



**International Diversity in Teacher and  
Higher Education Research in the 21st Century: Insights  
from Doctoral Students, Supervisors,  
and Doctoral School Leaders**

**A conference organized by the  
Teacher Education and Higher Education Studies (EDiTE)  
Program of the Doctoral School of Education,  
Faculty of Education and Psychology,  
Eötvös Loránd University of Sciences, Budapest**

**December 4 – 5, 2020**

**Book of Abstracts**



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**A conference organized by the Teacher Education and Higher  
Education Studies (EDiTE) Program of the Doctoral School of  
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**Book of Abstracts**

**Edited by (in alphabetical order)**

**Kata Csizér, János Győri, Gábor Halász, László Horváth, Linh  
Huynh, Csaba Kálmán, Ei Phyo Maung, and Cho Cho Win**

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## Welcome

It is an honour and pleasure to welcome all participants of the online conference on “[\*International diversity in teacher and higher education research in the 21st century\*](#)” hosted by the “[\*Teacher education and higher education studies \(EDiTE\)\*](#)” program of the [\*Doctoral School of Education of ELTE University\*](#).

The idea to organise an international online conference was born in the spring of 2020, during the first wave of the coronavirus pandemic when we had to face the reality that the opportunities of our doctoral students to attend international academic events had been dramatically narrowed. The intention of the initiators was to create an event which would make it possible for doctoral students to share the results of their research in a stimulating international environment in spite of the travel restrictions.

After the idea was born, we contacted our colleagues and friends – especially heads of doctoral schools of education in various European countries and partners in collaborative programs – and we asked whether they would be interested to work with us in preparing the online conference. We received enthusiastic reactions from almost all of them. The representatives of twelve doctoral schools or programs of education from eleven European countries (Austria, the Czech Republic, Hungary, Portugal, Germany, Lithuania, Norway, Poland, Portugal, Russia and Slovenia) started working together to design the program and define the goals of the planned online academic event.

Many of those who are involved in doctoral education in educational sciences feel that there is not enough collaboration between doctoral schools. The possibilities for PhD students to meet each other, to share their experiences, their dilemmas and research outcomes, to collaborate on common projects or create networks are limited. This conference is a unique opportunity for them to get connected to each other. But it is also an opportunity for their teachers and supervisors to meet and share experiences.

The collaborative work in the preparatory committee made it clear that there is a need for more communication not only among students but also among their supervisors. This is why we included into the program not only presentation sessions but also workshops where students and their supervisors and even leaders of doctoral schools or programs can meet and discuss questions of general interest in the field of doctoral education in education. We also included seminars and workshops that aim at supporting our doctoral students in various areas, such as quality control in qualitative research studies or techniques for conducting quantitative research.

The title of the conference ([\*International diversity in teacher and higher education research in the 21st century\*](#)) makes our main thematic focus clear. We encouraged, first of all, those

doctoral students who are interested in higher education studies and teacher education or teacher research, to submit proposals but we did not want to narrow our focus too much. We welcomed also proposals that are loosely or indirectly connected to the main focus. This made it possible to create a good diversity of communication platforms that allow academic dialogue in fourteen different problem areas:

1. Autonomy
2. Clinical and Physical Education
3. Digital Technologies
4. Disadvantages in Education
5. English Academic Writing
6. Individual Differences
7. Internationalization in Higher Education
8. Motivation
9. Quality management in Higher Education
10. Teacher Training and Development
11. Teachers' Beliefs
12. Teachers' Emotions
13. Teaching Methodology
14. Transformation in Higher Education

When the preparations started in spring, we still had the hope that we would have the opportunity to meet not only online but also physically, and not only in virtual but also in real spaces. The second wave of the pandemic broke this hope. However, we did not lose our enthusiasm. Being forced to shift to distant teaching and learning, we could accumulate some experiences in distant communication using digital technologies. We hope this experiment of using digital platforms for international academic communication between doctoral schools of education will prove that we need more contact and more collaboration and we can continue this quite soon in real physical spaces.

The organisation of this conference would not have been possible without the active collaboration of many enthusiastic people: academics and doctoral students, representing several countries and also the technical staff of Eötvös University (ELTE). On behalf of the organisers I would like to express our sincere gratitude to all of them.

Prof. Dr. Gábor Halász

Head of Doctoral School of Education, ELTE

## Introduction

### **International Diversity in Teacher and Higher Education Research in the 21st Century: Insights from Doctoral Students, Supervisors, and Doctoral School Leaders**

**organized** by the “[Teacher education and higher education studies \(EDiTE\)](#)” program of the [Doctoral School of Education of ELTE University](#)

The Teacher education and higher education studies (EDiTE) program of the Doctoral School of Education of ELTE University – in an endeavor to further international cooperation and professional development – invited proposals representing a broad perspective of teacher education and higher education research, and/or offering opportunities for networking and participation in workshops and meetings for doctoral students, doctoral supervisors, and leaders of doctoral schools in cooperation with foreign partner institutions. The aim of the conference is to provide a common platform and stimulating discussions for students, staff members and supervisors of the participating institutions and apart from them, for all interested in the topic.

#### CONFERENCE BASICS

<b>Conference title:</b>	International diversity in teacher and higher education research in the 21 <sup>st</sup> century: insights from doctoral students, supervisors, and doctoral school leaders
<b>Conference website:</b>	<a href="http://edite-events.elte.hu/">http://edite-events.elte.hu/</a>
<b>Language:</b>	English
<b>Host:</b>	The Teacher Education and Higher Education Studies (EDiTE) Program of the Doctoral School of Education of Eötvös Loránd University, Budapest
<b>Date:</b>	December 4-5, 2020
<b>Deadline for abstracts:</b>	September 30, 2020
<b>Notice of acceptance:</b>	October 15, 2020
<b>Venue:</b>	Online

**Plenary speakers**

Kari Smith, *Norwegian University of Science and Technologies (NTNU), Norway*

Miri Shonfeld, *Kibbutzim College of Education, Israel*

**Scientific Committee****Head**

Kata Csizér

**Members**

Gábor Halász  
János Győri  
László Horváth  
Csaba Kálmán

**Organizing Committee****Head**

Csaba Kálmán

**Members**

Gábor Halász  
János Győri  
Kata Csizér  
László Horváth  
Dorottya Kardos  
Judit Saád  
Linh Huynh  
Ei Phyo Maung  
Cho Cho Win

**Length of Plenaries**

60 minutes

**Length of Workshops**

45 minutes

**Length of Presentations**

15 minutes

# **PROGRAM**



## December 4, 2020, Friday

ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES

E-Moderator: László Horváth					
8.30 9.30	<b>General TEAMS Platform</b>				
8.30 9.30	<b>Starting TEAMS, Housekeeping</b>				
9.30 – 9.45	<p style="text-align: center;"><b>Opening</b> Professor Gábor Halász <b>Welcoming Address</b> Professor Zsolt Demetrovics, Dean of the Faculty of Education and Psychology of Eötvös Loránd University, Budapest</p>				
9.45 – 10.45	<p style="text-align: center;"><b>Plenary 1</b> <b>Post-COVID 19 – No School? No campus?</b> Professor Kari Smith Admin: Khin Khin Thant Sin</p>				
10.45 11.00	<b>Coffee Break</b>				
11.00 12.30	<b>Session 1</b>				
11.00 12.30	<b>Channel A</b>	<b>Channel B</b>	<b>Channel C</b>	<b>Channel D</b>	<b>Channel E</b>
11.00 – 12.30	<p><b>Teacher Training and Development I.</b> Chair: Roman Svaricek Admin: Vera Kovács</p>	<p><b>Digital Technologies I.</b> Chair: Zsuzsa Kovács Admin: Imre Fekete</p>	<p><b>Individual Differences</b> Chair: Enikő Öveges Admin: Ei Phyoe Maung</p>	<p><b>Disadvantaged in Education</b> Chair: Kata Csizér Admin: Aye Aye Myint Lay</p>	<p><b>Clinical and Physical Education</b> Chair: Evgeniy Terentev Admin: Orsolya Pongor</p>
11.00 – 11.20	<p>Justina Garbauskaite-Jakimovska  Becoming an educator in the field of non-formal education</p>	<p>Imre Fekete  Lessons learned from emergency remote teaching: Hungarian K12 teachers' perceptions about digital education during the COVID-19 pandemic</p>	<p>Vjosa Hashani  Foreign language classroom anxiety among Business English (BE) students</p>	<p>Kitti Kozma  Comparing and analyzing teachers' attitudes and methods in socially disadvantaged institutions</p>	<p>Sergio Soares, Wilson Abreu  Training of students in clinical education: Supervisory intervention of the tutor</p>
11.20 – 11.40	<p>Juozapas Labokas  How do we teach values? Some insights from Catholic teachers' perspectives</p>	<p>Vlasta Svalina, Mirela Müller  E-learning and the "New Normal"</p>	<p>Sindy Castillo  The effects of cultural background on EFL students' self-regulation</p>	<p>Daniela Semião, Luís Tinoca  Transformative learning communities for educational inclusion</p>	<p>Andrea Mathes Faustino, Rui Neves  Curricular analysis of training in the health area on physical activity in gerontology – a view on five Brazilian universities</p>

