

## Abstracts

**Krisztina Inczédy –Tímea Juhász**

### **Relationship between SAP implementation project management and knowledge management system elements**

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Today, there is no doubt that corporate governance systems provide the basis for an organisation to operate effectively and in an integrated way in a globalised environment. The use of these systems is therefore no longer a question in the life of organisations, but a concrete necessity.

One of the most popular of these systems is SAP, which is estimated to have over 280 million cloud subscribers worldwide in 2024 (SAP, 2024). Project managers are key players in the implementation of such a complex system and have a major role to play in ensuring that the integrated implementation and operation of SAP is successful for an organisation. This implementation process has much to do with knowledge management. This paper explores the relationship between these two areas and analyses what knowledge management elements can be identified during a successful SAP implementation and what their role can be during the project. To clarify this, the authors draw on literature research and interviews with SAP project managers in Hungary to conclude that a project cannot be successful without the elements of a knowledge management system. On the other hand, SAP is a valuable knowledge asset within the organisation that definitely increases the market value of the company and its human resources.

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*Keywords: SAP; project management; knowledge*

**Tibor Koltay**

### **From the lab to civil society: data literacy comes of age**

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In the contemporary era, data has become an inescapable aspect of our lives. Initially, it was scientific research, where data literacy (DL) attracted attention, but today we can speak about it in education, in the world of business, and data literacy for citizens and citizenship have also emerged. Data literacy manifests in various forms and names, therefore has no single agreed definition. However, as the value of data grows, the characteristics of DL are increasingly being explored, both in its traditional and critical approaches.

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*Keywords: data literacy; competencies; critical data literacy; education*

**Anikó Szekér-Mihon**

**What kind of school do students dream of?  
The perspectives of 5th-8th grade students in Pécs  
regarding the ideal school**

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The ideal school means something different to every student and teacher, so it is important to address the question of how they imagine this institution. A dream school can be interpreted and imagined in many different ways, in this study I am examining what the ideal school would be like in relation to the work carried out in it, according to the ideas of the high school students and teachers in Pécs. For a later change, it is essential to be aware of what kind of changes those who are actually part of school life would see as expedient. Based on several aspects, I assess what they imagine the school building and the teachers teaching in it to be like, what they think about the subjects, the length of the teaching days, the class sizes, and I also analyze the other ideas both of investigated populations. Furthermore, I compare the similarities and differences between the views of the students and the teachers. My results show no significant difference between the current and the idealized school either in the opinions of students or teachers. They would consider changes necessary in all areas, but they would not be exceptional and would be clearly feasible.

In order to bridge the differences between the idealized and the current schools, it would be worthwhile to ask the students and teachers of other schools about their ideas, and the current education system should also examine these insights, since it becomes visible that both students and teachers want to achieve minimal changes, and these ideas can contribute to a more satisfied teacher society, as well as better student performance.

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*Keywords: Dream School; Changes; Better Performance*

**Eszter Anna Nyúl**

**The Relationship Between Citizenship Education and  
Social Innovation**

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This study presents the theoretical background of the conceptual framework of the “non-formal citizenship education model” developed during a doctoral research in educational sciences. It is based on secondary research, which involved collecting, analyzing, and synthesizing relevant literature, and builds on Kozma’s interpretation of social innovation. It explores the connections between social innovation, civil initiatives, and citizenship education, with a focus on consciously experienced citizenship and its development through community learning. This process is seen as both the goal and the tool of social innovation: the competencies of the active, democratic citizen are utilized in community problem-solving. Therefore, the initial step of social innovation can even be the emergence of a demand for citizenship

education within the community. According to the research, among formal, informal, and non-formal citizenship education, the latter is the most suitable for developing civic competence and strengthening civic identity. The goals of citizenship education can include fostering community awareness, acquiring knowledge, and applying it for individual or collective purposes. Defining the goal in this way helps reveal the current state of social renewal. The research aims to provide professionals in citizenship education with a model that is easy to adapt and can effectively support the development of active citizenship, thereby contributing to social innovation.

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*Keywords: social innovation; community learning; citizenship education*

**Claudia K. Farkas**

**„Children’s education must be taken care of”**

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Childhood studies aim to explore the past of childhood, making the life and circumstances of the child the subject of scientific research. The examination of educational institutions plays an essential role in the process of learning about childhood (Szabolcs, 2011), which are also an integral part of the mediating system of children’s culture (Bús, 2013).

The aim of this study is to extend the knowledge about childhood in the so-called socialist period, more specifically, the reflection on the life and culture of children in elementary education in Hungary in the first half of the 1970s, based on the analysis of the issues of the pedagogical journal „A Tanító” from 1970 to 1975. The research seeks to answer the question of whether there were areas of culture and education that were prioritised by the school, which sphere was given priority and what were the pedagogical aims and characteristics of each. The topic is novel, there is little information available on the problem raised for the given era.

