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# ABSTRACTS IN ENGLISH

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## SMART WORLD – SMART SCHOOL?

### ANIKÓ FEHÉRVÁRI THE DIGITAL INEQUALITY IN HUNGARY

The study acquaints the reader with the definition and the main research directions of digital equity. It elaborates on the present situation in Hungary and compares it to the internet access data of other European countries, stating that Hungary rather belongs to the group of lagging countries. The study is based on international student performances and it examines whether the dimensions of traditional educational equity prevail in the field of digital literacy. We can state that the dimensions of educational equity operate similarly in this area, what's more they are even more dominant.

**Keywords:** digital inequality, digital gap, digital literacy, education

## ILDIKÓ HRUBOS THE TRANSFORMATION OF THE NATURE OF KNOWLEDGE IN THE DIGITAL AGE

In the digital age as an effect of the profusion of data, the sheer mass of available information and theoretically unlimited access in many areas, the basic principles and methods of research and education are fundamentally changing. The interpretation of knowledge and science developed in the 19th century is on the threshold of being surpassed. The main task of education is no longer to convey information, rather to provide guidance in accessing information, to teach selection, and to assist the adequate integration of diverse new information into existing knowledge. Teaching activity requires a higher level of knowledge as well as being informed in a broader range than before, at the same time its role in society intensifies and its prestige increases. In this situation so-called general knowledge (liberal arts) must play a more significant role than in the past. The system of massive open online courses may be utilized in multiple respects in higher education and in the area of knowledge management.

**Keywords:** academic revolution, *triple (quadruple, quintuple) helix*, liberal arts college, Bologna-reform, massive open online courses

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**BALÁZS TÖRÖK**  
**(ICT) POLICIES IN EDUCATION – „CHANGING LANES”**

This study examined the educational policy conditions that had influenced the integration of ICT in education in previous years. The paper presents the conditions that allow changes in the future. One of the most important proposal of this paper that ICT integration in education should be based on pedagogical initiatives and problems, because all social subsystems, including education, have their own area of competence. The technological initiatives for education should ensure the autonomy of the pedagogue and strengthen the reflexivity of educational system in the conceptualization of using technology.

**Keywords:** educational policy, ICT in education, educational system

**BORBÁLA PAKSI – ANDREA SCHMIDT**  
**TEACHERS IN THE DIGITAL WORLD**

The study presents the results of an empirical research on the internet usage trends of the Hungarian teachers, their experiences with the new information communication tools, and on their opinions about the modern information communication technologies and tools, as well as on their in-class applications. The research was conducted on a national representative sample of Hungarian teachers (132 institutions, sample size: 962), who work full-time in public schools. Data were collected by mixed technique (face-to-face and self report). Besides presenting the direct results of the research the study gives an interpretation of them within the context of general population both national and international, and it also analyses the question whether the educational institutions and the society of teachers can serve as a basis or as a cross-section of the information communication developments.

**Keywords:** teachers active in the field, internet usage, ICT usage, attitudes related to ICT usage

**ANDRÁS BUDA**  
**HAVE ICT DEVICES HAD AN IMPACT ON THE WORK OF TEACHERS?**

The digital revolution of the 21st century, the students with new demands, the novel learning environment, the new technologies require new methods and perspectives from teachers. The question arises, however, whether teachers in different educational institutions have realised the possibilities inherent in the use of ICT tools, whether their attitudes have changed towards the educational application of the technology.

We believe that when answering these questions it might be worth and prove informative to expressly examine the opinions of teachers in a city, in this case, Debrecen, and learn about the structures of their activities. Thus we have organised our survey series, in which we asked employees in public education to fill in our questionnaires on four occasions. This study presents some findings of the surveys.

**Keywords:** Hype curve, ICT skills, teachers

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**LAJOS KIS-TÓTH – ENIKŐ GULYÁS – RÉKA RACSKO**  
**PEDAGOGICAL METHODS OF TRANSVERSAL COMPETENCIES**  
**DEVELOPMENT**

Our objective is the comprehensive introduction of methodology-oriented pedagogical experiments promoting the digital transformation of public education in the past decade.

Furthermore, we will provide an overview of the theoretical foundation of the formation of digital educational environments. We will describe a major pedagogical innovation representing a milestone, the developmental e-bibliotherapy, which functioning as a new methodological model (TransCode model) provides unprecedented options for the improvement of transversal competences with 21st century tools.

**Keywords:** digital skills, transversal competence, education innovation

**ANIKÓ ZSOLNAI**  
**THE IMPACT OF ELECTRONIC MEDIA ON SOCIAL BEHAVIOUR AND**  
**SOCIAL RELATIONSHIPS IN ADOLESCENCE**

The aim of the present paper is to synthesize and analyse the results of studies on the impact of the media, mainly the Internet to social behaviour in adolescence. The first part of the study interprets the learning process (social learning) in which social behaviour is formed. The second part of the study analyses adolescents' social behaviour from the aspect of the Internet. The most important questions are whether there is any difference between social behaviour online and offline, and whether the Internet has changes all facets of social life. As a consequence, the Internet may have had less impact on many aspects of social life and social behaviour in adolescence than is supposed to.

**Keywords:** social behaviour, Internet, adolescence

**ISTVÁN POLÓNYI**  
**THE ANSWER IS ICT, BUT WHAT WAS THE QUESTION?**

The study is a subjective and skeptical essay, which calls into question the revolutionary nature of ICT in education. First it shows that ICT is extremely important business, and this business is very heavily influenced by the unbiased opinions. Then the writing analyzes that it will be more effective in teaching with ICT. Then the writing analyzes that the use of ICT will be more effective teaching and learning, and it concludes that it cannot clearly say. Then, the study examines what to use ICT in education and it points out that learning is not the acquisition of mass information, but also recognizing the underlying information structures and relationships. In addition to ICT in the learning process always requires the teacher. The study also points out that it is unrealistic to expect that teachers keep abreast of the rapid development of ICT. Moreover, the study emphasizes that teachers' and students' personal relationship will always be needed in the school. The teacher's job is not replaced by technology, that is, the teachers' profession to this day "manual work".

**Keywords:** ICT, education, effectiveness