**December 4, 2020, Friday**

**ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES**

11.40 – 12.00	Tiago Tempera, Luís Tinoca  Contributions of Project Based Learning to the professional development of elementary teachers	Ruoqi Cao, Isak Froumin  How does higher education contribute to rapid digital technology transformation in areas including practical AI problems in the 21st century social-economic development?	Katalin Godó, Kitti Kozma, Irén Godó  The role of life experience and mentoring in the work of educators who have gone through a resilient life course	Antonieta dos Milagres da Cruz Fuakatinua Gonçalves  The role of pedagogical supervision in supporting teachers serving students with disabilities in inclusive primary schools	Fernando Santos, Rui Neves, Paulo Pereira, António Cardoso  The physical education curriculum, teacher education and life skills: Implications for research and practice
12.00 – 12.20	Raquel Vanessa Horta Ramos, Aida Maria de Figueiredo Ferreira Ana Maria Sarmento Coelho  Innovate and train for the articulation of educational practices in exterior and interior contexts in pre-school education	Luca Alexa Erdei, Kinga Káplár-Kodácsy  Potentials of virtual mobility for competence development: A systematic literature review (2004-2020)	Maram Khamiseh, Kateryna Myronova, Máté Kandikó  The role of positive emotions in EFL university students' willingness to communicate		Eveline Ximenes Tomaz, Rui Neves  Contributions of body modifications in the corporeity of students
12.20 13.00	<b>Lunch break</b>				
12.20 13.00	<b>General TEAMS Platform</b>				
13.00 – 14.00	<b>Plenary 2</b> <b>Online Learning: from Beast to Beauty</b> Professor Miri Shonfeld Chair: Professor János Győri Admin: Yin Mar Win				

E-Moderator: Dorottya Kardos					
14.00 15.30	<b>Session 2</b>				
14.00 15.30	Channel A	Channel B	Channel C	Channel D	Channel E
14.00 – 15.30	<b>Teacher Training and Development II.</b> Chair: Mónica Lourenco Admin: Thiri Pyae Kyaw	<b>Digital Technologies II.</b> Chair: Evgeniy Terentev Admin: Feifei Wang	<b>Motivation</b> Chair: Monika Orechova Admin: Cho Cho Win	<b>Transformation in Higher Education I.</b> Chair: Susana Pinto Admin: James Mmari	<b>Teachers' Beliefs</b> Chair: Professor János Győri Admin: Ei Phyo Maung
14.00 – 14.20	Ei Phyu Chaw  Coping issue as a topic in teacher education research: literature review	Asmi Rusmanayanti  The use of CALL and MALL in learning EFL: insight view of Indonesian students	Tatjana Stamenkovska, Csaba Kálmán, János Győri  The motivational disposition of international students learning foreign languages in Hungary: Testing the L2 Motivational Self System in the Hungarian higher education context	Moldir Yelibay  Understanding the lack of female leadership in higher education of Kazakhstan	Anna Zólyomi, Dávid Smid  Exploring EFL teachers' beliefs regarding the malleability of L2 learning skills: A qualitative inquiry
14.20 – 14.40	Yali Zuo  Rethinking teacher competences and diversity from concepts to concepts using	Kseniia Vilkova  Who benefits from social-psychological interventions in MOOCs?	Tatjana Stamenkovska, Carlos Lenin Alvarez Llerena, János Győri  Exploring motivational dispositions of international students for learning the Hungarian language in Hungary	Dmitry Efimov  Student representation in university: who participates?	Zsófia Széll  English teacher trainers' beliefs about creativity: a pilot study
14.40 – 15.00	Myo Sandar, Orsolya Kálmán  Evaluating research methods and tools for exploring collaborative learning of teachers in schools	Lorena Azevedo de Sousa, Luis Pedro, Carlos Santos  Development of a gamified and open educational resource	Daria Borodina  Analysis of academic motivation and self-regulation among students in Russia	James Mmari  Education sector policies and their role in the integration of workplace learning and higher education: A case of Tanzania's higher Technical and Engineering Education	Thiri Pyae Kyaw  A Study of the Epistemological Beliefs of Student Teachers in Myanmar
15.00 – 15.20	Khin Khin Thant Sin  School-university partnership: Perception and experiences of school teachers and student teachers on current collaboration in teacher education			Aye Aye Myint Lay  Reforms in teacher education and management in Myanmar	Aleksandra Mikhailova  Teachers' beliefs towards fostering creativity and critical thinking with the use of ICT

**December 4, 2020, Friday**

**ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES**

15.30 15.45	<b>General TEAMS Platform</b>				
15.30 15.45	<b>Coffee Break</b>				
15.45 17.15	<b>Session 3</b>				
15.45 17.15	<b>Channel A</b>	<b>Channel B</b>	<b>Channel C</b>	<b>Channel D</b>	<b>Channel E</b>
15.45 – 17.15	<b>Teacher Training and Development III.</b> Chair: Mónica Lourenco Admin: Feifei Wang	<b>Teaching Methodology</b> Chair: László Horváth Admin: Mebrate Bekele	<b>Autonomy</b> Chair: Monika Orechova Admin: Dorottya Kardos	<b>Transformation in Higher Education II.</b> Chair: Sausana Pinto Admin: Phyu Phyu	<b>Teachers' Emotions</b> Chair: Kata Csizér Admin: Tatjana Stamenskowska
15.45 – 16.05	Taisia Muzafarova  University teachers' learning	Yusuf Fakhraddin Hussein  The importance of conceptual knowledge and procedural knowledge in teaching mathematics	Cho Cho Win  Myanmar learners' perceptions of learner autonomy in learning English at tertiary level	Thandeka Sibiya  Transformation and Higher Education: The role of teacher education in the implementation of the transformation agenda in basic education.	Giulia Sulis, Astrid Mairitsch, Sonja Babic, Sarah Mercer, Kata Csizér  The wellbeing strategies of language teachers during the pandemic crisis
16.05 – 16.25	Rita Divéki  Global competence development in EFL teacher training – An interview study on the global content in EFL teacher trainers' courses in Hungary	Nicole Kasbary  The importance of integrating the arts in STEM education	Huynh Thi Thuy Linh - Linh Huynh  Promoting English major students learning autonomy through project - based learning at university	Anastasia Andreeva, Diana Koroleva  Russian schools' strategies to cope and innovate as a response to COVID-2019	Ezra Howard  Teaching for the TEFL lifestyle: Travel and the extrinsic motivations of teaching English as a foreign language
16.25 – 16.45	Do Thi Dung  Promoting pre-service teachers' social and emotional competence – A new approach to teacher education in Vietnam	Tatyana Belskaya  Cultural-historical approach to content and language development in EMI courses	Sindy Castillo  The teacher's role in enhancing higher education students' self-regulation	Phyu Phyu  Investigating the effectiveness of training for new primary level English Curriculum and the opinions of the primary school teachers of it	Felix Senger, Amal Zedan, Ban Qadir  Short term interventions for enhancing Teacher Education in crisis situations – Insights from an Iraqi-German university collaboration
16.45 – 17.05	Aye Aye Myint Lay  Crucial factors in developing teacher educators' performance appraisal	Yin Mar Win  Literature review: Lesson study in the Asian context		Himeesora Irene, Tjatjitua Kaimu  The implementation of program accreditation in the public universities in Namibia: Its impact on teaching and learning	Ziyad Khuri  Factors predicting burnout among Israeli-Arab teachers in elementary schools

