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## STUDIES

Zoltán Tarcza

### 3 *Changing world – changing community centres. Crisis or rebirth?*

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Colleagues working at community centres have long awaited some empirical research focusing on the typical problems and results of their work. A research like that should consider the objectives identified in the National Core Curriculum (NAT) and in the programme prepared in 2005 for all community centres by a small team of innovative community centres, the so-called Programme of Kunszentmiklós. The present study is a summary of the findings of a 2008 research.

László Kinyó – Tamás Barassevich

### 32 *Factors influencing social science knowledge and the early foundations of effective development*

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The present study explores the cognitive and affective effectors of social science education based on international literature, besides, it introduces the reader to an adequate curricular perspective that may serve as a means to provide primary school pupils with the basics of social studies. At the same time, it can be an effective foundation of future assessment. The authors suggest that misconceptions in the field of social sciences are promoted by the lack of adequate knowledge, underdeveloped cognitive skills and beliefs based on personal experience. Social science education can only be successful if it addresses these factors together. A possible way of such an integrative educational approach might be to arrange teaching material around cultural universals and use adequate teaching methods.

Veronika Mészáros – Árpád Bárnai

### 55 *A possible adaptation of experimental education in foster home settings*

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This study reviews the theoretical background and therapeutic effects of an approach to education that is becoming increasingly popular in our days: experimental education. A possible implementation model in foster home settings is also outlined. The experiences of a 10-day travel camp organized by Kossuth Zsuzsa Foster Home, embedded into the theoretical framework, illustrate how to realize a programme based on experimental education involving children who show serious behavioral problems. The study emphasizes possibilities and ideas to inspire a deeper understanding and additional refinement of the method.

*Mrs Tamás Laki*

**73 *An experimental field of integrative education***

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In Hungary the idea of integration first emerged in the 1980s – it has been considered as an issue worthy of research ever since. The Equal Opportunity Act of 1998 provided legal framework, followed by further legislature. In the meantime international models, grassroots initiatives by parents and professional curiosity triggered a few experimental programmes of integrative education at the pre-school and primary school level. The present study is devoted to the issue of prerequisites of integrative education: what are the responsibilities, how do they complement one another and what are the next steps leading to integrative education. A model programme is used as illustration.

*Edit Tóth – László Kasik*

**94 *Parents' views on financial, intellectual and social resources and how they are related to social interest behaviour***

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Contrary to international research trends, in Hungary relatively few research projects focus on children's social behaviour and its connection to parents' views. In fact, empirical findings show that parents' views on a certain form of behaviour have a great influence on children's social behaviour -- this is why they must be taken into account when promoting social skills in pre-schoolers and primary and secondary students. The survey presented in this study was conducted among the parents of 4-17 year olds. Questions targeted parents's views concerning their financial, intellectual and social resources and aimed to find out how these were related to the frequency of children's engagement in activities of cooperation, assistance, rivalry and leadership (in other words, the way they enforce their social interests).

*Borbála Paksi*

**119 *Aggression in schools: its prevalence and its institutional perception***

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Commissioned and financed by the Hungarian Ministry of Education and Culture, in early 2009 the Centre for Behavioural Research of the Institute of Behavioural Sciences and Communication Theory, Budapest Corvinus University performed a research project on a representative national sample of a survey conducted in public education institutions involving teachers and 8th-grade and 11th-grade students. The survey included a focus on aggression in schools. The present study is aimed at teachers' perception of in-school aggression, prevalence of school bullying as perceived by students, its typical patterns and connections. Research findings show that teachers' perception and student experience have little in common,

*Mária Laczkó*

**135 Difficulties in speech perception and reading comprehension – diagnostics and therapy**

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The author of the present study gives a theoretical and practical overview of a symptom of the most frequently occurring learning deficiency: dyslexia. The study touches on all the component skills necessary for reading, which in turn is an essential form of learning. These skills are illustrated by empirical research findings conducted in a secondary school population. Symptoms referring to dyslexia in this age group are overviewed, with a diagnostic purpose, and solutions are offered as ways of remedy.

*Márta Hunya*

**148 Project method in the 21st century. Part 2**

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The introduction of non-subject-based teaching makes it particularly worthwhile to look at the project method from today's perspectives and find the opportunities therein that may be answers to challenges of our days – in full harmony with the philosophy of frame curricula and non-subject-based education. The first part of the study dealt with the design of the project, and the second part is devoted to structuring, phasing and implementation. Part one was more theoretical, part two focuses on the actual project work that was carried out at Harmat Primary School of Kőbánya, with the assistance of the author. The project was implemented in the virtual educational environment of ThinkQuest by Oracle. (Project Nile used this environment <http://www.thinkquest.org/en/>)

**VIEWPOINTS**

**162 Round table talk on the new paradigm of ICT in the context of lifelong learning**

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Where is the way out of the crisis, what is the future paradigm in education? Representatives of research, higher education, public education and the corporate sector were invited to find answers to the above question. Eventually, the centre of discussion has shifted towards the new info-communicational technological environment and key skills, abilities and knowledge needed in the future. Our aim was not to present model solutions and strategies but to start a dialogue between all parties involved.

