

ABSTRACTS

Milán Constantinovits – Zsuzsa Vladár
■ *Covido, Ergo Zoom: Communication Challenges in Synchronous Online Teaching*

Keywords: meta-communication, non-verbal communication, online teaching
Our paper analyses the role of meta-communication and the efficiency of communication change in synchronous online teaching. Based on our attitude research conducted among students and teachers, we have come to the conclusion that, besides technical problems, the lack of gestures and the interferences of the suprasegmental elements are the most important hindering factors in online teaching. Moreover, we have found that the decreased intensity of interactions and the interferences of communication were frequently caused by the unbalanced use of cameras and microphones. According to the participant's opinion, synchronous online teaching is currently very moderately successful.

Kinga Kálmán Ungvári
■ *Challenges and Solutions for 21st Century Educators*

Keywords: education, teachers, challenges, self-reflection, digital teaching methods
My paper is aimed at pointing out the challenges that every participant in education has to face at the beginning of the 21st century and at formulating innovative solutions for them. While it is obvious that the task of the school is (always) to prepare the youth for life, for the future, this future is increasingly unforeseeable, and the gap between the generations is unprecedented. What can be done at this turning point, what changes need to be made so that education can meet the needs of future generations? Searching for possible answers, my paper outlines some options. The first and particularly important factor is the radical change of the role of educators. The so-called "sage on the stage" is

gone; the omniscient, authoritarian teacher is being replaced by the "coach", the educator playing the role of a facilitator, characterised, in the best case, by the "3 Rs": resilience, (self-)reflection and reinventing. Yet, besides this, the concept of relevant knowledge also has to change. It does not primarily mean detailed factual knowledge any longer; communication, self-knowledge and the ability of cooperation are now increasingly more valued. At the same time, proper learning is getting reinterpreted, the goal this time being self-reflected learning instead of memorising lexical knowledge. In order to achieve all these changes, the methodological renewal might represent an important step. The introduction of digital teaching methods is not only advisable, but – owing to the impact of the events of the past few months – downright indispensable. I intend to briefly introduce them in the last part of my paper. In conclusion, school is now really on the borderline, educators also have to push their limits in order to find real solutions for the increasingly unexpected challenges.

László Z. Karvalics
■ *Cognitive Noviciate in a Collective Hive*

Keywords: science making, scientific megamachine, public education, microtasks
Transcending the practices and mission statements of contemporary citizen science and crowdsource projects is not simply about the collectivization of science, but also a manifestations of the need to include more brains in the guilds, designed for scientific problem solving through micro-tasks. But how can we multiply the number of people dealing with science? What are the messages of the possibilities provided by the division of labour? We argue that if we need minds in a "pre-digestive" process, we can easily find them where the task is exactly to make these minds able to do (even) scientific work: in the

school benches. Natural-born scientists – children, who socialized in the adequate community scope, learn basic knowledge and academic literacy to satisfy their insatiable desire to contribute to knowledge production and can form a new alliance with their teachers. We know about numerous best practices of artisan forms of science making in schools, from all over the world. This paper tries to convince the reader to accept that there are many reasons to form giant problem-centered megamachines beyond the existing size. Six of them are briefly explained: managing the elements of cultural micro-heritage locally, the global and civilization challenges, pre-processing of the accumulated scientific raw materials, digitization and trailblazing, supporting the self-recognition of the young generation and the teleology of the lifetime-liberation.

Dávid Kiss

■ ***Teaching Literature at the Border of Digital Change***

Keywords: *literature instruction, reader education, canon, popular literature, digital technologies, teaching methods, postmodernity*

Literature instruction based on traditional, canonical roots lives its “great depression” in the 21st century. Digital culture spread extensively, furthermore it could set foot in education which created a border situation in literature instruction. What are the ingredients of this border situation? Earlier research focusing on examining reading habits and students’ attitudes towards reading have revealed that reading (in itself) enjoys less popularity than free activity opportunities provided by electronic devices. After the family, school turns out to have the most significant role in educating young people to be skilled readers. However, in schools literature instruction shows mainly a chronological structure. This model presenting and focusing primarily on the canonical, classical works does not give oppor-

tunity to include new kinds of teaching practice providing experience-based education, which would focus on popular literature, contemporary youth literature and non-canonical authors, genres. Many researchers and teachers dedicated to examine literature education methods stated that the process of educating students to be readers should be mainly rooted in the previously mentioned, non-canonical texts. In other words, students should be given those kinds of works which they would voluntarily read. National curriculum also gives an important role to the process of reader education. However, this goal is taken into consideration only among significant, classical works, which unfortunately cannot meet the expectations in practice. The modification of the Hungarian National Curriculum of 2020 has raised new questions about the opportunities supplied in reader education. In my study I try to experiment with the revision of the paradigms of canonical, contemporary and postmodern literature instruction. I also highlight the pedagogical effects of the digital shift and I try to synthesize, connect and complete the views on the crises of literature and the border situation.

