

HALÁSZ, GÁBOR: The OECD-Tohoku School Project – A Case of Educational Change and Innovation in Japan

Part 1: The Tohoku educational change model

Keywords: *change, OECD, Tohoku School Project, innovation, change model*

In 2011, the north-eastern region of Japan, Tohoku, was hit by a triple catastrophe: earthquake, tsunami and nuclear disaster. A year later, initiated by the OECD and the Japanese Ministry of Education, a major project was launched in several schools of the affected region. This study has been written upon request from Fukushima University, the national coordinator of the project. Its goal is to identify the characteristics of this pedagogical, curricular and organisational innovation. The approach of the project is also a unique educational change model. It has been running in a supportive environment, characterised by critical public opinion on the current education system (which is not as centralised as it seems), traditionally strong encouragement for educating children for life, and the new education policy of the government, which is in line with the project goals. Key elements of this model include strategic ambiguity, conceptual eclecticism and conscious lack of coherent pedagogical concept. A variety of

implementation patterns has been developed in the project, it is based on bottom-up processes and students enjoy great autonomy in it. It only addresses marginal aspects of school life; participants are teachers and students as individuals. It does not implement a specific method, but rather creates an innovation framework, where open debates take place, and local approaches can prevail. Since it is based on the principle of moving targets, it is vulnerable, yet this allows for flexibility. Although leadership can sometimes be inconsistent, no one can monopolise it. It is characterised by regional and cross-sectoral cooperation, it connects schools to their local and the international environment (which means strong support, and the creation of a knowledge-sharing network, as well as the professional development of teachers). It is possible that in the near future, it will become a change management process, which can be used in all relatively inflexible education systems.