## December 4, 2020, Friday

ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES

17.15 18.00	<b>Workshops 1</b>	
17.15 – 18.00	Ágnes Albert, Kata Csizér Quality control in qualitative research studies Admin: Tatjana Stamenkovska	Katalin Piniel, Csaba Kálmán Tips and techniques for conducting quantitative research: A workshop for novice researchers Admin: Ei Phyo Maung
18.00 18.10	<b>General TEAMS Platform</b>	
18.00 18.10	<b>Closing the day</b> Chair: Csaba Kálmán	

## December 5, 2020, Saturday

ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES

E-Moderator: Csaba Kálmán					
8.30 9.15	<b>General TEAMS Platform</b>				
8.30 9.15	<b>Starting TEAMS, Housekeeping</b>				
9.15 10.00	<b>Workshops 2</b>				
9.15 10.00	<b>Channel F (closed session)</b>			<b>Channel B</b>	
9.15 – 10.00	Professor Gábor Halász  Informal meeting of heads of doctoral schools Admin: Vera Kovács			Susana Pinto  Intercultural doctoral supervision: problematic or productive? Admin: Feifei Wang	
10.00 10.15	<b>General TEAMS Platform</b>				
10.00 10.15	<b>Coffee Break</b>				
10.15 11.00	<b>Workshops 3</b>				
10.15 11.00	<b>Channel A</b>			<b>Channel B</b>	
10.15 – 11.00	Professor Nilza Costa  Doctoral supervision from an international perspective – exchanges of practice Admin: Khin Khin Thant Sin			Cristina Manuela Sá  Education in the mother tongue and global citizenship Admin: Tatjana Stamenkovska	
11.00 11.15	<b>General TEAMS Platform</b>				
11.00 11.15	<b>Coffee Break</b>				
11.15 12.45	<b>Session 4</b>				
11.15 12.45	<b>Channel A</b>	<b>Channel B</b>	<b>Channel C</b>	<b>Channel D</b>	<b>Channel E</b>
11.15 – 12.45	<b>Teacher Training and Development IV.</b> Chair: Professor Janez Krek Admin: Phyu Phyu	<b>Internationalization in Higher Education</b> Chair: Nóra Tartsayné Németh Admin: Tatjana Stamenkovska	<b>Quality management in Higher Education</b> Chair: Professor János Győri Admin: Thiri Pyae Kyaw	<b>English Academic Writing</b> Chair: László Horváth Admin: Ei Phyo Maung	
11.15 – 11.35	Éva Illés  Problem-oriented teacher education	Kardos Dorottya  International mobility of students living with disability and students with disadvantaged background	Feyisa Mebrate Bekele  Quality instruction in higher education	Ei Phyo Maung  Myanmar EFL pre-service teachers' motivational disposition in English writing: A pilot study	

## December 5, 2020, Saturday

### ALL TIMES IN THE PROGRAM ARE CET (BUDAPEST) TIMES

11.35 – 11.55	Joana Marques  Faculty professional development at NOVA University Lisbon in the words of the decision makers	Monika Orechova  What is internationalization': analysis of academics' opinions regarding higher education internationalization in a Lithuanian university	Anna Grigoreva  “Rites of transition” and their role in dissertation defense: Dropout in Russian postgraduate studies	Amin Saed  Hungarian EFL teacher trainees' perceptions of the efficiency of University EAP instruction	
11.55 – 12.15	Sara Andreia Ali Monteiro, Ana Sofia Pinho  Professional development of teachers in multilingual school contexts: investigative trends	Feifei Wang  International student mobility and the internationalization of higher education in Hungary and China: a comparative analysis	Yang Yang, Gabriella Keczer  Quality assurance in Chinese higher education	Dedy Subandowo  Challenges in English academic writing: Indonesian graduate students' experiences in Hungarian higher education	
12.15 – 12.35	Alahmad Abdalhamid  The Model of thinking skills education in preservice teacher preparation: fundamentals of the model's content	Nazgul Sulaimanova  Internationalization of Doctoral Schools of Education and teacher education	Saule Anafinova, Sulushash Kerimkulova  The role of global rankings in organizational identity change of a large public university in Kazakhstan	Karlygash Adamova  Validation of the writing exam: syntactic complexity analysis of university students' written text production	
12.35 13.35	<b>General TEAMS Platform</b>				
12.35 13.00	<b>Evaluation, Synthesis and Reflections – Closing the conference</b> Professor Gábor Halász Chair: Csaba Kálmán				

# Plenaries

Abstracts are presented  
in alphabetical order



## **Online Learning: From Beast to Beauty**

**Miri Shonfeld**

*Kibbutzim College of Education, Israel*

### **Abstract**

The adoption of online learning has accelerated as a result of the COVID-19 pandemic, becoming the default methodology in both K-12 and higher education. But accepting this change has been difficult for many teachers as well as students and parents. For some, it is like a tsunami that has destroyed education, harmed communication, and unsettled values. However, some educational leaders, researchers, and teachers recognize the beauty of online learning and its potential to promote innovation in teaching and learning. With the advantage of unlimited time and without borders, online learning creates opportunities for innovative pedagogy based on project-based learning (PBL) and online collaborative learning (OCL). Our duty is to share the knowledge we have acquired about online learning, examine it through further research, publicize successes, and analyze failures. We must produce online programs that prepare future teachers to teach online and teach them about the innovations that online experiences have created. The new reality will probably promote both online classes and blended learning. This presentation will demonstrate several online projects, and participants will be able to examine research findings conducted in online classes.

## **Post Covid 19- No schools? No campuses?**

**Kari Smith**

*Norwegian University of Science and Technologies (NTNU)*

### **Abstract**

Covid 19 has changed education at all levels globally. Whereas it was seldomly questioned if physical school and university campuses were needed, the lockdown has forced us all to learn and work from home. This raises the question if we really need school and university buildings.

In this presentation, I will share lessons learned from working completely online since March, 2020. Studies from Norwegian secondary schools, European teacher educators, doctoral education and supervisor education will be discussed and serve as backdrop for the conclusions drawn and the claim made. The complexity of online education will be highlighted alongside unanswered questions related to what future education will look like. It is not a question anymore of going back to normal, but more how to use experiences and lessons learned from online education to create new ways of educating future generations at all levels of education. Perhaps, the goal should not be to create a new normal, but to have courage to develop dynamic educational systems needed in an unknown and probably unexpected future.

# **Workshops**

Abstracts are presented  
in alphabetical order

## Quality Control in Qualitative Research Studies

**Ágnes Albert**

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**Kata Csizér**

*Eötvös Loránd University*

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### Abstract

Quality control is essential in any type of research and considerations about quality control should be inherent in every research design. While addressing such issues is unavoidable when conducting research in the quantitative paradigm, in the qualitative paradigm, which by its very nature is less rigid and prescribed albeit aiming to be just as rigorous, issues of quality control appear less self-evident (Guba, 1981; Lazaraton, 2003; Tracy, 2019). The aim of the workshop is to involve PhD students in a joint discussion about aspects of quality control in qualitative research that might emerge in connection with choosing a sample, creating a collection instruments, collecting and analysing data and reporting findings. Besides providing a theoretical overview, we would also like to give opportunities for students to consider these issues in connection with any qualitative study they are currently involved in or that they are planning for the future.

### Biographical notes

**Ágnes Albert** is an assistant professor at the Department of English Applied Linguistics at Eötvös University, Budapest and holds a PhD in Language Pedagogy. Her research interests include task-based language learning and individual differences in foreign language learning, in particular learner creativity and positive emotions associated with language learning. As a member of a research group, she is currently involved in an NKFI project exploring high school students' emotions, motivation and autonomy in their English classes both at macro and micro levels.

**Kata Csizér** is an associate professor at Eötvös Loránd University, Budapest. Her main field of research interest is the social psychological aspects of L2 learning and teaching, as well as foreign language motivation. She has published over 100 academic papers and has co-authored several books, including the recent Palgrave Macmillan handbook of motivation for language learning with Martin Lamb, Alastair Henry and Stephen Ryan. She is one of two associate editors of the Journal of Second Language Writing (Elsevier).

