

ABSTRACTS

GÖNCZÖL, ENIKŐ: Trust: the X-factor of Finnish education. Case study on the evolution of trust for teachers in Finland during the past 30 years

This paper is about the topic of how trust in teachers developed in Finland during the last three decades which seems to be fairly important now, when COVID pandemic has subverted the traditional order of education.-It has been justified that those teachers can provide the best help for children to learn in responsible ways under unpredictable situations who can enjoy the trust of authorities and society. As those students can learn independently efficiently who are trusted by their families and schools, and have been accustomed to take responsibility for their own activities since their childhood.-As we know from a couple of surveys, the Finnish society is characterised by an unusually high level of trust among citizens. Trust in teachers as real professionals of education is rooted in this culture though it does not automatically follow from it. The paper as a case study, draws the evolution process of a silent cultural change which was introduced by creating the comprehensive structure of schools, renewing initial teacher education and making brave policy steps under the conditions of the economic crisis of the early 90s. It presents an overview about main catalysts of gradual empowerment of trust in a system transforming from centralized to a decentralized one. It traces the research efforts to find out the causes behind the success of PISA 2000, which was quite unexpected even for Finnish people themselves. In context with this topic it concerns a few fundamental issues of the links between social capital, inequality, mobility and efficiency of education. It reviews the most important factors influencing the level of trust in schools. Finally, remembering the vital discussions around the Finnish curriculum reform in 2014, it indicates that – taking even the risks of failure – a humble governance is needed, which strengthens local actors and helps them find their best answers for the diverse local education problems to promote their pupils.

Keywords: *culture of trust, decentralization, collective autonomy, reflective teacher, humble governance, local accountability*

1989, március 15.,
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SZALAY, LUCA – BORBÁS, RÉKA – FÜZESI, ISTVÁN – TÓTH, ZOLTÁN:

Measuring attitudes towards chemistry and scientific experiments in a longitudinal empirical research related to inquiry-based science education

Students' attitudes toward science is a crucial factor in the number of professionals doing research and development in the future. It is also important in terms of scientific literacy, that everybody needs. Inquiry-based science education was suggested to increase motivation and improve students' attitudes toward science, as well as to understand how science works. A longitudinal research was started to investigate the effects of guided inquiry on disciplinary content knowledge, experimental design skills, and students' attitudes toward chemistry and scientific experiments in September 2016. 920 students (each 12-13 year old) from 31 groups/classes of 18 Hungarian schools taught by 24 teachers were involved. Their four-year compulsory chemistry education was planned to be influenced by six student sheets per school year that our research group provided. However, because of the disruptions caused by COVID-19 pandemic, the project was only finished in the summer of 2021. Unfortunately, the intervention did not have a detectable significant positive effect on the attitude toward chemistry. The role of experiments in science was considered less important by students at the end of grade 7 than at the beginning of that school year. In the following years students' opinion about the importance of experiments was similar to what had been measured at the beginning of the project. The rejection of experimental design decreased significantly in grade 8, but students in "lower ranking" schools were more likely to adhere to step-by-step experiments.

Keywords: *attitude research, inquiry-based learning, science education, science experiments, chemistry teaching*



1970, Debrecen,
Péterfia utca 15.,
óvoda, évzáró
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BÁNHEGYI, MÁTYÁS – BOCZ, ZSUZSANNA – DÓSA, ILDIKÓ – NÉMETH, ESZTER – TÖRÖK, JUDIT – SCHILLER, KATALIN – FAJT, BALÁZS: University Students' Perception of Lockdown Learning in Hungary: A Fully Online Term through the Eyes of Students Studying Languages for Specific Purposes

In the spring semester of the 2020/2021 academic year, the COVID-19 pandemic necessitated that the whole study period be held in an emergency online environment. This new educational mode posed great challenges to both instructors and students. Research available so far indicates that today's Hungarian university students, in their capacity as "digital natives", are usually able to use IT tools properly, but they do not usually do so for study purposes. Therefore, it was not only teachers but also students who had plenty of difficulties using digital technology in the academic environment. This research, conducted in connection with this switch to emergency online education, focuses on students' experiences, observations and recommendations concerning online education. The exploratory nature of the research called for the qualitative research paradigm, and the research aimed for involving in the research as many students as possible. To this end, a questionnaire was developed and open questions were used for data collection. In the scope of this research, content analysis was used to analyse the contexts and correlations of the phenomena in question. Our research was done with the participation of the students of the three faculties of Budapest Business School University of Applied Sciences (BBS). The research results – presented along the themes of instructors' communication, teaching materials used, progress and effectiveness, assessment and testing, in-class interaction, online tools and motivation – may be useful not only for BBS' instructors but also for those of other tertiary education institutions for planning and developing course and study programmes in online environments.

Keywords: *assessment, content analysis, digital education, educator communication, ICT tools, learning efficiency, in-class interaction, lockdown-induced remote learning, motivation, online education*

1942, ünnepelő ruhás
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