Bertalan Komenczi

■ ***Learning and its Environment at the Beginning of the 21st Century***

Keywords: *information society, information and communication revolution, learning forms, human cognitive evolution, cognitive habitus, learning environments, interface, artificial intelligence*

The information and communication revolution of the past half century altered the conditions and possibilities of human communication. The radical changes impacting the cultural landscape in such a short time pose a significant challenge both for the science and the practice of education. We start our analysis with a general definition of learning and the description of the different kinds of learning forms in an

evolutionary approach. The incorporation of reasoning over electronic, digital learning environments into a framework composed of mind, culture and technology presents novel possibilities for theorizing and practical research on the subject. This approach facilitates the viewing of such learning environments in the process of the human cognitive evolution as well. According to the theory of Merlin Donald, the modern human mind developed in three consecutive stages as a result of the interplay between culture and cognition. Up to the present three kinds of “cognitive habitus” emerged in the course of the cognitive evolution, and presently a new one is taking shape. Each cognitive habitus has a characteristic interface for the interaction between the mind and the respective cultural context. The distinctive interface of the information society is the screen display. Digital learning environments organized around screen displays promote personal learning networks and give rise to a new kind of pedagogical culture. Artificial intelligence, machine learning, and the ever-growing computation capacity pose new challenges for the learning landscape and in a broader sense challenge our understanding of the essence of humanity.

Tünde Lengyel Molnár

■ ***The Impact of the Semantic Web on the Information Processing of Libraries***

Keywords: *semantic web, Web 3.0, information retrieval, LRM, Library Reference Model, RDF, search systems, semantic search*

The Fourth Industrial Revolution radically impacted communication forms. While psychologists switched their focus to the impact of our presence in online communities from that on long hours of television watching, technological developments reached the next level. Accordingly, artificial intelligence has penetrated everyday life, including the communication

process, as chatbots provide services in webstores and avatars process our requests on the search pages of libraries. Thus not only is communication placed on an online basis, but one party in the communication chain has become either a robot or an algorithm. Where are we now at in this process? How can we describe the Web 3.0 phenomenon? What is the difference between the semantic web and the Web 3.0? Can we trust the authenticity of the data obtained? How are society’s information-gathering habits changing? Have libraries, expected to increase the reliability of information, started to implement semantic data storage?

Judit Lerch-Cserei

■ ***What Does It Take for Reality Not to End? On the Importance of Parental Control and Media Literacy in the Technopolis***

Keywords: *Marshall McLuhan, technological determinism, technological tools, digital competence, media consumption*

Marshall McLuhan predicted technological determinism as early as the 1960s. At that the time, no one even suspected that the Canadian scientist would be right one day. However, the information society of the 21st century goes beyond the undoubted fact that technological tools form and shape us and our culture. That is why digital competence and critical media consumption, along with parental control and mediation, are essential for the growing generation. It is enough to think of the pandemic that led to the transition to digital education. We would not have thought that smart devices would rush to our aid in this situation. It is important that we use our tools for a good purpose, as well as not to fall for the fake news and the deep fakes of the internet, and we must also draw the attention of the digital natives to this danger. This is a common goal and a common responsibility, like the precautions taken during an epidemic.

Ibolya Lukács-Erdei

■ ***Painted Decorations of the Jibou/Zsibó Castle – Franz Neuhauser’s Work in Zsibó***

Keywords: *Zsibó castle, Transylvania, Baroque architecture, Franz Neuhauser, landscape painting*

The Wesselényi Castle in Jibou/Zsibó occupies a prominent place in the late Baroque architecture of Transylvania. However, it has received relatively little scientific attention and its murals and painted decorations have been studied even less. The construction history of the castle dates back to 1778-1810. Franz Neuhauser, the true pioneer of Transylvanian landscape painting, was a master in the design of interiors and the creation of painted decorations. Between 1803 and 1805 he completed five large paintings in the representative main wing of the Jibou/Zsibó Castle: *Zsibó from the Rákóczi Hill* (276×330 cm), *Bear Hunting* (155×276 cm), *Rabbit Hunting by the Szamos Riverbank* (130×276 cm), *Wild Animal Hunting* (265×276 cm) and *Campfire* (90×121 cm), which are reminiscent of Claude Lorraine’s style in their design and conception. Today, the canvases are preserved in the County Museum of History and Art of Zalău/Zilah, and, despite their poor condition of preservation, are of extreme importance. The paintings, whose significance is outstanding in the history of Transylvanian culture, present landscapes around Jibou/Zsibó, some members of the Wesselényi family and the newly completed castle.

