

The Place of Education in an Emancipatory Struggle of Man

*Branislav Malík**

DOI: 10.2478/atd-2023-0010

Received: March 13, 2023; received in revised form: April 23, 2023;
accepted: April 24, 2023

Abstract:

Introduction: In the paper, the author maps the ways leading to human freedom. He sets out the criteria that should be taken into account in their selection. He also delineates the space where education could productively enter into the human emancipation process.

Purpose: The aim of the paper is to thematize competences that need to be developed in order to enable the adepts of education to participate in human emancipatory process.

Methods: The author uses explanatory method to expose the issue.

Conclusions: The paper summarizes the assumptions and limits that need to be respected in order to make education a space for the cultivation of human sense for freedom.

Key words: freedom, education, creativity, will, subversion of goals.

* Branislav Malík, Comenius University Bratislava, Faculty of Education, Bratislava, Slovakia;
branislav.malik@uniba.sk

Collaborative Mentoring as a Way of Meeting Teachers’ Inclusive Teaching Practices Needs: Investigating Learning Outcomes

*Tuğba Kamalı-Arslantaş - Gülistan Yalçın**

DOI: 10.2478/atd-2023-0011

Received: January 1, 2022; received in revised form: February 15, 2022;
accepted: February 17, 2022

Abstract:

Introduction: This article discusses a mentoring project that was aimed at improving the inclusive education practices of teachers.

Methods: There were 10 mentors who were faculty members in science education and special education. Mentees were 59 teachers who have an inclusive student in their class or school. A qualitative approach was chosen.

Results: Reported learning outcomes referred to changes in knowledge related to “Basic Concepts”, “Educational Support and Legislation”, “Assistive Technology”, and “Educational Accommodations”.

Discussion: The results of this study points to the needs for more interdisciplinary collaboration studies in order to support teachers’ dealing with diverse students.

Limitations: The results of the study are bound to the project duration and the place of the study.

Conclusions: The current collaborative mentoring study has several contributions for teachers in terms of their knowledge and skills in implementing an effective inclusive education.

Key words: interdisciplinary collaboration; inclusive education; assistive technology; visually impaired; science education.

* Tuğba Kamalı-Arslantaş, Aksaray University, Special Education, Aksaray, Turkey; tugbakamaliarslantas@gmail.com
Gülistan Yalçın, Aksaray University, Special Education, Aksaray, Turkey; glstn88@hotmail.com

The Role of Music Education in Childhood

*Tímea Szűcs - Erika Juhász**

DOI: 10.2478/atd-2023-0012

Received: February 19, 2023; received in revised form: April 23, 2023;
accepted: April 24, 2023

Abstract:

Introduction: From the second half of the 20th century onwards, studies on the transfer effects of music learning have become increasingly common. Both in the domestic and international literature, we can read research with a solid scientific background that supports the transfer effects of music education on different aspects of life.

Purpose: The aim of paper was to map the effect of learning music in childhood based on both the international and the Hungarian scientific literature.

Methods: When analyzing the social impact of learning music in detail we distinguished five areas: 1. state of physical development, skillfulness, health; 2. cognitive skills; 3. personal development and emotional intelligence; 4. the role of compensating for deficit; 5. community building. In this study we present in detail the results of research studies in these fields.

Conclusions: In our opinion music education institutions transmit several values and hidden curriculum to children the effect of which serves as a determining and formative factor throughout their whole lives. That is why it is important that, based on the research findings, teachers should be aware of it and consciously control it. In our view learning music can act as a supporting factor for the physical, spiritual and mental development of the children and apart from improving different areas of competence it can also influence their attitude to work.

Key words: elementary art school, music education, learning music, transfer effect, social importance.

* Tímea Szűcs, University of Debrecen, Department of Educational, Institute of Educational Sciences and Cultural Management, Debrecen, Hungary; szucstimea77@gmail.com
Erika Juhász, University of Debrecen, Faculty of Humanities, Institute of Educational Sciences and Cultural Management, Debrecen, Hungary; juhasz.erika@arts.unideb.hu

Inquiry-Based Approach to Education

Mária Kožuchová - Silvia Barnová - Ján Stebila - Slávka Krásna*

DOI: 10.2478/atd-2023-0013

Received: December 16, 2022; received in revised form: February 14, 2023;
accepted: February 17, 2023

Abstract:

Introduction: In the proposed study, the authors focus on the effectiveness of the application of inquiry-based approach in Slovak schools and present the results of an original research study focused on the impact of inquiry-based teaching on students' knowledge acquisition.

Methods: For the purposes of the research study, a pedagogical experiment was carried out on the sample of 150 6th-grade students and didactic tests (a pre-test and a post-test) were used to examine students' knowledge on the three levels of Niemiérko's taxonomy.

Results: The results of the t-test confirmed the significance of differences between the experimental group's and the control group's cognitive performance.

Discussion: The obtained results indicate that inquiry-based teaching can lead to better knowledge acquisition in students than traditional methods of teaching and so, it appears to be an efficient alternative.