## Doctoral Supervision from an International Perspective – Exchanges of Practices

**Nilza Costa**  
*University of Aveiro*  
[nilzacosta@ua.pt](mailto:nilzacosta@ua.pt)

### Abstract

This workshop aims to analyze and discuss doctoral supervision in an international context, mainly based on the EUROMEC project (Byram and Stoicheva, 2020; Holmes, Costa and Lopes, 2020) and on the participants' experience. The main question to be raised is: what counts as a good PhD supervision practice? The methodology to attain this aim will include: a presentation of the EUROMEC project focused on case studies from Universities of six countries (Bulgaria, China, Luxemburg, Poland, Portugal and United Kingdom), which involved the sharing experience of 33 supervisors and 64 doctoral researchers; and discussion activities centered on the participants' experience in supervising PhD students.

### References

- Byram, M. (Ed.), & Stoicheva, M. (Ed.). (2020). *The Doctorate as Experience in Europe and Beyond*. London: Routledge, <https://doi.org/10.4324/9781351213585>
- Holmes, P., Costa, N. & Lopes, B. (2020). The role of supervision in doctoral education: A transversal perspective. In M. Byram and M. Stoicheva (Eds) *The Doctorate as Experience in Europe and Beyond* (pp. 213-228), London: Routledge, <https://doi.org/10.4324/9781351213585Byram>

### Biographical note

**Nilza Costa** is a retired full professor from the University of Aveiro (Portugal), since 2018. Her main research interests are: Teacher Education, Supervision, Evaluation and Assessment. She was a member of the Research strand 2 (New European young researchers' identities. Exchanges and Doctoral studies – an international study of processes and outcomes in the EU) of the Jean Monnet Network European Identity, Culture, Exchanges and Multilingualism (EUROMEC), from 2017-2019. So far, she has supervised more than 30 PhD students, mainly from Portugal, but also from other Portuguese speaking countries (Angola, Brazil, Mozambique and Cape Verde).

## **Tips and Tricks for Conducting Quantitative Research: A Workshop for Novice Researchers**

**Katalin Piniel**

*Eötvös Loránd University*  
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**Csaba Kálmán**

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### **Abstract**

Novice researchers are often puzzled by how to set about doing quantitative research as they are uncertain about several aspects of the process. They may have doubts concerning the applicability of the quantitative research paradigm for their research purposes for a start, they may not be convinced whether administering an already piloted and validated instrument or devising their own instrument is a better solution, and they may find some of the practical aspects of developing a new measurement tool challenging. Our workshop aims to provide doctoral students with hands-on advice and practical hints on the above aspects of conducting quantitative research and more. Apart from discussing the questions raised above, we will also be practicing how to develop an item pool, what to pay attention to when items are worded, how to compile scales, how to build up a questionnaire, and what to bear in mind when it is administered. Doctoral students with no or limited experience in quantitative research are welcome to our workshop. Novice researchers with no experience will be able to familiarize themselves with the basics and raise questions whereas students with some practice will have the opportunity to share their experiences with other members of the workshop or enhance their skills in this field.

### **Biographical notes**

**Katalin Piniel** is an assistant professor at the Department of English Applied Linguistics at Eötvös University, Budapest, where she obtained her PhD in Language Pedagogy. She is particularly interested in conducting research on the dynamic interrelationship of individual differences in foreign language learning, with a special focus on emotion, including language anxiety. Recently, she took part in a research project exploring the motivations, beliefs, and strategies of Deaf foreign language learners. Currently she is involved in an NKFI project exploring high school students' emotions, motivation, and autonomy in their English classes both at macro and micro levels.

**Csaba Kálmán**, PhD, works at the Department of English Applied Linguistics at Eötvös University, Budapest. His research interests include foreign language motivation, adult education, corporate language education, and self-regulation in both educational and corporate contexts. He is a member of a research group investigating professional learning in the workplace and work self-efficacy in home office. In addition to his academic activities, he has been running a business offering a variety of corporate language training and skills courses for 29 years.

## **Intercultural Doctoral Supervision: Problematic or Productive?**

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### **Abstract**

**Background** The worldwide growing number of international students has been highly reflected in doctoral degrees. Indeed, the flow of linguistically and culturally diverse students enrolling in doctoral programs outside their home countries has been increasing. In this framework, there has been a flourishing of research on the concept of intercultural doctoral supervision (IDS) perceived as a zone of mutual learning where different cultures meet and where supervisors acknowledge students' prior intellectual, cultural and personal histories. Within this, cultural features in doctoral supervision cannot be ignored since culture plays an intrinsic part in research and knowledge construction. Recent perspectives of IDS underline that cultural differences can be productive (fostering innovative research and new knowledge) rather than being problematic (wherein cultural differences are perceived as deficit) and that supervisors' training for IDS is crucial. **Aim** Contribute to the training of supervisors for intercultural doctoral supervision. **Objectives** - Discuss the intercultural knowledge, skills and attitudes required for supervising international doctoral students. - Identify challenges (problematic view) and opportunities (productive view) of cross-cultural PhD supervision and researching across languages & cultures. - Discuss the influence of doctoral students' cultural, educational, professional and personal backgrounds on research approaches and knowledge construction. - Outline strategies to deal with "intercultural incidents" (related to different: academic cultures; conceptions of the supervisory relationship; linguistic backgrounds; expectations of roles and responsibilities; research cultures; communication cultures,...). **Content and methodology:** The workshop will allow participants to gain insight into: concepts (intercultural competence, intercultural supervision, researching across language and cultures); guides and frameworks and for intercultural supervision; and good practice principles for intercultural supervision. Participants' shared experiences will be a key component of the learning generated within the workshop. Discussion and reflection on supervisory experiences and practices will be privileged, accompanied by necessary moments of theoretical systematization.

### **Biographical note**

**Susana Pinto** is a Researcher at the Research Centre Didactics and Technology in the Education of Trainers (CIDTFF, <https://www.ua.pt/pt/cidtff/home>) of the University of Aveiro, Portugal where she is conducting a project on intercultural supervision and research in PhD studies. She has a PhD in Didactics and Teacher Education, a Master's in Language Didactics and a degree in Teaching Portuguese and English. She is the Coordinator of the Open Laboratory for Foreign Language Learning (LALE, <https://www.ua.pt/pt/cidtff/lale/>). Her main research interests are language policies for education and research in higher education, plurilingual and intercultural competences and supervision across cultures in doctoral programs.

## **Education in the Mother Tongue and Global Citizenship**

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### **Abstract**

This workshop is designed to make the participants reflect on the contribution of teaching and learning the mother tongue and the development of competencies in oral and written communication in the first years to the promotion of an education for a globalized society, benefiting both in service and future teachers and early childhood educators and their publics. As a researcher in Education, I have been engaging in the discussion of this topic and now I feel prepared to share and discuss the results of my work with other supervisors. Thus, in this workshop, me and the participants will discuss the relations between the operationalization of the transversality of the mother tongue related with the development of competencies in oral and written communication within the training of early childhood educators and primary school teachers and the promotion of an education for a globalized society, essential to life in 21st century society, on the basis of key texts dealing with this topic. We will also critically analyze projects included in the supervised teaching practice in kindergartens and primary schools by future early childhood educators and teachers attending a second cycle of studies of Bologna centered in the articulation of the teaching of the mother tongue with that of other content areas. This workshop will allow the participants to understand how important teaching (and learning) the mother tongue can be to promote several aspects of an education for global citizenship essential to form critical and active citizens capable of facing the challenges of the 21st century society.

**Key words:** Transversality; Teaching the mother tongue; Education for global citizenship; Pre-school education; Primary school.

### **Biographical note**

**Cristina Manuela Sá** has a PhD in Didactics by the University of Aveiro (Portugal), where she teaches since 1985. She is the coordinator of Research Group Languages, Discourses and Identities and Laboratory for Education in Portuguese of the Research Centre for Didactics and Technology in Teacher Education. She deals mainly with the operationalization of the transversality of the mother tongue in her teaching, supervision and research activities. She has been a member of the Portuguese team in several international projects promoting an education adapted to the characteristics of 21st century society (namely Project TEDS/Teacher Education for Sustainability – 2019-1-PT01-KA201-060830 – to be closed in 2021).