**181 The impact of the economic crisis on education. Perspectives from the US**

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How has the economic crisis impacted public education in the United States? What kinds of changes are felt in American schools? How has budget and morale changed? What will become of programs for minority groups, „secondary subjects” like art or music, library collections, materials and professional development in an era burdened by budget cuts? In our search

for answers, we have interviewed and sent out calls for brief commentaries to our colleagues working in public education in the Houston area. The views and comments from an associate professor of multicultural education, school library science assistant professors, superintendents, principals, councilors, campus technology and instructional specialists may provide some insight and practical advice and help deal with the crisis.

## WORLD VIEW

### 192 *An overview of crisis management in education with the help of documents of OECD, UNESCO, the European Commission and international journals -- an Internet guide*

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The Internet Guide surveys some crisis management initiatives by OECD, UNESCO and the European Commission, selecting education-related documents as well as online knowledge bases and materials promoting international co-operations with regards to tackling the effects of the economic crisis on education. This media review provides an overview of the portal *educationtoday*, findings of international surveys of educational financing, and touches on certain measures of practical curricular changes that aim to prevent future crises.

*Anita Flabók*

### 197 *German reforms. Problems and solutions*

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Education and research development has been in the focus of public attention ever since the first PISA findings were published. It had always been known that quality education in the long run can not be guaranteed without reforms, but PISA findings left little doubt that these reforms are a matter of urgency. Quality development is thought to be promoted by educational standards that involve the entire system of education.

## HISTORY OF EDUCATION

*András Farkas*

### 208 *Reflections on the history of the project method*

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In educational theory the term project method is a household name these days -- the expression is well known and the methods are widely used. The term, however, is apparently losing its meaning – a fact that Katalin Hortobágyi pointed out as early as 2002. Multiple interpretations and different philosophies revealed by practice may go back to the variety of contexts the word project is used in our everyday life, besides its use in the jargon of other professions (eg project management) may have an indirect effect on pedagogy. At times it is praised as a revolutionary new method, a new paradigm, which raises the question: where does it come from? What was the original idea that today's teachers can go back to, with the help of existing documentation?

*Anikó Gál*

**214 *The forced transformation of the Special Education Institution in Gyula in the 1950s – and its consequences***

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In this study, the author reports on a part of her research on the history of special education. She investigates how dictatorial changes in the Hungarian education system in the 1950s affected the functioning of a special education institution. In the focus of her research is the Special Education Institution of Gyula founded in 1925. On the basis of staff meeting proceedings she concludes that students with different types of intellectual disabilities, who had been educated in two different types of schools until the 50s, were pulled together for teaching in this institution, too. Further, the author examines what problems appeared in the life of the institution and in the work of teachers and special educators as result of the enforced changes mentioned above. She also presents the controversies related to the concept of “non-educability”. Last but not least, the author analyses how, with what methods and with what results the institute and the staff tried to find solutions for the problems of the school.

**HORIZON**

*Szilvia Simándi*

**224 *Intergenerational learning in the context of tourism***

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One generation learns from another – this can be seen, among others, in tourism: parental models play a key role in habit formation. We must not ignore the reverse effect: parents also learn from their children. Such an example is when children, developing an environmentally conscious attitude at school, or just simply being better at finding information through the Internet, influence their parents’ behaviour. By intergenerational learning the author of this study means mutual influence of one generation on the other and she overviews this process in the context of tourism.

**FORUM**

*Anikó Nagy-Varga*

**235 *Attitude towards national holidays***

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It is an important part of learning democracy that we observe and commemorate Hungarian national holidays. Commemorating important events is a skill that can be mastered by children through practice. Values are communicated in an indirect way by means of national holidays and these values contribute to the socialization skills of children. The present study examines 13-year old pupils and explores the background of national holidays. What do we honour? Are pupils familiar with the historical events? How do children relate to Hungarian national holidays, do they think in-school commemorations are important? How do the traditional patterns of

commemorations contribute to our collective identity? What is the role of communities? Whose responsibility is social integration: oral history as retold by the family or formal celebrations in the school? The present study seeks the answer to these questions.

## ON COURSEBOOKS

### **243** *The foundations of philosophy. An interview with 'full professor' János Dörömbözi*

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There are teachers and teachers. Some lecture in auditoriums, reflect on their favourite subjects, shed light on minute details and point out connections. Others teach outside the auditorium. As an author, proofreader and editor of textbooks for secondary school and university students, János Dörömbözi belongs to the latter kind. He has been interviewed on the occasion of the publication of a new, revised edition of his Foundations of philosophy that first came out in 1995.