Limitations: The limits of the research study are given by the size and the composition of the research sample. The obtained results cannot be generalized to the entire population.

Conclusions: The research findings can contribute to improving the quality of the educational process and increasing students' motivation by using activating methods of teaching.

Key words: inquiry-based approach, technical education, experiment.

* Mária Kožuchová, Comenius University Bratislava, Faculty of Education, Bratislava, Slovakia; kozuchova@fedu.uniba.sk
Silvia Barnová, DTI University, Department of School Pedagogy and Psychology, Dubnica nad Váhom, Slovakia; barnova@dti.sk
Ján Stebila, Univerzita Mateja Bela, Fakulta prírodných vied, Banská Bystrica, Slovakia; jan.stebila@umb.sk
Slávka Krásna, DTI University, Department of School Pedagogy and Psychology, Dubnica nad Váhom, Slovakia; krasna@dti.sk

Use of Technology-Supported Educational Tools in General Music Education and Its Contribution to the Process of Music Education

Gülnihal Gül*

DOI: 10.2478/atd-2023-0014

Received: November 23, 2022; received in revised form: January 19, 2023;
accepted: January 23, 2023

Abstract:

Introduction: In our current century, technology continues to exist in almost all domains of human life. In this day and age, technological changes and developments make a great contribution to the rapid production of information and easy access to it. As a result of rapidly developing and changing needs, it is considered essential to organize education in line with these needs and to incorporate technology within the education system. In the present study, it was aimed to identify the use of technology supported educational tools in general music education and their contribution to the process of music education.

Methods: The convergent parallel design, which is one of the mixed research methods, was used in this study. Based on this particular point in mind, it was attempted in this study to establish the opinions of music teachers about the level of use of technology-supported educational tools in general music education through both closed-ended and open-ended questions. In this study, homogeneous sampling was used and it was attempted to reach out the teachers who taught general music knowledge in Turkey. The study group of the research was formed with 59 music teachers teaching at different institutions who agreed to participate in the study on a voluntary basis.

Results: In line with the data obtained, it was concluded that teachers found themselves partially sufficient and willing to improve themselves in terms of using the technology-supported educational materials more effectively and efficiently in the process.

Discussion: From the results of the research, it is seen that technology-supported applications are used especially in the listening and expression stages of the teacher, and it is preferred in the sampling, song teaching and showing and telling stages.

* Gülnihal Gül, Bursa Uludag University, Faculty of Education, Music Education Department, Bursa, Turkey; gulnihalgul@gmail.com

Acta Educationis Generalis
Volume 13, 2023, Issue 2

In addition, it was determined that these applications were used by only 1 participant during the evaluation phase. It has been determined that technology-supported applications contribute positively to learning speed, permanent learning and the realization of more effective lessons. Throughout the music education process, which includes abstract concepts, the students' acquisition of the knowledge and making sense of this knowledge will contribute positively to their academic success. It is believed that it is essential to draw students' attention and include them effectively within the education process by getting them to gain new experiences. In this sense, it is crucially significant that teachers have the competence to use different applications in today's age of technology.

Limitations: The research was limited to 59 music teachers who voluntarily agreed to work during the data collection process. The research was carried out in the spring term of the 2020-2021 academic year.

Conclusions: In accordance with the findings obtained from the study, it was found that the participants utilized the technology-supported teaching tools especially in listening and lecturing, and they did not use these tools throughout the process. It was revealed that these tools had positive effects such as increasing students' attention and contributing to their permanent learning, as well as negative effects such as the tendency (to expect everything to be handed to one on a silver plate) and reducing the teacher's remedial role.

Key words: technology, educational tool, music education, general music education.

Online Educational Experiences in Some Majors of Eszterházy Károly University

*Erika Homoki - Tímea Laura Nyitrai - Zita Czapné Makó**

DOI: 10.2478/atd-2023-0015

Received: March 16, 2023; received in revised form: April 13, 2023;
accepted: April 14, 2023

Abstract:

Introduction: In Hungary, as in many parts of the world, a crisis situation has arisen with the start of the quarantine period associated with the coronavirus, which presented the education system with a serious challenge. Social inequality (also in terms of network access and device availability) was expected due to, that differences will only increase the gap in education. Digital connectivity and the digital environment became the main arena for students and faculty over the course of a weekend. That's a real question, of course, can we talk about real digital education during this period? Was online education effective or was it rather a blind spot?

Methods: In our research, we examined it from the perspective of geography teachers, kindergarten teachers, and university students attending teaching courses learning and teaching „switching online” between March, 2020 and April, 2021 at the Eszterházy Károly Catholic University (then even EKE). Our sample consisted of 108 people. We used an online questionnaire study to assess students' experiences with the effectiveness of distance learning and the development of their digital competence, about the possibilities of implementing professional internships. We were looking for student answers to, how each segment of distance learning can be integrated into the normal education system. We compared our results with similar Hungarian and international research results.