György Molnár

■ ***Demands Imposed on the Education Sphere by the Information Age: Instruction Technology and Methodology-Related Challenges and Their Impact on the Information-Based Society***

Keywords: *digitally scheduled instruction, ICT, digital learning, technological development*

The radical changes impacting the contemporary education system include

the methods, the environment and the participants in the teaching and learning process. Thus, while the currently prevailing digital instruction approach has exceeded the framework and solutions provided by traditional pedagogy, the transformation of education, especially the question of digital learning, has assumed a greater significance. Although modern ICT devices and systems present a wealth of unexplored opportunities, only a small percentage of such options provided by technological development offer support for the learning process. In light of the introduction of digitally scheduled instruction programs in the spring of 2020 such aspirations gain added importance. This article introduces the results of a large sample empirical research program related to distance education schemes and digital learning programs implemented in response to the COVID-19 pandemic, while integrating the respective experiences into a theoretical framework.

Csaba Pléh

■ ***The School of the Future and the Humans of the Past***

Keywords: *explicit and implicit knowledge, horizontal transmission, joy of knowledge, natural pedagogy*

The paper proposes three provocative theses with an eye of the down-to-earth experimental cognitive psychologist towards a recombination of schools and psychology. The key notion is to start from the biologically formed man of the past in improving the schools of the future. Schools have to rely on a more up-to-date developmental psychology. Children’s naive theory formation and the concept of natural pedagogy play a central role here. The cognitive systems involved in the school setting have to be interpreted in the unity of skills and explicit knowledge. With the changes in acquisition contexts, the issues of horizontal transmission and social contacts move to central stage. Finally,

regarding motivation systems in the schools, the joy of knowledge has to play a central role.

Zoltán Szűts

■ ***Is There a Teacher in This Class? Distance Learning in the Time of COVID-19***

Keywords: *education, digital technology, online media, COVID-19, distance learning*

This study examines how traditional classroom teaching methods can be transformed in the digital technology environment, building on digital communication and online media in both the classroom and distance learning dimensions. At the end of 2019, a new Coronavirus (SARS-CoV-2), an unprecedented threat, causing a disease called COVID-19, spread worldwide. In March 2020, European governments ordered various restrictive measures to slow the spread of the infection, including school closures. Thus, the importance of online learning and digital pedagogy that defines the methodological framework have become key. Globally, European educational governments have been at different levels of digitization when, as a result of the pandemic, distance learning was introduced.

Tímea H. Tomesz

■ ***“Homification”: Humorous Figures of Speech in Memes about Quarantine Education***

Keywords: *meme, humour, figures of speech, digital communication, online education*

In this paper I analyse humorous linguistic and visual devices in memes related to quarantine education posted in the Facebook group *Tanár úr mémem*. My goal is to explore how verbal and visual figures of speech contribute to achieving a humorous effect in the memes under study, and what their role is in identifying and resolving tension points. The introduction of online education outside the classroom was one of the first measures put in place in Spring 2020 for containing the coronavirus epidemic. Without doubt this was a measure with the broadest possible scope, as it affected not only students and teachers but also parents in general and through them every economic sector and several spheres of public life. From one day to the next, life situations changed dramatically, with a transformation of daily routines, producing significant tension and uncertainty in the life of individuals and smaller as well as larger communities. Humorous figures of speech occurring in memes are capable of identifying and resolving tension points, serving to engage recipients and direct their attention.

SZÁMUNK SZERZŐI

A lapszámot szerkesztette:

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„Tanulmányunk frása közben egy olyan típusú globális változás állt be az egyébként is komplexitással és bizonytalansággal teli világunkban, amilyenre a 21. században eddig nem volt még példa. A 2019-es év végén világszerte elterjedt a példátlan fenyegetést jelentő új koronavírus (SARS-CoV-2), amely a COVID-19 nevű betegséget okozza. Az európai kormányzatok 2020 márciusában a fertőzés terjedésének lassítása érdekében különböző korlátozó intézkedéseket, többek között iskolabezárásokat rendeltek el. Így az online távoktatás és a módszertani kereteit meghátározó digitális pedagógia jelentősége kulcsfontosságúvá vált. Világszerte az adott oktatási rendszerek más-más szintjén álltak a digitalizációnak, amikor a pandémia miatt a kormányok az oktatás távolsági formáját vezették be.”

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