# **Presentations**

Abstracts are presented  
in alphabetical order

## **The Model of Thinking Skills Education in Preservice Teacher Preparation: Fundamentals of the Model's Content**

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### **Abstract**

Thinking skills (TS) are identified as an educational aim and cranial component of 21st-century skills for future citizens (Ananiadou & Claro, 2009). Teacher education programs (TE) take part in teaching TS by preparing qualified and competent preservice teachers (PT). Although, the process of developing students' TS can be time-consuming, TE programs imply aspects in which contribute to prepare TS teachers. Thus, identifying these dimensions would help teacher educators to systemically implement them in their practice. This paper aims to identify the main dimensions of TS education that are embedded in the primary TE program, drawing on the educational literature. Three main dimensions were identified as the main fundamentals of the content of the training model. The first dimension is the Professional Knowledge for TS instruction: pedagogies researchers identify several components of the teacher knowledge base for teaching thinking through the infusion of thinking dimension into Shulman's model of teacher knowledge. This includes content knowledge of TS, general pedagogical knowledge for teaching TS, and content pedagogical knowledge of teaching TS. Each of these patterns of knowledge has subdimensions that represent a type of knowledge that is required by teachers of TS (Ab Kadir, 2017; Shulman, 1987; Zohar, 2004a, 2004b). The second dimension is Teacher Efficacy in teaching TS: TE programs are demanded to educate PTs' self-efficacy in teaching TS. This includes teaching TS efficacy, personal efficacy for thinking skills, and personal teaching efficacy about TS. This can be achieved, in TE, through creating a learning environment that is rich with various experiences and opportunities to PT cultivate self-efficacy (Baysal, Arkan, & Yildirim, 2010; Dilekli & Tezci, 2016; Saputro, Atun, Wilujeng, Ariyanto, & Arifin, 2020; Yeh, 1997; Zohar & Schwartz, 2012). The third dimension represents Teachers' Behaviors that develop PT thinking abilities and boost their confidence in teaching thinking skills. Under this dimension, three groups of teacher educators' behaviors are embedded: modeling TS instruction and practices, creating, and managing the classroom environment, and adopting instructional techniques, strategies, and approaches (Costa, 1991; Saragih & Zuhri, 2019; Yeh, 1997).

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### Biographical note

**Alahmad Abdalhamid** is currently enrolled in the EDiTE (European Doctorate in Teacher Education) Program at the Faculty of Education and Psychology (PPK) at ELTE, Budapest, Hungary. He is working in the field of teacher preparation for cognitive education in Hungary. His research interests include developing thinking skills, teacher competencies, and teacher training.

# Validation of the Writing Exam: Syntactic Complexity Analysis of University Students' Written Text Production

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## Abstract

The piloting study is one of the first stages of the multi-dimensional analysis of the written text production as the part of the validation project of the Basic English Language Examination at the University. A summative assessment is considered as one of the crucial parts of both language learning and teaching processes. Passing the above mentioned exam is an obligatory step for the English majors and it is aimed to prove the B2+ language proficiency level. Particularly, the study is concerned with the analysis of the textual and syntactic features of the written texts of the students. The methodology of the research contains the mixed-method analysis, which consists of the computational and the manual analysis. In case of the computational analysis, the tool named L2 Syntactic Complexity Analyzer (L2SCA) created by Lu (2010), was applied. The eight variables chosen for the automated analysis are: 1. length of the text (in words) (W), 2. number of sentences (S), 3. mean length of sentences (MLS), 4. number of T-units (T), 5. number of clauses (C), 6. mean length of T-units (MLT), 7. mean length of clauses (MLC), 8. mean of clauses per sentence (C\_S). The syntactic complexity measures for the computational analysis were chosen mainly because their reliability was proved by previous studies, including Ai-Lu (2013), Lu (2010). The manual analysis was one of the methods and the texts were examined from different specific aspects, including: 1. Finite VP, 2. Perfect Aspect, 3. Passive Voice, 4. Conditional Subordination, 5. Subordinate clause, 6. Coordination. All in all, the research is aimed to test the selected grammatical variables in order to prove that the Basic Language Examination at Pazmany University meet all the expectations of the B2+ level (CEFR; Council of Europe, 2001).

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## **Biographical note**

I am a young scholar, researcher, Stipendium Hungaricum scholarship awardee and a PhD student of the Department of Linguistics of Pazmany University. For me, as a bilingual by birth, learning foreign languages has become the most attractive area since my childhood. Starting from learning English, Arabic and Turkish languages in addition to my native languages which are Kazakh and Russian, I have decided to gain deeper knowledge in the language acquisition process. The area of my research is language testing and assessment and it is apparently one of the crucial steps of both language teaching and learning processes.

## Professional Development of Teachers in Multilingual School Contexts: Investigative trends

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### Abstract

As the western world finds itself more culturally and ethnically diverse, a trend that is strongly linked to migration, the same is true of school contexts (Brok, Dubbeld, Hoog & Laat, 2019), which are currently constituted by students with multidimensional linguistic, cultural and identity trajectories and experiences, bringing challenges and opportunities to the school, in general, and to the teachers, in particular. The purpose of this communication is to present the preliminary results obtained in the context of a systematic literature review study in progress and which is an integral part of a PhD project (SFRH/BD 146034/2019) whose main purpose is to identify lines of action oriented to the professional development of teachers of 1st and 2nd cycles of basic education in multilingual and multicultural contexts. Starting from the question “What are the research trends on the professional development of teachers in/for multilingual and multicultural school contexts?”, two distinct phases were defined for the implementation of the systematic literature review process: (i) characterization of the international context and (ii) characterization of the national context. Methodologically, with a view to completing phase (i), the Francis & Taylor platform was used, focusing on the professional development of teachers in multilingual and multicultural school contexts. Based on previously identified research descriptors, inclusion/exclusion criteria for publications were defined in order to reduce the documentary corpus. In order to answer the guiding question of this study, a set of categories were defined that initially aimed to characterize the investigations collected from content analysis procedures and descriptive statistics. As this study is still in progress, the results of the documentary analysis will be presented, with the objective of identifying problems and priorities for research and intervention in terms of teacher professional development and (continuous) teacher training.

**Keywords:** teacher professional development; multilingual and multicultural schools; systematic literature review

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## **Biographical notes**

**Sara Andreia Ali Monteiro** is a teacher of 1st and 2nd cycle of basic education in the area of mathematics and natural sciences. She is currently taking a PhD in Education, in the area of Teacher Training and Supervision. her main areas of interest are focused on professional teacher development in multicultural contexts.

# **The Role of Global Rankings in Organizational Identity Change of a Large Public University in Kazakhstan**

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**Sulushash Kerimkulova**

## **Abstract**

The present study examines the influence of global university rankings at a large public university in Kazakhstan (unnamed for reasons of anonymity and referred to as X University) from the perspective of its faculty and administrative members. The article attempts to shed light upon the change of organizational identity at the X university, caused by the influence of global university rankings. The findings reveal two simultaneous processes at X University: the development of global identity and aspirations, expressed in the increased research orientation of X University and its efforts to create an image of an international research university; and retaining the role of teaching as main university function behind the façade of the external university image. The analysis of the findings reveals that the conflict between two processes has led to the simultaneous occurrence of isomorphism and decoupling in the process of X University's identity change, fostered by the influence of global university rankings.

## **Biographical note**

**Saule Anafinova** is a PhD candidate in the European Doctorate of Teacher Education program. Her research interests include post-Soviet higher education, policy borrowing and the study of educational cooperation in higher education. Saule Anafinova is conducting research at the ELTE dedicated to the study of Tuning methodology and its application in the post-Soviet context.



## **Russian Schools' Strategies to Cope and Innovate as a Response to COVID-2019**

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**Diana Koroleva**

### **Abstract**

The transition to distant learning during the COVID-2019 is considered as an external impulse, which alongside with the internal parameters of organization shapes the conditions for a particular response to the crisis. Coming as the shock, the need for an emergency transition has led to some negative consequences (e.g. stress, faulty operation, etc.) and to innovations within educational organizations. Considering both of the issues, the report suggests a theoretical perspective that unites the concepts of coping strategies (Callan, 1993) and learning-oriented organization (Hofman et al., 2013). The understanding of how education organizations behave in period of shock, on the one hand, allows us to predict the post-shock stage, on the other hand, to be prepared for possible shocks in the future. A sequential mixed design strategy was chosen. The first stage is devoted to the measurement of the organizational culture and school resources as the pandemic starts (March 2020, online survey, N=7736). The second stage is intended to look at the practices that constitute the schools' response toward shocks (September 2020, interviews, N= 20). The focus of the third stage is the investigation if schools have certain strategies to shape the aftermath (September 2021, interviews). The preliminary results have given us a strong basis to believe that schools' response during the transition to distant learning is rooted in the schools' organization culture. In contrast to the schools, which demonstrated readiness to digital innovations and the favorable innovation climate, other schools either have not oriented to innovation activities on an everyday basis or have restricted possibilities of ideas and resources sharing. Alongside, some schools anticipated the “shocks” and rather enriched the school practices with new partnerships and initiatives, while others regarded the crisis as “to go through and to forget”.

