

# Abstracts

## Studies

Lajos Somogyvári

### **An Anthropology of Images in the Education Sciences**

*My researches based upon the photographic corpus of the Hungarian periodical journals in the 1960's. I have been examined six journals: Family and School (Család és Iskola), Our Child (Gyermekünk), Public Education (Köznevelés), Education in Kindergarten (Óvodai Nevelés), The Elementary Teacher (A Tanító) and The Work of the Elementary Teacher (A Tanító Munkája). In this interdisciplinary approach I combine the traditional sources of history of education with iconography and anthropology. Several sequences of pictures can be separate in this 5371 elements' corpus – the main goal of my study is to draw the figures of the formal and informal education and the everyday history of the schooling. In this paper I try to give a short theoretical background to the work of photograph-analyses (the anthropology of images) in the history of education, and a brief example of the application of the research methodology.*

*Keywords: history of education, anthropology, iconography, educational periodicals*

Barbara Sándor-Schmidt

### **A comparative approach to the plural intelligences concept and the Montessori pedagogy**

*In the course of my work as a kindergarten trainee many practical questions occurred to me regarding children's IQ tests as I found it essential to find new potential in the concept of multiple intelligences and new ways to explore children's individual as well as their group work skills. The purpose of my article is to try to answer these questions and to investigate the correlations between the Montessori Method and Gardner's Multiple Intelligences Theory by analysing the results published in relevant studies available in Hungarian and in English. I carried out my research in a kindergarten where the local educational program is based on the Montessori Method. During this research I observed the two concepts in a comparative fashion and I tried to find the possibility to apply the Multiple Intelligences Theory in this environment. As a practical framework I planned two thematic weeks - which are based on Gardner's 'multiple intelligences concept' – and in the realization of this I used Montessori methodology. Fifteen children participated in the research and I focused on different intelligences each day.*

*Keywords: intelligence, nursery, Gardner, Montessori*

Rayman Julianna

**Diversity in the school: Examining how teachers and school principles think about students with different socio-cultural background**

*The following research aims to discover Roma/Gypsy and disadvantaged pupils situation in the school context by examining teachers and directors -prejudiced- thinking towards them. The first part of the article focuses on teachers' (n=1369) questionnaire data analysis and results the separation of three thinking style. The thinking patterns are divided by the teachers relations toward Roma/Gypsy and disadvantaged pupils, furthermore by the level of responsibility what the teachers are claiming for themselves in their work with the students. The second half of the research explores the connection between school directors' (n=21) and teachers' (n=277) prejudiced thinking by examining interviews and questionnaire data. To sum up, the article is helping the get a clearer point of view about the possible patterns behind prejudices in the school context.*

*Keywords: prejudice, blaming the victim, frustration theories*

Lázár Ildikó

**Let us also do something to make learning and teaching more enjoyable!  
Pestalozzi Friday – The Hungarian professional development community  
of the international Pestalozzi Programme**

*This study aims to present the story of the creation of the Budapest based Pestalozzi Friday professional development community as well as some of its most typical activities. The descriptions are supplemented by the analysis of the results of two small-scale surveys conducted among the participants. The first survey shed light on the fact that although the principles of cooperative learning are considered essential at school, the majority of the participating teachers still rarely implement cooperative structures. The second survey conducted among the Pestalozzi Friday participants shows what prevents us teachers from creating similar professional development communities and from doing something together for more likeable schools. Becoming aware of our aims and difficulties will hopefully help overcome the obstacles.*

*Keywords: Pestalozzi Friday, professional development, teachers' community of practice, cooperative learning*

Sipos Margit Erika

**No-lose method – Thomas Gordon's conflict-resolution method in practice**

*After a short summary of Gordon's six steps no-lose method I wil present an opportunity of implementation in practice. How can we implement in pedagogical context of a dormitory this common practical model of humanistic psychology and pragmatic philosophy which was described and presented in Gordon's books, among others?*

*Keywords: no-lose method, I-message, active listening*