The study is based on primary („A Tanító” journal) and secondary sources, is methodologically qualitative, deductive, exploratory and explanatory, and uses the method of documentary analysis. It was found that, during the period under study, the school’s priority was children’s literacy and artistic education, which were implemented on several levels, through the mediation of children’s culture, and by incorporating new methods and new approaches. „Youth as readers” was not only a pedagogical aim but also a social one. The artistic formation of children’s tastes has taken many forms, and its role in building character and understanding the world around them has been recognised.

The study broadens the framework for interpreting the history of childhood in the socialist period, offers new lessons and familiarizes you with educational methods of the time, which can be further considered in the present.

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*Keywords: socialist pedagogy; childhood history; education*

**Richárd Bércesi**

**Scouts, Levente movement and pioneers  
Out-of-school youth education in the Horthy, Rákosi and Kádár eras**

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The topic of my publication is out-of-school, organized youth education, which is a brief summary of the Hungarian Scout Association operating largely during the right-wing, conservative Horthy era and the Hungarian Scout movement that replaced it, the Levente movement, which was also activated at that time, as well as during the far-left, communist dictatorship, the Rákosi era, and with the restoration that followed the suppression of the 1956 revolution and war of independence, it replaced it and gradually became a "soft dictatorship" about the Association of Hungarian Pioneers operating under the state socialist system, during the Kádár era.

I was interested in several questions: When and what was the pattern and purpose of the organizations? Were any of them specifically related to Hungary? Approximately how many members did they have? Did they have similarities? What was the uniform of the movements like? Was it mandatory for everyone (boys and girls) to enter? How did the members experience belonging to the community? Did schools have any influence on how all three organisations operate? At what intervals and of what kind of joint sessions were held? Did they have activities related only to school life or weekend, outdoor programs? Did parents also participate in the movement, or are we talking only about children's organizations? Was the political ideology of state power present in the life of the movements? How and in what form did the power elite of the day intervene in the operation of the various youth organizations? What expectations were placed on them? Was militarism, preparation for World War present in the everyday life of organizations? What happened to the various movements?

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*Keywords: Hungary; out-of-school organized youth education; right-wing conservatism; communism and state socialism.*

**Nóra Péntek**

**Conflict management strategies among the students in  
higher education**

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According to Hunyady et al. (2006), many of the adults have carried grievances nowadays, either that were acquired at school coming mostly from teachers (Hunyady, 2006). The main aim of my study is to explore the conflict management strategies used by students in higher education in Hungary. Furthermore, to show from the students' perspective what conflicts occur between students and teachers. I will also explore the consequences of the conflicts experienced and the reasons of the conflict-free relationship. I used both quantitative and qualitative methods to collect data, data was collected by using an online questionnaire. The results show that avoidance as the conflict management strategy is the most common among students. The cause of most

conflicts was related to the instructor's attitude, however it did not have long-term consequences. Students expect more empathy and cooperation from instructors, and believe that the basis of a conflict-free school relationship is a willingness to compromise. Unmanaged conflicts or the usage of inappropriate conflict management strategies can cause long-term emotional damage to both students and teachers. The results of the research can be used in two practical areas. On the one hand assist mental health, psychological professionals and teachers in the higher education system to give targeted assistance to students in their conflict management. On the other hand to support students in developing an attitude of individual responsibility in conflict situations and a conscious reflection on the difficulties arising from conflict management strategies.

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*Keywords: conflict management; conflict management strategies; higher education*

**Zoltán Grünhut – Bodor Ákos**

**Value choices among the students of the University of Pécs**

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The paper examines the relevant value-preferences among students of the University of Pécs. It builds on the theoretical framework developed by Ronald Inglehart and Christian Welzel as a background. The first part provides a brief review of value-research, as well as its main approaches, in order to describe more thoroughly the specificities of the applied conceptual framing. Then, the next chapter strives to summarize the half-century long history of researching values in Hungary by addressing the most important scholars and their main contributions. This section tries to point out that the major findings respective to the Hungarian society's value-structure has been barely changed during these long decades. Finally, the paper shows our survey, its items and variables, the relevant dimensions according to the theoretical framework, and the descriptive statistics of our results. It also compares our findings to the specificities concluded about the Hungarian general society's value-structure.