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## Development of a Gamified and Open Educational Resource

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**Luis Pedro**

**Carlos Santos**

### **Abstract**

The lack of programs for doctoral education in Technology Enhanced Learning (TEL) in Europe, as well as the different starting points of the few existing programs - sometimes highlighting the educational aspects, sometimes highlighting the technology, and rarely thinking about technology as a starting point and as a solution for educational problems - led nine European universities and the European Technology Enhanced Learning Association (EA-TEL) to creating the Doctoral Education for Technology Enhanced Learning (DE-TEL) project. DE-TEL project aims to identify the best teaching practices in doctoral programs in TEL in Europe and to develop a proposal for a new program. This study, in particular, aims to analyze the learning of Research Methodologies in doctoral programs in TEL, identify and analyze examples of gamified resources to create Open Educational Resources (OER), develop a gamified OER for learning these Research Methodologies, and test and evaluate the developed OER. In order to achieve these goals, an Educational Design Research will be conducted, composed of three main phases. In the first phase, a preliminary analysis of the context will be performed, with the analysis of the Research Methodologies in doctoral programs in TEL, the application of a survey with professors and doctoral candidates, and a literature review. In the second phase, the conceptualization, design and development of the gamified OER will be carried out, through a cycle of development, testing and evaluation, so that adjustments and improvements can be executed continuously, during the process. In the last phase, a semi-summative evaluation will be performed in order to make the last adjustments to the gamified OER, and finally implement and disseminate the results. We expect, therefore, to integrate the methodological approaches of doctoral programs in TEL in order to avoid fragmentation of their curricula, and to positively impact the learning of Research Methodologies in this area.

### **Biographical note**

**Lorena Sousa** is a professor at the Metr pole Digital Institute, at the Federal University of Rio Grande do Norte, in Brazil, and a doctoral student in Multimedia in Education at the University of Aveiro, in Portugal. She is an enthusiast of technology and how it can be used in education, and is interested in online Education, Open Educational Resources and gamification.

## Cultural-historical Approach to Content and Language Development in EMI Courses

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### Abstract

My research is aimed at investigating how to interweave at a tertiary level teaching/learning of academic concepts (subject matter) and academic foreign language given that both students and teachers are non-native (and oftentimes non-proficient) speakers of the medium and the fact that subject teachers do not view themselves as language teachers (Dearden, 2014; Briggs et al., 2018; Hu, 2019; Pecorari, 2020; Dearden & Macaro, 2016; Block & Moncada-Comas, 2019). English Medium Instruction has incited a rigorous scholarly inquiry into its conceptualization and relevant pedagogy (Macaro, 2018), with applied linguistics perspective being recently advocated as a way ahead (Morton, 2020; Llinares & McCabe, 2020). Having acknowledged the importance of language development as the primary source of learning, my research nevertheless seeks to expand the notion of pedagogy in English-mediated settings and to problematize the phenomenon from a different vantage point by drawing on the cultural-historical theory, namely the works of L. Vygotsky, P. Galperin and V. Davydov. The advantage of employing the cultural historical theory is that it provides a researcher with both methodology and method for investigating the phenomenon of interest to trace the development as it unfolds (Veresov, 2014; Veresov, 2015; Veresov, 2020) and hence to identify tools and conditions most conducive to learning. It is envisioned that the sample will comprise 3-4 university teachers of various subjects who deliver content through English to relatively large groups of students (20-40 per class). Data collection will entail observations, recordings and interviews. It is also planned to collaboratively devise, conduct and analyze pedagogical interventions and triangulate the results with pre-tests, post-tests and ideally with tests carried out after a time lag. Planned research outcomes include detailed methodological recommendations for teacher training and development programs in English mediated courses.

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### **Biographical note**

**Tatyana Belskaya** is a senior instructor at the Russian Presidential Academy of National Economy and Public Administration, where she devises and delivers English medium courses to Russian and international undergraduate students. She holds a Bachelor's degree in Linguistics from Moscow Linguistic University and two business degrees from Florida International University. She is currently a PhD student at Doctoral School of Higher School of Economics. Her research interests include English Medium Instruction, writing of customized materials, cultural-historical theory.

## **Analysis of Academic Motivation and Self-regulation among Students in Russia (Chelyabinsk State University)**

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### **Abstract**

The present study aims to examine the relationship between academic motivation and self-regulation among students in higher education. Academic motivation refers to the cause of behaviors in some way related to academic functioning where self-regulation of psychic activity assures goal setting and achievement of results corresponding to these goals for successful students' performance (Eggen & Kauchak, 1994). The main components of self-regulation system are goals planning, modeling of significant conditions, programming of actions to achieve the goals, and estimation of results. And stylistic features that characterize the function of all components of self-regulation system are at the same time personal traits - independence and flexibility (Morosanova, 2010). To fulfill the aim of the study two questionnaires were administered to 200 bachelor students at Chelyabinsk State University, Russia. Data were gathered using the "academic motivation scale" developed by Rean & Yakunin and modified by Badmaeva (2004), and the "Self-Regulation Profile Questionnaire – SRQM" developed by Morosanova (2004). The result of the study shows a significant relationship between academic motivation and self-regulation. Self-regulation is connected with academic motivation such as motivation to get a certificate of higher education, knowledge, teachers' and parents' respect, and intellectual satisfaction. So work with students' academic motivation can effect successful goal settings and its achievement through self-regulation. The study offers insights into working with academic motivation to enhance students' self-regulation for successful students' performance.

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### **Biographical note**

My name is **Daria Borodina** and I am the 2nd year Ph.D. student in the Teacher Education and Higher Education Studies (EDITE) program. I have been interested in the research of academic motivation and self-regulation since 2014 when I started my career in the psychological field in Russia. I have attended different conferences and workshops to be more professional and qualified. For Doctoral school, I decided to choose EDITE program to analyze academic

motivation and self-regulated learning among international students due to the internationalization of higher education in Hungary.

# **How does Higher Education Contribute to Rapid Digital Technology Transformation in Areas Including Practical AI Problems in the 21st Century Social-economic Development?**

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**Isak Froumin**

## **Abstract**

In the 21st century, the rapid development of science and technology has brought about many unprecedented changes to the world. There are fixed practical significance when economic and technologies development are changing faster than traditional higher education system, there are urgent demands of countries need to train new talents which for new technologies development and economy growth, but higher education is changing slower than needs. Traditional models of integration between higher education, social-economic development needs, and labor market changes don't work well. The purpose of this study is to review recent research into the importance of digital transformation and AI in HE, HEIs response and contribute to digital economy development in different conditions, evidence which observe changes be brought by rapid digital technology transformation in areas including practical AI problems, labor market demand and social-economic development policies plans in the digital age for now and future, and to find impact characteristics, barriers and difficulties identifying by typology, to propose which new model that universities' function can assume innovation program in digital transformation and AI. It is interesting to note that there are many new practices, new mechanisms, new theoretical models in which HEIs respond to rapid digital technology transformation in China, Russia, and other emerging developing countries showing by the use of qualitative case studies in this study. The implication of this study is to suggest possible ways of how higher education can respond to rapid changes using the example of digital transformation and AI base on analysis.

## **Biographical note**

**Ruoqi Cao** is a Ph.D. student who wins the full scholarship of CSC and the Russian government and working as an analyst at the Institute of Education, National Research University Higher School of Economics in Moscow. She is also a visiting teacher of the world economy and international affairs faculty. Her main areas of expertise are higher education contribution in social-economic development, AI in higher education, and international higher education cooperation. She also has a background in international business, international marketing and communication, international relations, and strategic management research. Apart from academic research, Ruoqi has more than 1-year student administrative working experience in the education department, Embassy of the People's Republic of China in Russia.

