

# Abstracts

## Studies

Aranka Varga

### **A research model of inclusiveness**

*The present contribution aims at providing a process-level interpretation of inclusion, as a theoretical framework in order to make it adaptable for the analysis of practical everyday actions from the viewpoint of equity. Building on the foundation of the approach characterized by equal opportunities, and with the presentation of several educational models of inclusion we summarize the input criteria of realizing mutual inclusion, the necessary conditions of maintaining inclusion and the characteristics of successful realization at different points of the inclusive process. Through this synthesizing piece of work we intend to set the course for further steps that may tackle the issues of structural requirements for embedding inclusion, horizons of content and frameworks for society-level actions.*

*Key words: equality, equity, inclusive environment, Inclusive Excellence Index (IEI)*

Katalin Kéri

### **Courses and Researches in the field of history of women and history of Women's Education at the faculty of Humanities, University of Pécs, Hungary**

*This paper provides a brief overview how research on history of women and history of women's education going on, and in what courses they appear in the subject areas. The article focuses on the undergraduate, post-graduate and doctoral studies which show the contents of the gender perspective. The study also covers the issue what major research work has been done and what works were made in the past decades, and takes also an outlook on the comparative approach. This approach would help to clarify through what channels which people and works history of women and history of women's education arrived at the Hungarian discourse. In our opinion source-centered, problem-based, and multi-perspective approach of history of education or history of women's education provides not only more knowledge about the history of women for student teachers but a wider horizon of understanding Hungarian and European history of our societies. Gender aspects in teacher training programs are essential part of the competence development of future teacher which prepare student for independent problem processing, critical thinking, synchronistic and multi-perspective approaches, and following equity aspects.*

*Key words: women's education, history of women's education, gender studies at University of Pécs, history of women, sources on the history of women.*

**Renáta Anna Dezső**

### **An Alternative Theoretical Framework of Diversity in Educational Sciences**

***Abstract:** The present contribution offers a theoretical introduction to concepts rarely known and realized in Hungarian educational sciences and teacher education. As a consequence of neurodiversity we may tolerate the value of subjective differences and consider alternative types of learning described by plural intelligence concepts. This study focuses on three of these theories: Gardner's multiple intelligences (MI) theory, Sternberg's triarchic model and Dweck's mindset theory – concerning their possible educational consequences. The author's intention is to contribute to the recognition of these ideas in the circles of the Hungarian speaking professional audience in the Carpatian Basin. The research was realized in the frames of TAMOP 4.2.4. A/2-11-1-2012-0001 "National Excellence Program – Elaborating and operating an inland researcher personal support system." The project was subsidized by the European Union and co-financed by the European Social Fund.*

*Key words: neurodiversity, plural intelligence concepts, talent*

**Ferenc Arató**

### **Restrictive Attitudes Among School Directors**

*In the following study I present those overt and covert attitudes which we have re-covered based on new evidences of a recently finished research among headmasters and directors in primary schools. We traced restrictive attitudes which deeply influence effectiveness, efficiency, and equity of school institutions. Attitudes, – which decisively influence the quality of schools. Do the revealed attitudes correlate certain operational areas of the school? What areas are influenced by these attitudes? What kind of school practices may influence these attitudes? What kind of school practices offer context for the observation of decreased volume of restrictive, racist attitudes? We compared the revealed attitudes with the attitudes which we observed among pre-service teachers earlier and how the two sets of attitudes overlaps. We also examined the kinds of – recently – covered restrictive attitudes will affect the student teachers among their new colleagues in their workplaces, in our schools.*

*Key words: restrictive racist attitudes, achievement-reduction, social reduction, blaming the victim, inclusion*

## **Workroom**

**Katinka Tornai**  
**„Gordonka”**

*Following the advices of Thomas Gordon's book, Teaching Children Self-discipline, I started to develop my competences in the field of assertive communication. I realized that this approach may be the key aspect of successful "personal development. Without extrinsic motivation assertive communication helps to base the communication and behavior concerning intrinsic motivation, the realization and understanding of feelings, and self-discipline. Through these processes of assertive communication students may flourish into more and more autonomous and responsible persons.*

*Key words: assertive communication, I-Message, active listening, self-reflection, examples of implementation*

**Andrea Bencéné Fekete**

### **Experience Based Learning in Tanoda Program – But How?**

*During my research I carried out interviews with students in lower grades of primary school in order to find out what they mean by learning and the reasons behind their dislike concerning. During my study I introduce a mentor program („Tanoda” program), which provides an opportunity for children with disadvantaged background to learn how to learn and transforms the acquisition of knowledge pleasure for them. They acquire learning methods via playing, and other, inquiry based activities. The aim of this program is to help children with disadvantaged background in achieving success in their school environment and improve their personal competences as well. These weekly held sessions are not coaching lessons, but personal development sessions matching to one’s specific needs. Besides the personal development these lessons provide opportunities to discover and support learners who need more help and who perform outstandingly.*

*Key words: Tanoda” program, children with social handicap, learning by playing, inquiry-based learning, higher achievement*