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*Keywords: values, value-research in Hungary, University of Pécs, survey*

**Zsófia Ruttkay – Judit Bényei – Ágnes Erzsébet Mácsai – Anett Kőhalmi**

**Evaluation of digital applications in exhibitions  
Lessons from a university pilot project**

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Digital applications, based on contemporary principles of modern pedagogy (learning by doing, multimodal learning, joint and active occupation) provide tools also for museums and exhibitions to attract young audiences. The envisioned goals may range from providing detailed knowledge, refuting misbelieves, via raising interest for the topic of the exhibition till making the museum visit a pleasant, joyful and attractive experience. The fulfillment of these goals – that is, the „profit” gained by the digital

applications – should be proven by academic visitors research, which delivers information about the actual usage of the applications, valuable both for the museum staff and the creative designers and developers inking of involved in the making. For the time being, one can come across only a few such studies, which is strongly related to the lack of established research methodologies and tools. What methodologies could be appropriate? In the light of the diversity of topics and usage context of the applications, is it at all realistic to aim at a general ground for the academic study of their effect? We, in the framework of a pilot research, carried out in the framework of a single term Research-Development- Innovation university course at the Moholy-Nagy University of Art and Design, outlined the methods and instruments of measuring the usage of digital applications in museums. We used the permanent exhibition of the - House of Music Hungary for the concrete case study. The constraints of the sampling of the visitors did not make it possible to gain significant results, but the study provided some surprising observations. The main merit of our work is the applied own methodology, which may serve as a basis for further investigations with similar goals.

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*Keywords: digital museum; informal learning; visitor research.*

### **Alexandra Kománovics**

#### **The impact of legislative and institutional changes on the public culture of Nagykanizsa from the regime change to the present day**

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Public cultural institutions, as places of non-formal learning, offer a wide range of cultural opportunities for different generations. This cultural field has also undergone many changes over the decades. After the change of regime, most of those working in the field of public education expected this segment of the cultural sector to be restructured, both in terms of legislation and institutional arrangements, as it was still governed by Act V of 1976. It was only after more than 20 years of waiting that the new Act CXL of 1997 on Museums, Public Libraries and Public Culture was adopted. After that, the profession had to wait another 20 years for another major legislative change in 2017, and now in 2024 a new cultural law is in the making, which is expected to come into force on 1 January 2025.

The study attempts to review the changes in the legal and institutional framework of public culture from the regime change to the present day and examines the effects of these changes on the public cultural life of Nagykanizsa. It provides an in-depth analysis of the Kanizsa Cultural Centre, the largest and most influential public cultural institution in the city, and its main historical turning points. It also provides a brief insight into the current situation of public culture, discusses the main problems and describes in detail the activities of the National Institute of Culture in Nagykanizsa.

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*Keywords: public cultural activities, Nagykanizsa, National Institute for Culture*

**Ákos Németh**

**A Half Whistle from the 'Five-Pronged Whistle':  
Ethnic Hungarian Literary Life and Cultural Communication  
Efforts in Croatia**

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In my study, I examine the role of mother-tongue literary culture in preserving the identity of ethnic Hungarians in Croatia. In doing so, first I review the Hungarian literary traditions of the present-day Croatia, and then I examine the relationship between the Hungarian mother tongue and Hungarian identity, relying on statistical data in relation to Hungarians in the Dráva region, Croatia. I suppose, that the possibilities of Hungarian mother tongue literary culture have a fundamental effect on the preservation of Hungarian consciousness, therefore I will review the most important literary and cultural institutions of the ethnic Hungarians in Croatia, which are of key importance from the point of mother tongue socialization's view. Finally, I try to outline the new possibilities of the relationship between literature and community in the age of digitalization, arguing that the new media of global communication erase the physical limitations of living local and regional identities.

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*Keywords: Hungarians in Croatia; literary culture; regional identity*

**Iván Zádori – Zsolt Nemeskéri – József Kriston-Vizi – Tamás Kis-Pongrácz**  
**The pille of Pincehely: A 20th Century Attire in the 21st Century**

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The pille attire, characteristic of Pincehely and the surrounding villages, is remarkable from several perspectives. The history of the pille illustrates the continuous change and evolution of traditional peasant clothing elements, as the pille developed from earlier clothing elements into the form we know today only in the first decades of the 20th century. This organic development, however, was interrupted in the 1950s when communities abandoned their traditional clothing elements, and the pille, like other traditional garments, disappeared from everyday use. Subsequently, a new process of dressing up began, which, although differing from the original functions, ensured that this unique attire would not completely vanish and would be preserved for future generations.

In our research, we used local history and ethnographic sources and conducted interviews with leaders of the Association for Pincehely. A significant result of the Association's work is that the pille attire has become a noteworthy cultural symbol today, connecting the community with their traditions and attracting increasing attention both locally and internationally.

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*Keywords: Pincehely; pille; cultural heritage*