# **The Teacher's Role in Enhancing Higher Education Students' Self-regulation**

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## **Abstract**

Amongst the components of individual differences, self-regulation (SR) has become a prominent topic in the field of pedagogy with extensive room for further research. In higher education, students are expected to be prepared to take responsibility for their own learning with little or no help from their teachers. Even though the teacher is an important element in the students' learning process, there is limited information about higher education students' self-regulation and the aspects or conditions of the teacher that could affect the above process. This paper intends to investigate this gap in the literature by conducting qualitative research through the implementation of the interview technique. In order to elicit participants' insights, a semi-structured interview guide was applied. The interviews were conducted with ten English major students from different parts of the world (Hungary, Indonesia, Turkey, Jordan, Algeria, and China) in order to explore their experiences with self-regulation as well as their views on their teachers' role in the self-regulation process. The research was based on two main objectives: First, to obtain an overview of higher education students' self-regulation; second, to explore their views on the teacher's influence on their self-regulation process. The data retrieved from the interviews were analyzed using the Templates of Organizing Style (TOS). The results suggest that higher education students use metacognitive, and behavioral strategies to self-regulate and that there are some personality and professional aspects of the teacher that can either enhance or hinder students' self-regulation processes. The findings also indicated that between these two aspects of the teacher, personality traits play a more profound role in students' self-regulation processes.

## **Biographical note**

I am a first year PhD student at Eötvös Loránd University (ELTE) and a part-time English language lecturer at the Catholic University of Ecuador (PUCESE). I hold a master's degree from ELTE in English Studies, and in my thesis, I investigated the role of the teacher in higher education student's self-regulation. My main research interest is in students' individual differences in L2, more specifically self-regulated learning. I would like to focus my current and future research on the effect of cultural background in Ecuador and Hungary's language learning and how it impacts students' self-regulated learning.



# The Effects of Cultural Background on EFL Students' Self-regulation

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## Abstract

Self-regulation (SR) has increasingly gained attention in the educational and psychological field because of the independent, complex, and varied processes it entails. It can be said that culture plays an important role in the way people from different countries self-regulate as learning is constructed through social interaction and occurs in social and cultural environments (Järvenoja et al., 2015). As a consequence, it is important to conduct research on cross-cultural differences in students' learning to help teachers to offer relevant pedagogical practices. The research I intend to carry out will hopefully contribute to the literature on the way cultural background affects students' self-regulation process by attempting to investigate how language learning students' self-regulation differs cross-culturally between Hungarian and Ecuadorian language learners. In order to achieve this, mixed methods research will be conducted through the implementation of interviews and quantitative questionnaires. The participants of this research will be first year university students attending language courses. The research will initially be based on semi-structured interviews with EFL learners from both Hungarian and Ecuadorian language courses in order to explore their experiences with self-regulation, as well as how culture influences their self-regulation process. A questionnaire survey based on the model of Self-regulated learning (SRL) as situated in context and the findings from the interviews will later be conducted in the EFL classes both in Hungary and Ecuador in order to determine the differences in SRL techniques that students use. It is expected that the results will help to expand knowledge about students' self-regulation and the effects of culture in the self-regulation process.

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## Biographical note

I am a first year PhD student at Eötvös Loránd University (ELTE) and a part-time English language lecturer at the Catholic University of Ecuador (PUCESE). I hold a master's degree from ELTE in English Studies, and in my thesis, I investigated the role of the teacher in higher education student's self-regulation. My main research interest is in students' individual differences in L2, more specifically self-regulated learning. I would like to focus my current and future research on the effect of cultural background in Ecuador and Hungary's language learning and how it impacts students' self-regulated learning.

## Coping Issue as a Topic in Teacher Education Research: Literature Review

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### Abstract

The concept of coping began to be popular during the 1960s and 1970s, originally with the psychoanalytic interest in stress (Lazarus, 1993). According to Web of science and google scholar sources, the body of research on coping issues in the field of educational research and psychology multidisciplinary has been increasing since 2016 to today. This paper aims at addressing the importance of the issue of coping in teacher education research. This study of literature is believed to be significant as it can give insights into teachers' problems, how they can cope with them, and highlight the gap between theory and practice in teacher education. Previous research has primarily relied on empirical data and related to coping with stress, concerns, anxiety and tension (Griggith et al., 1999; Murray-Harvey et al., 2000; Yayli, 2017). This paper starts with the description of where this coping concept comes from, its theoretical overview, how it has changed, how experts understand coping and research on it, and its effects on teacher education programs in different countries. Furthermore, this current review includes studies on coping strategies used by teachers to solve their problems or dilemmas, especially teaching in the classrooms. This paper elaborates on the review of four theories of coping and methodological assumptions of 35 pieces of empirical research. In conclusion, this review affirms that coping issues in teachers have impacts on teachers' teaching and learning and this empirical and theoretical review can give valuable insight into bridging theory and practice in teacher education programs.

**Key words:** coping, teacher education, coping strategies

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### Biographical note

I am a third-year doctoral student studying at Eötvös Loránd University. I finished my Bachelor of Education program in 2009. I had worked as a junior teacher for two years and I had been

promoted to be a senior teacher in 2011. I got a Masters' degree majoring in Educational Planning and Management in 2015. In 2015, I became a teacher educator at the Department of Educational Theory in one of the Universities of Education in Myanmar. My research topic for doctoral study is "Practicum in Pre-service teacher Education in Myanmar". My research interests are teacher education, curriculum development, professional development, mentoring and induction programs for novice teachers.

# Global Competence Development in EFL Teacher Training – An Interview Study on the Global Content in EFL Teacher Trainers’ Courses in Hungary

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## Abstract

In today’s ever-changing and highly globalized world, education needs to empower students to become active global citizens who are prepared for the challenges of the 21st century and who can solve local and global problems. In order to affect lasting change in our education systems, it seems urgent to incorporate the global perspective in initial teacher training so that novice teachers become more likely to implement it in their practice in the future (Divéki, 2020; Guo, 2014). As teachers are often seen as educational gatekeepers, who decide on the content and the quality of the learning experience, it is worth examining how they develop the knowledge dimension of global competence, so what content they teach for global competence development (GCD). The main aim of this study, involving five university tutors involved in EFL teacher training in Hungary, is to inquire into what topics they deal with for GCD, what attitude they have towards dealing with these topics, and how they decide on the content in their first-year language development courses. Findings suggest that they deal with a variety of global, local and intercultural issues in their lessons; however, they tend to steer away from certain local issues. Also, overall, they have a reasonably positive attitude towards dealing with such issues in class and they appreciate it if students initiate discussions about them. As regards what they take into consideration when deciding on the content, the participants predominantly mention time constraints, connection to the syllabus, students’ language level, and personal and student interest.

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## Biographical note

**Rita Divéki** is a language teacher and teacher trainer at the Department of Language Pedagogy at Eötvös Loránd University and a temporary lecturer at Pázmány Péter Catholic University in Budapest and a PhD student in the Language Pedagogy Program of ELTE. Her main interests include teaching controversial issues, global citizenship education, teaching with pop culture and using learning for skills development.

## Student Representation in University: Who Participates?

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### Abstract

This research is devoted to actual characteristics of university students who participates in university management as a part of student representation. Based on the results of previous studies of student representation (Klemencic, 2020; Luescher-Mamashela, 2013), we investigate different descriptive statistics, create some logistic regression models and test key hypotheses about the factors of participation in student representation with using dataset about elections of student councils in HSE University (Russia, Moscow) in 2019. The results are intriguing: there are three groups of factors – characterizing common activity, more active and less active student representatives. Common factors include undergraduate study level, more privileged financial position, high academic performance, greater social success and ""network-based"" effect. More active student representatives are men, with state-funded education, from Moscow, actively interacting with the university's research and teaching staff. Less active (but still active in representation of their interests) are women, students with self-paid education, students from other cities, students with diversified information consumption. The most obvious and optimistic implication is that student representation has great potential for university management in academic and social dimensions. It is also necessary to take into account, however, that universities must implement policies of decreasing economic and informational inequality in student community. Another important implication is that academic interests of more aged students could be better represented by other instruments – for example, regular student evaluation of teaching.

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### Biographical note

**Dmitry Efimov** is a doctoral student and analyst at Higher School of Economics (HSE) in Russia. He has bachelor's and master's degree in Political science from Faculty of Social Sciences at HSE and currently educates in Institute of Education. His research interests in student representation are closely linked with his own experience in these systems (as head of educational committees and electoral commissions in student representation of his university) in 2014-2018. Another part of his research interests is linked with political regimes and elections.

