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## STUDIES

*Petra Földes – Judit Lannert*

### 3 *The aspects of violence in schools: facts and what can be done*

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Considering the data available on the extent of in-school aggression, there is a remarkable difference between the subjective and objective points of view. Research carried out by Kölkönet educational webpage suggests that the most pressing issues by and large concern two well-defined small groups of schools: primary schools located in the Eastern region of Hungary and vocational training schools. The research included what methodological help and counselling service might be given as support to teachers working at schools particularly affected by aggression. According to research findings it is insufficient to give model solutions – schools need permanent assistance and support.

*Rita Kelemen*

### 17 *Children in online news*

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The mental image we construct about children is certainly different in every historical period and in every culture. Each society forms their own perception of children – or the particular way they see them. This study intends to be a contribution to explore our present perception of children by way of a content analysis of online news in Hungary. With one month's news on Hungarian websites analysed, the research focussed on the context and the topic in which the word "child" or "children" appeared. Findings are also relevant for media impact research. What context do children appear in? What image of children is constructed for the Internet surfer by online news?

*Serban Tosifescu*

### 29 *Quality and competence in education*

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Quality in the present study is defined as of key importance in the fundamental transformation of pre-service and in-service teacher training. In a society where the amount of information keeps growing and becomes more and more available for all, where technologies develop at an amazing pace and where professions appear and disappear overnight, the sole permanent ingredients of professional competences – for teachers as well as for others – are professional attitudes and values.

*Mrs Imre Szilágyi*

### 35 *In pursuit of pedagogical superstitions*

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It is a globally recognized fact that education cannot possibly keep up with the overwhelming amount of information that we are exposed to. The key to the solution: lay the firm foundations of lifelong learning, develop basic skills and personalize education. The practical implementation of these, however, seem to spread slowly in Hungarian schools. Rather than trying to find solutions, most

schools look for excuses: disinterested children who take little pride in their work, negligence and inappropriate role models in the family. Failures are explained away. Once we get to know the nature of bad practices, however, it is much easier to get rid of them.

### *Erzsébet Ceglédi*

#### **42 *The Role of Creativity and Intelligence in School Performance***

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Creativity and intelligence have been the focus of many a research programme. For schoolteachers it is of great interest how learners' intelligence and creativity influence their in-school performance – how more creative tasks may make classroom work more thought-provoking and thus more effective. Research methods used in the course of the present study allowed students to play an active part during the lessons. This is particularly important in the case of science subjects, which often prove to be a challenge for learners.

### *Anikó Fehérvári*

#### **53 *In-service teacher training in integration programmes***

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This study presents the analysis of efficiency of the in-service teacher training that took place as part of an integration programme. Data from the participants were first gathered prior to the programme (spring 2006), and when the training was completed (spring 2007). The training was highly appreciated by the participating teachers. Most opinions pointed out new factual knowledge and novel methodology – although little mention was made whether it changed participants' attitudes. Their judgement of Roma and underprivileged children was slightly changed for the better, as well as concerning the segregation/integration issue.

### *Sándor Haász*

#### **64 *New alternatives in social welfare training***

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The present study attempts to find a new approach to training social work teachers in Hungary, an approach where measurement and assessment of competence-based education are highlighted. The base of new type of social education is internship, in which there are connections and permeability between training and practice. An essential condition of the authentic social personality is the development of social communication – the aim is to work out the self-reflective cognitive activity in the course of the education. According to our training programme the students get feedback on their

internship and on their competences from the trainers through a competence measuring software. This software has the possibility to enhance self-assessment and serves as guidelines to development in the necessary areas.

*Márta Hunya*

### **75 *The project method in the 21st century. Part 1***

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The present study (published in two parts) rediscovers the opportunities offered by the project method, with particular attention to 21st-century competences: how creativity, critical thinking, communication, teamwork and especially digital literacy may be enhanced through this method. Part 1 of the study is devoted to the overall design of the project, Part 2 focuses more on the details and implementation. The first part is more theoretical, the second part highlights the project carried out in Harmat Primary School, Budapest, with the assistance of the author of this study. The project was implemented using a virtual learning platform, ThinkQuest by Oracle.

### **VIEWPOINTS**

#### **97 *„...a learning-centred paradigm is interlaced with public education and higher education and has become part of our everyday life...”*** *– round table talk on the occasion of teacher training days*

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For nearly two years, on the last Wednesday of every month in various locations within Hungary, round table talks have been organized by the journal *Új Pedagógiai Szemle* on topical issues concerning education. Dubbed *ÚPSZ* café, the last talk was unconventional in the sense that it took place amidst a conference.

### **WORLD VIEW**

*Ildikó Mihály*

#### **103 *Built on French traditions. The school system of three countries in Northern Africa***

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This study looks into the school system of three North African countries: Algeria, Morocco and Tunisia – from the time they became independent to the present. The study touches upon those idiosyncretic and most pressing issues that had to be addressed in order to establish a fully functional system of education. Some of the early problems, however, are still unsolved in these countries (formerly French colonies), mainly for political reasons. Beyond doubt, it is high time to act, and all depends on how local authorities meet the challenges of changing times and technological development.