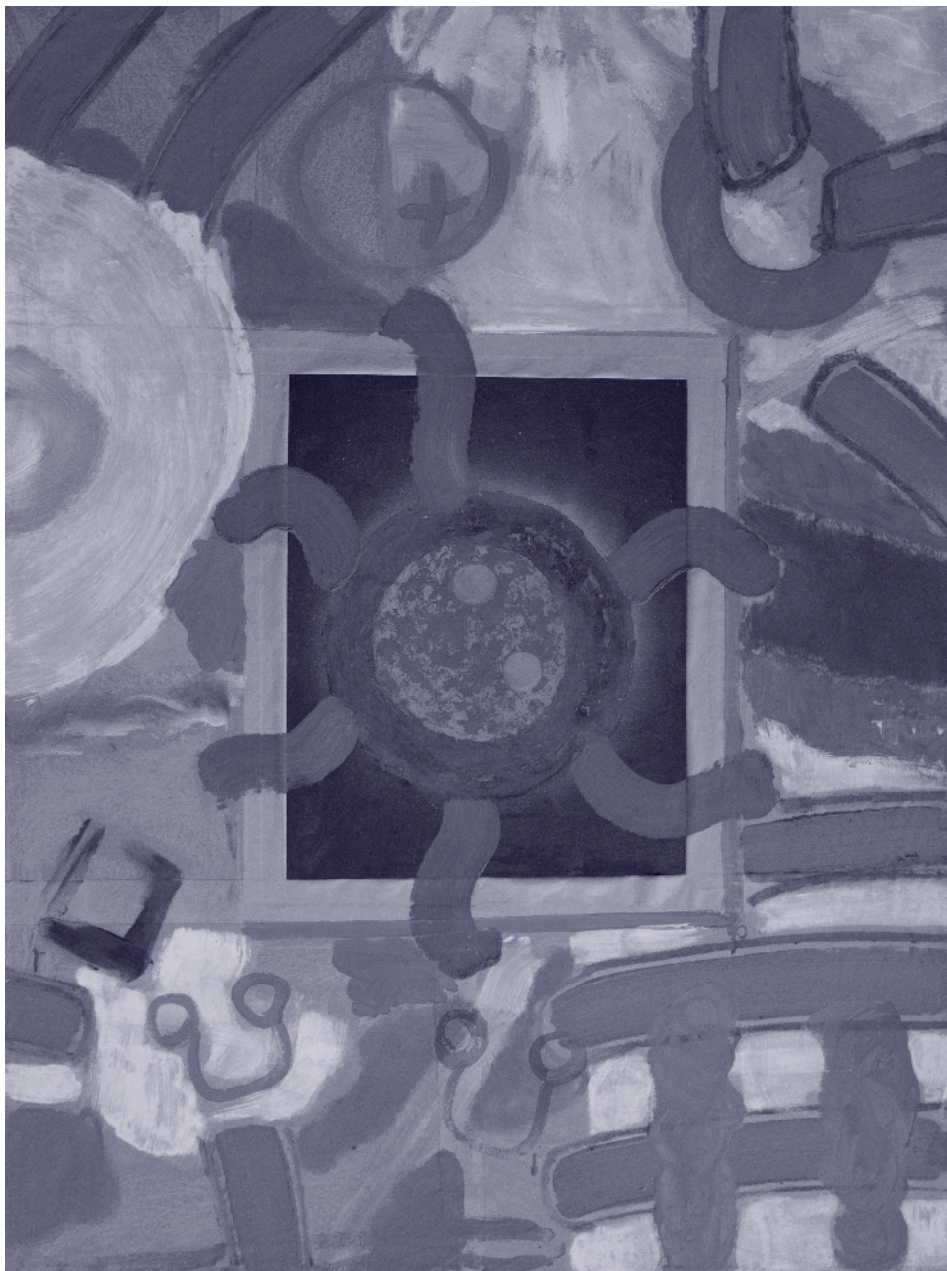
ABSTRACTS

GOMBOS, PÉTER – HEVÉRNÉ KANYÓ, ANDREA – KISS, GÁBOR: Reading Attitudes of the Net Generation – Opinions of 14-18 year olds about Books, Reading and Literature – Results of a Survey

Keywords: *reading, teaching literature, net generation, digital native, reading sociology, attitude study*

This study examines the reading habits of secondary school students born after 1995, based on a non-representative questionnaire filled by 548 students. Results show that youth spend the major part of their free time with their friends. Reading – be it fiction or non-fiction – only comes last-but-one on the list of free time activities. Most frequently, they are online 1-2 hours per day, the most of which is spent chatting and on social media sites. According to the questionnaires, nearly 86% of students read at least one book per year, and more than 30% are „elite readers” (which means they read at least one book per month), yet we have to be careful with this data. There is a significant gender difference regarding reading habits: there are almost twice as many boys in the

group of those who almost never read. The most popular genre is that of fantasy novels, and one can consider the Harry Potter and Twilight series as generational book idols. We show that the frequency of listening to bedtime stories influences later reading habits. So does time spent online, however the group who reads the most are not the ones who spend least time online, but those who use the internet moderately. The prestige of reading is still very high, yet literature as a school subject has become quite alienated from students, a reason of which can be that secondary school students want books to be relaxing and entertaining, and the books prescribed by the common core, which are taught in secondary school, do not provide this for them.



Balogh Ede Farkas – Kontakt
vegyes technika, papír, vászon 90x140 cm

A kép közepén egy visszafogott színezetű, szerényen megfestett kép, a képmezőn körben kellemes, vidám lények mászkálnak, a paszpartuzott középső elemekből is egy ilyen harsány színű, csápos lény mászik ki a többi felé. Ezek a lények hajmeresztően élénk színekkel vannak megfestve. Absztrakt világa ellenére megnevezhető elemekkel találkozunk; egyébként technikailag jól megcsinált, igényes. Mellbevágó ereje van ennek a diszkoeffektusnak.
(Barta Kristóf)



Kecső Endre – Kisherceg
olaj, vászon 145x140 cm

„Igen – mondtam a kis hercegnek –, akár egy házról van szó, akár a csillagokról, akár a sivatagról: ami széppé teszi őket, az láthatatlan.” Ezt olvashatjuk a könyvben. A figura levetkőzi az általunk ismert kis herceg „külső ismertetőjegyeit”, álmot sző a valóság maradék sejthető víziójára, majd testet ad neki. Az elvont festői teret dinamikusan bemozgó kisfiú kezeiben megérik a szemmel nem látható. A történet eszenciája: bátorság a nem ismert út felkutatására és mások megértésére. Benne a funkció nem a gyönyörködtetés, inkább a megismerés egyszerűsége, a dolog, ami nem áll meg, de mégis csak egy pillanatig tart. Az oldott festésmódban egymásra talál a festői hang és a történet mibenléte. Endre megfigyeli a világot és keresi az önmagára reflektáló intellektus értékét. Nem hagyatkozik pusztán számításokra, sem a divatra. Festészete kimondottan emberközpontú, képeiben képzeletbeli, esetenként mitológia történeteket dolgoz fel és realizál bennük mély lélektani helyzeteket. (Gresa Márton)