to traditional surveys of mobility – examining who enrol their children in secondary schools and colleges/universities. According to the new indicator, in the decades of socialism 37% of fathers without a secondary-level education had children whose educational attainment was secondary school or higher (as opposed to the old indicator, which claimed this ratio was 27%).

Mihály Csákó

36 ***Vocational training and democracy – studying the political socialisation of trainees***

Applying the methodology developed by Ilona Liskó, the present study is a small contribution to the research of political socialization of vocational school students. Relying on descriptions of their family background and school status, we analysed students' views on democracy, their level of intolerance and their position in certain political issues. The analysis, based on the 2008 survey School and Society, compares representative samples taken in Budapest, Baranya County, Fejér County, Hajdú-Bihar County and Szabolcs-Szatmár-Bereg County, also comparing indicators to those of other (non-vocational) secondary school students.

Júlia Varga

45 ***Vocational training and dropouts***

The present study focuses on why those with vocational school training fail at the job market. Our thesis: adjusting training to short-term corporate priorities will deteriorate employment opportunities of trainees in the long run. First and foremost, publicly financed vocational training

ought to develop the basic and professional skills of participants. This is the firm foundation upon which one may later base retraining programmes, further training and special skills training sessions (organized and financed by the employer). As the sole audience of vocational training by now has become the group of underprivileged students, the above arrangement is the only way to guarantee equality of chances.

Klára Szilágyi

55 *Student profiles – individual profiles as an educational tool to prepare students for the job market*

This study intends to publish findings of research on employability of endangered youths, with a view to practical applicability. The aim of the research was to develop a method that is closely connected to teachers' daily experiences, is based on data and can be used in the classroom. The individual profile is a tool to reach objectives jointly defined by the student and the teacher, connecting the stage of student personality development to the tasks necessary to promote competencies necessary in the chosen field of education. The individual profile assesses the state of the student along certain personality traits and learning styles and uses these as the basis to design progress and the desired level of competence.

VIEWPOINTS

67 *In a network of interpretations – round table talk on how to interpret monitoring results in higher education*

In the past fifteen years in the international scene as well as in Hungary the attitude to describe, analyse and interpret the efficiency of education in terms of figures, indicators and performance levels has gained considerable ground, as well as the tendency to take measures in educational policy that are based on these indicators. International and national surveys trigger hot debates: researchers, school maintainers, teachers, policymakers and parents are far from agreeing with one another on the coherence of survey findings and the related measures in educational policy (whether local, regional or national). In the given situation it seemed only natural to examine the definition range of PISA, PIRLS and TIMSS findings and those of the National Competence Survey in Hungary (including the figures broken down to individuals and schools). Our working hypothesis was that a number of concepts need to be clarified and that even within the profession the analysis of statistical data is often unfounded and is put in the wrong context – thus leading to inappropriate conclusions. Whether intended or not, misinterpretations blur the true interpretations that are based on the methodology of individual findings.

WORLD VIEW

Henriett Gerda – András Buda

83 *Assessment of student performance in a Dutch secondary school*

Most people have become so accustomed to the five-grade assessment scale used in Hungarian schools and the closely connected idea of failing a course that they find it hard to imagine any other way. The present study aims to present an assessment system that is proved to work,

besides – through an alternative definition of failure – gives students an opportunity to make use of their talents, while not expecting from them extraordinary achievement in all fields.

Kinga Horváth

91 *Quality assurance in public education in Slovakia*

This study gives insight to Slovakian public education, monitors the decentralization process from the perspective of public education and focuses on changes thereof. The recent Public Education Act is analyzed in terms of its effect on public education administration and educational bodies. The School Act, effective of September 1 2008, is presented including new opportunities and approaches put forward in the Act as well as its shortcomings. Quality is defined in the context of public education in Slovakia. Findings of a new research are discussed concerning the relationship of headmasters and school maintainers. The framework of in-service teacher training programmes is briefly touched on, including pitfalls of the current system.

HORIZON

László Trencsényi

100 *Theatre and education – documents reflecting the need for a new paradigm*

The author of the present study agrees with conclusions of the 7th Pedagogical Congress: supply on the educational market is scarce, hardly accessible and of poor quality. However, a major breakthrough is imminent in the field of drama pedagogy (as well as its sister genre: puppet theatre). A lot happened in less than a year's time: drama, so to speak, is gloriously marching in. Where? To education. Read more for the details.

FORUM

Ilona Csilla Dér – Emese Felvégi – Helga Kiss

109 *Harry Potter and the mystery of multi-purpose reading – a user's guide for secondary school teachers to apply contemporary fiction in the classroom*

An impromptu working group consisting of a linguist, a foreign language teacher and a reading researcher propose the classroom use of texts that motivate students to form the basis of activities that facilitate the development of applied skills, linguistic transfer, critical and creative thinking. The much debated and praised, but undoubtedly highly popular Harry Potter series of J. K. Rowling, and Harry Potter and the Order of the Phoenix is the basis of key concepts of such disciplines as pragmatics, gender linguistics, discourse analysis, sociolinguistics or rhetorics. Cornelia Funke's Inkheart from her Inkworld trilogy is the basis of activities focused on reading and listening comprehension, vocabulary, grammar, speech and written composition skills for secondary students. Works of both authors are in print in Hungarian, German, English, Spanish, French and other languages, their excerpts are available for online reading, listening or viewing as well, making mother tongue and foreign language skill acquisition a task that both language arts and language teachers can collaborate on.