Results: Most students felt that online education was effective. The digital competence of students has evolved. Due to changed circumstances of traineeships, students could not gain enough experience, which could later affect their work.

* Erika Homoki, Eszterházy Károly Catholic University, Department of Pedagogy, Eger, Hungary; homoki.erika@uni-eszterhazy.hu
Tímea Laura Nyitrai, Eszterházy Károly Catholic University, Doctoral School of Education, Eger, Hungary; h.timealaura@gmail.com
Zita Czapné Makó, Eszterházy Károly Catholic University, Department of Pedagogy, Eger, Hungary; mako.zita@uni-eszterhazy.hu

Acta Educationis Generalis
Volume 13, 2023, Issue 2

Discussion: The changes that have occurred can be highlighted as secondary benefits, this educational environment could be more sustainable in the future, than the traditional educational environment, however, the consequences of isolation cannot be ignored.

Limitations: The research shows data valid only for Hungary.

Conclusions: Consideration of the experience of students for the effectiveness of their education in the coming years.

Key words: online education, pandemic, efficiency, student experience, teacher.

Examining Types and Duration of Teachers' Professional Development Activities and Their Relationship with Job Satisfaction

*Abdurrahman Ilgan - Yagmur Basaran**

DOI: 10.2478/atd-2023-0016

Received: October 8, 2022; received in revised form: February 26, 2023;
accepted: February 27, 2023

Abstract:

Introduction: The aim of the study was to describe the teachers' views on the professional development activities, the frequency of the teachers' participation to such activities and effectiveness of these professional development (PD) activities. What's more, it was aimed to analyse the relationship between PD activities that the teachers participated and their job satisfaction (JS).

Methods: The sample of the study comprised of 357 teachers. In order to seek the answers to the research questions, correlational research models were used in addition to survey. The data was collected through implementation of two different instruments. These were Participation to PD Activities Questionnaire (survey) and Job Satisfaction (JS) Scale. These instruments were developed within the scope of the study.

Results: The findings of the study could be summarized as follows: the teachers' frequency of participation to peer coaching-based PD activities, participated PD activities, number of individualized and self-directed PD activities was at a lower level; however, the teachers restated that they experienced positive effects at higher or moderate levels from PD activities in their teaching practices. Within the scope of the existing study the hypothesis was tested that PD activities would increase the teachers' job satisfaction and the findings were supported. It was seen that there was a positive relationship between the PD activities participated by the teachers and the teachers' job satisfaction.

Discussion: In the study it was noticed that more than one third of the participant teachers did not perform PD based peer coaching and observations, but more than one third of the teachers accessed virtual platforms and watched videos and related feed on lecturing and techniques for PD. In TALIS study done at OECD countries, it was noted that almost half of the teachers participated to peer coaching-based activities.

* Abdurrahman Ilgan, Izmir Demokrasi University, Izmir, Turkey; abdurrahman.ilgan@idu.edu.tr
Yagmur Basaran, Duzce University, Duzce, Turkey; yagmurbasaran@duzce.edu.tr

Acta Educationis Generalis
Volume 13, 2023, Issue 2

Limitations: Data were collected from teachers that research is limited with teachers' perceptions. Research is limited with teachers' professional development activities and their job satisfaction.

Conclusions: It was found out that very few teachers attended educational congresses to present their activities/scientific studies. Therefore, it might be recommended to improve teachers' study skills in terms of scientific studies, and they might be encouraged to present their studies at conferences.

Key words: professional development, human development, job satisfaction, teachers, path analyses.

**Roma Mentor Project:
The Roma Intellectual Friend Model**

*Péter Bogdán**

DOI: 10.2478/atd-2023-0017

Received: January 23, 2023; received in revised form February 25, 2023;
accepted: February 27, 2023

Abstract:

Introduction: The Roma Mentor Project has originally been the experimental educational model of Open Society Institute for multiply disadvantaged Roma and non-Roma youth in the period 2006-2013. Following the closure of OSI's experimental and alternative educational projects, it has been run further, during the 2016/17 academic year, with the support of the Norway Grant, by the Bhim Rao Association (located in Northern Hungary).

Purpose: The Roma Mentor Project aims to establish the pedagogical model of the intellectual Roma friend in order to effectively overcome the sociocultural disadvantages of the Roma and non-Roma children with multiply disadvantages.

Methods: Throughout the program a Roma mentor may be a Roma intellectual, artist or well-known figure from the media, whose primary goal is to act as a role model for the Roma children through presenting their own personal and professional life, as well as to become a friend of the mentored.

Conclusions: A mentor from Roma origins appears during the project as a Roma intellectual friend in multiply disadvantaged Roma and non-Roma children's lives, which is especially true considering that the Roma mentor draws tools of socialization from Roma culture.

Key words: Roma, education, pedagogy, innovation, mentor.

* Péter Bogdán, educational researcher, Hungary; bogdan.peter1979@gmail.com