

Abstracts

Ildikó Bárdossy – Renáta Anna Dezső
Lessons of Productive Learning in Hungary

Productive learning is a form of social learning based on an American model (City as School, New York, 1972), which became widespread in Europe during Transition years (1989-90). Its implications in Hungary had that of a pioneer nature in the region. The specifics of this pattern in Pecs and its surroundings is that the attitudes of it have become present not only in some venues of public education but in various platforms of teacher education as well – suggesting the idea of inclusive schooling. Bárdossy founded her relevant work in 1990 and she has been followed by her once student, now colleague, Dezsó since 2010. The present study illustrates their work devoted to productive learning.

Keywords: inclusive education, productive learning, teacher education

Tamás Híves
Statistical analysis of the participation of multiple disadvantaged students in the Integrative Pedagogical System

The paper analyses some features of the IPS program, supporting disadvantaged students. The analysis compares the data of participating students to disadvantaged, low-achiever students, those who play truant, and Roma population. The analysis examined the connections with the help of statistical and regional methods, e.g. maps, tables. With the help of these methods – emphasizing regional disparities - differences can be pointed out between the participants of the program and those groups who are in need of help. By exploring regional disparities disadvantaged situations can be treated more effectively. With the method of regional geographic analysis and maps it becomes obvious even for non-professionals that where are the geographical areas, where the support of disadvantaged students were successful and which are the areas where problems still can be found.

Keywords: Integrative Pedagogical System, disadvantaged situation, regional research

Ferenc Arató
Myths and misunderstanding concerning the implementation of cooperative learning

In the last two decades during the implementation of cooperative learning in the context of Hungarian public education we have faced several myths and misunderstandings about cooperative learning from the perspectives of teachers and student teachers. In this article

we list the most frequent ones and attempt to answer them in the spirit of cooperative learning paradigm. We start with the clarification of the concept of cooperative learning itself and continue with those questions which seem to be barriers of the implementation of cooperative learning in the Hungarian context.

Keywords: cooperative learning, basic principles of cooperative learning, competence based approach

Ákos Drobiná – Dorottya Cselők – E. Zora Csóka

How can a game-based toolkit for learning of mathematics cover even a prescriptive curricula?

The research team of the Collage of Teacher Candidates at the University of Pécs has a research on the field of renewal facilities on teaching and learning mathematics and science. Within this framework we carried out a study about a specific, existing and tested game-based toolkit called MathterMinds on the aspect of the degree of thematization, in order to determine whether or to what extent it mobilizes the competence elements and disciplinary elements of mathematical competences prescribed by the currently operative framework curricula from 1st to 4th grades in primary schools. The goal was to find out whether a game-based toolkit is capable of, and, if so, to what extent, to cover the requirements of a prescriptive framework curriculum.

Keywords: game-based learning of mathematics, prescriptive framework curriculum

Aranka Varga

Student college for aspiring teacher trainees

The initiative of the student college that will be presented in this paper builds on the objectives and the traditions of the student college system in a way that it applies a special form of organization, the system of co-operation in order to involve the teacher trainees. The investigation of the structure, commencement and primary activities of the student college aims at presenting a new scientific-professional community and outlining the practical benefits of implementing the theory and practice of co-operation in an important segment of higher education.

Keywords: student college, co-operative functioning, inclusive approach