

ABSTRACTS

CSONKA, SÁNDOR: Measuring Environmental Attitudes – The Critical Reinterpretation of the Revised New Ecological Paradigm Scale

The Revised New Ecological Paradigm Scale (Dunlap et al. 2000) is one of the most widely used measuring instrument, which tries to define and psychometrically quantify the intensity of the ecological worldview. The scale has been used in several countries across different social groups to examine the ecological worldview as well as for the measurement of the efficiency of EE by using analysis of environmental attitudes (e.g. Rosa et al., 2018; Ogunbode et al., 2013; Nagy, 2011; Gergely et al., 2014; Major, 2017). Despite its widespread use, there has been a considerable amount of criticism regarding the instrument, which is perhaps unknown among users (e.g. Manoli et al., 2019; Xiao et al., 2019; Rosa et al., 2018; Anderson et al., 2012; Kopnina, et al. 2011a). In this

study, I examine the scale from a critical point of view, based on former analysis and the results of my own research, in which certain statements of the scale were interpreted and discussed by not only Human Ecology Msc students but also laymen. New suggestions were introduced for the conceptual interpretation and transformation of each statement, in addition, the revised NEP was compared to a number of eco-ethical views, which revealed further shortcomings. I compare the observations to former research results as well. This study outlines the findings of previous analytical works and the present research and also includes my suggestions for the reinterpretation and the redrafting of each statement.

Keywords: environment, attitude, measuring, NEP, criticism, scale

SERES, ZOLTÁN: Environmental awareness-raising – the processing methods and instruments of sustainability in geography education

The aim of the present study is to emphasize the fact that environmental awareness-raising is an essential part of the geography teaching in the 21st century. In the thesis, following the bibliographical summary of the topic in which I define the concept of environmental awareness-raising, I search the answer for the question what is the 9th and 10th high school year students' and their teachers' attitude towards the topic of sustainability. For this purpose, I have made a personal classroom observation and an online

questionnaire. Thereafter, I present several elements of a development program for the 9th and 10th high school years elaborated by me, based on the analyses and the feedbacks from the students. My goal was to create a program containing larger project tasks, of which core is the environmental awareness-raising and the adaptation of environmental contents. Besides, I considered important to create a program that fits the preferred topics of students and teachers, the generally applied methods and instruments in

geography teaching, and the topics and time schedules determined by the national core curriculum and framework curricula. The elements of the development program

are built step-like on each other, so I have planned the development of different competences in different topics.

Keywords: environmental awareness-raising, sustainability, geography education, competence development, development program

VIDA, GERGŐ: Resilience and SEN - Background characteristics of dropout rate among high school students with SEN

Research in Hungary points out (Köpatakiné et al., 2007) that SEN students' rate in high school and consequently in higher education are both underrepresented. Furthermore they might be cumulatively at risk concerning dropout rates based on statistical data (Vida, 2016). The figures show (Central Bureau for Statistics, 2017) that 1,58 percent of the SEN students start on a course that potentially ends up in higher education. The results of research indicate that dropout or resilience rate is very similar to the data of group of people without SEN. Analysis of those small number of resilient SEN students

that withstand these impacts, also can be carried out by quantitative methods. Research on identification of background characteristics have demonstrated that factors investigated concerning special education needs verification are less accentuated in relation to accessing higher education. Dropout rate has shown specific regional pattern in the area where the research has been carried out. This would confirm earlier theories (Kozma et al. 2015) and might point out disfunctions earlier identified by other means that are a burden on SEN integration during its investigation period and persist even after finishing primary school.

Keywords: SEN, dropout, resilient, background characteristics