**FORUM**

*Ágnes Arany-Vigh – Valéria Kiss-Benke – Mrs Ferenc Tárkányi*

**110 How to promote a healthy lifestyle in the ecologically conscious school  
– an educational programme in the academic year 2008/2009**

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Health education is part and parcel of school life – it involves more health-related factual knowledge and awareness raising among teachers as well as among students, with regular updates, a physical and psycho-social environment conducive to a health-conscious attitude and lifestyle and an approach to develop students' personality. The model aiming at health awareness raising at schools was initiated by János Bolyai Elementary School and Art Centre, Debrecen, Hungary, in the spring of 2008. Health Awareness became a leisure-time activity on the lower primary level and part of Life Skills on the upper primary level of the school. The authors of the present study wish to provide eco-schools with their educational programme as an alternative that can be freely customised according to local conditions, pedagogical objectives and the individual characteristics of students.

## KÖZLÉSI FELTÉTELEK

A folyóiratban eredeti, első közlésre szánt alkotásokat jelentetünk meg. Másodközlést nem vállalunk. Az egyes közlemények tartalmáért a szerző a felelős.

### FORMAI KÖVETELMÉNYEK

A cikket elektronikus formában (e-mail vagy CD) kell eljuttatni a szerkesztőségbe. A kéziratot szerepeljen a szerző neve, beosztása, elérhetőségei (lakcím, telefon, e-mail).

A kézirat terjedelme ne haladja meg a 25-30 kéziratoldalt (kéziratoldal = 1,5 sortáv, 12 pontos Times). A terjedelmi korláttól csak kivételes esetben (pl. a téma fontossága) tekintünk el.

A kézirathoz körülbelül 700 karakteres tartalmi kivonatot is kérünk csatolni.

### ÁBRÁK, TÁBLÁZATOK

A cikkhez tartozó ábrákat, táblázatokat címmel és sorszámmal kell ellátni, és a szövegben hivatkozni kell rájuk (pl. 1. ábra). Diagramok esetében az Excelben készült diagramot és a hozzá tartozó munkalapot is csatolni szükséges. Ha fotót is tartalmaz a cikk, az eredetit kell csatolni (a forrás feltüntetésével), és a képminőség legalább 300 dpi-s felbontású legyen.

### HIVATKOZÁSOK

A szövegbeli irodalmi hivatkozásokban ne keveredjen a lábjegyzetes és a zárójeles forma. Ha a zárójeles hivatkozást választják (pl. Fekete 2003), lábjegyzetbe csak a szöveghez fűzött kiegészítő megjegyzések kerüljenek (egy-egy lábjegyzet ne legyen hosszabb három gépelt sornál). A pontos könyvészeti adatokat a cikk végén az irodalomjegyzékben kell feltüntetni ábécérendben. Kérjük, hogy a szövegben szereplő hivatkozott munkák mindegyike pontosan szerepeljen az irodalomjegyzékben (szerző, évszám, cím, kiadó, város, oldal). Online hivatkozásoknál kérjük a letöltés idejét is feltüntetni. Például:

NÉMETH SZILVIA (szerk., 2004): *Esély az együttnevelésre*. Országos Közoktatási Intézet, Budapest. <http://www.oki.hu/oldal.php?tipus=kiadvany&kod=Eselyszazalek20aaszszazalek20egyuttnevelésre> – Letöltve: 2007. 09. 10.

JÓZSA KRISZTIÁN (2000): A számlálási készség kritériumorientált fejlesztése. *Új Pedagógiai Szemle*, 7–8. sz. 270–278.

Felhasznált irodalom esetén a sorrend a következő: szerző, cím, kiadó, város, évszám. Például:

FEKETE JÓZSEF: *Sakk munkatankönyv*. Magyar Sakkszövetség Kiadó, Budapest, 1993.

EINHORN ÁGNES – MAJOR ÉVA: *Az idegen nyelvek – vizsgafejlesztés nemzetközi kontextusban*. In Horváth Zsuzsanna – Lukács Judit (szerk.): *Új érettségi Magyarországon. Honnan hová? Egy folyamat állomásai*. Országos Közoktatási Intézet, Budapest, 2006, 127–138.

A szerkesztőség fenntartja a jogot a kéziratok nyelvi-stiláris javítására, a szerkezeti elemek egységesítésére, a logikai hibák korrigálására és a tipográfia kialakítására. A közlésre került cikk kefelevonatát visszajuttatjuk a szerzőnek. Ezt a szükséges javításokkal kell visszaküldeni a szerkesztőségbe. Ha ez elmarad, a szerkesztőség által elkészített szövegvariáció jelenik meg. A szerkesztőség a szerzői javításokat felülbíráhatja, különös tekintettel a magyar helyesírás szabályaira és az eredeti szövegtől eltérő új betoldásokra.

Az el nem fogadott kéziratokat nem áll módunkban visszaküldeni, és nem őrizük meg azokat.

**A részletes közlési feltételek a folyóirat honlapján olvashatók.**