# Potentials of Virtual Mobility for Competence Development: A Systematic Literature Review (2004-2020)

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## Abstract

Although there is a wide variety of studies focusing on traditional international student mobilities within the scope of higher education research (Kehm & Teichler, 2007; Yemini & Sagie, 2015), there is a limited number of studies that aimed to investigate the competence development potential of non-traditional mobility programs, such as virtual mobility. Furthermore, the number of studies applying a systematic literature review (SLR) approach is even lower, therefore, our study was designed to conduct an SLR along the PRISMA-P protocol. In the study, 59 relevant study items were included to be analyzed along a rigorous set of criteria (Moher et al., 2015; Shamseer et al., 2015). The aim of this SLR is to explore the effectiveness of learning processes during virtual mobility compared to physical mobility (cf. Poce et al., 2019; Ubachs & Brey, 2009; Vriens et al., 2010). Based on the transformative learning theory of Mezirow (1991), Clapp-Smith and Wernsing (2014), the current study aims to carry out a comparison of learning processes realized in physical and virtual mobility, and to map out the conditions (so called ‘triggers’) that stimulate the competence development through learning. Focal results of our research show that transformative ‘triggers’ identified within our theoretical framework (1) immersing with local customs and people, 2) experiencing the novelty of ‘normality’, 3) communicating in a new language and 4) finding time for self-reflection) seldom or do not occur in the mobility, thus, do not affect the learning process during virtual mobility, and its transformative character cannot prevail. Looking at the scope of competences to be developed during virtual mobility, it was found that the development of professional competences – including digital competences – can be significantly supported by participation in virtual mobility. However, virtual mobility does not guarantee the same depth of competence development in certain areas (such as intercultural, social and personal competences) as that experienced as a result of physical mobility.

**Keywords:** higher education, internationalization, international student mobility, virtual mobility, competence

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### **Biographical notes**

**Luca Alexa Erdei** is a final-year PhD student at the Doctoral School of Education, ELTE, while she works at the Department of Erasmus+ and International Programs as a mobility expert within the CHARM European University Alliance. One of her main areas of research is the broad field of internationalization of higher education, the results of which she uses extensively in her development work.

**Kinga Káplár-Kodácsy** is an assistant lecturer in Educational Sciences at ELTE, Faculty of Education and Psychology, Institute of Research on Adult Education and Knowledge Management. She teaches HR counsellor and adult learning specialist courses. Her research interests include reflective practice of teachers, mentoring, internationalization in HE and teaching and learning in HE.

# The Importance of Conceptual Knowledge and Procedural Knowledge in Teaching Mathematics

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## Abstract

Since a long time ago mathematics researchers have concentrated on procedural knowledge, which means knowledge of how to solve a mathematics problem. However, in the last few decades, focusing on conceptual knowledge has been arising in mathematical thinking studies. Therefore, in this review article, the meaning of conceptual knowledge and procedural knowledge from mathematical thinking literature is focused on. Furthermore, the relation between this two knowledge and the importance of conceptual knowledge in teaching mathematics are other central aspects that are considered in this review. This review article shows, students' difficulty in mathematics subject refers to a lack of their conceptual understanding, therefore, recently, students understanding of mathematical concepts more intensely focused on rather than only concentrating on how students solve mathematics problems. Moreover, there are many different definitions and explanations for conceptual knowledge, some of them are not clear and some others are imprecise. Non the less, the most obvious definitions of conceptual knowledge and procedural knowledge are provided in this article.

## Biographical note

**Yusuf Fakhraddin Hussein** is a Ph.D. student in the third year at Eötvös Loránd University in Budapest, where he is majoring in Mathematics Education. His interest in Mathematics Education began during June of 2012 when he had the opportunity to study MA abroad in the UK. He learned about the necessity of mathematics education and the importance of researching this field. Inspired by this international experience, Yusuf became a lecturer and Coordinator in the mathematics department at the College of Basic Education, University of Salahaddin, Kurdistan region of Iraq. Yusuf aspires to get a Ph.D. in mathematics education then work as a researcher at the university. When he is not busy with his Ph.D. study, he enjoys playing in a gym and watching action comedy movies.



# Lessons Learned from Emergency Remote Teaching: Hungarian K12 Teachers' Perceptions about Digital Education during the COVID-19 Pandemic

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## **Abstract**

It is not an exaggeration that in March 2020 all levels of Hungarian education shifted overnight from primarily face-to-face to digital education due to the COVID-19 pandemic. Despite the fact that a very large proportion of teachers own and can access digital devices that provide them with the possibility to implement distance education, device ownership cannot be professionally linked to sufficient digital teaching competences. This ongoing research project wishes to link the elements of Hungarian K12 teachers' Technological Pedagogical Content Knowledge Framework (TPACK) with constructs regarding what their experiences are with remote teaching such as motivation, perceived motivation of students, fatigue, perceived fatigue of students, level of student engagement and the advantages and disadvantages of distance teaching. The research tool is a questionnaire that was created based on four interviews with practicing K12 schoolteachers and features the Hungarian translation of the scales of a TPACK questionnaire (Schmidt et al., 2009). The research tool was validated in September 2020. Results of the ongoing large-scale (N = 200) data collection will hopefully provide valuable insights into Hungarian K12 teachers' levels of digital teaching skills and their perceptions about distance education. Results are also hoped to be the basis of implications regarding teacher education and teacher training possibilities aiming at developing K12 teachers' digital teaching competences in the long term.

## **Biographical note**

**Imre Fekete** is a doctoral student in Language Pedagogy at Eötvös Loránd University, his research area is the inclusion possibilities of ICT devices in teaching and learning English. He is an assistant lecturer at the Institute of English and American Studies at Pázmány Péter Catholic University. In the English Studies BA program, he mainly teaches language development courses, and in the ELT MA program, he teaches an ICT methodology course for pre-service English as a foreign language teachers.

# **The Role of Pedagogical Supervision in Supporting Teachers Serving Students with Disabilities in Inclusive Primary Schools**

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## **Abstract**

The present work appears as a project of the PhD course in teacher training and supervision, in the theme of special education, with the title “The role of pedagogical supervision in supporting teachers who serve students with disabilities in inclusive schools”. In Angola, efforts at the political, administrative and technical level are growing in order to provide conditions for all school-aged children to have access to the education and education system regardless of their condition. The general objective of our work is - To understand the influence of pedagogical supervision on the work of teachers who serve students with disabilities in inclusive primary schools. The project contemplates six phases, where in the first one we made the presentation of the problem, we describe the subject on which the study falls, as well as the fundamental questions and the reasons that motivate it, in the second we present the objectives that we intend to achieve with this work, the main focus of the study, as well as the participants. In the third, we made the theoretical-scientific framework of the project, where we present the main lines of research, the fourth refers to social context, we emphasize the importance of the theme in the training of teachers, in the conduct of teaching activities in inclusive schools, as well as the fundamental role of an advisor to improve the quality of work. In the fifth phase we approach the methodology selected for the study, the techniques and instruments, as well as the participants, finally in the sixth phase, we indicate the schedule of activities and the bibliography consulted and the one being consulted, for the elaboration of the work. Participated in the research: The supervisors of the selected inclusive schools, the educational agents who exercise the supervisory function (the general and pedagogical directors of the schools, class coordinators, teachers of the same and external supervisors). The research will be carried out in 2 inclusive schools, located in the centrality of Kilamba in Luanda.

**Key words:** Educational agents, pedagogical supervision, students with disabilities, inclusive schools, teacher professional development.

## **Biographical note**

My name's **Antonieta Dos Milagres Da Cruz Fuakatinua Gonçalves**, Angolan, born 1/09/1973, B.I 000225873LA013, Contact: +244923776575. Degree in Educational Sciences, Psychology Option - Agostinho Neto University; Postgraduate in School Management from ISCE - Odivelas; Master in Pedagogical Supervision and Training of Trainers by ISCE - Odivelas; PhD student in the Teacher Training and Supervision Course at the Education Institute of the University of Lisbon; attended the Special Education course at the International Training Center - (Israel); Head of the Department of Studies and Socio-Educational Support of the Ministry of Education; Teacher at the Catholic University of Angola.

# **The Role of Life Experience and Mentoring in the Work of Educators Who Have Gone through a Resilient Life Course**

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**Kitti Kozma**

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## **Abstract**

Mátyás Durkó has highlighted the importance of adults' life experience in the learning and cultural process (Márkus & Juhász, 2008; T. Kiss & Tibori, 2013). Related to this idea, our research intends to examine the role of life experience in educators' self-education. We are looking into the lives, professional careers and pedagogical work of teachers and educators, who despite their social disadvantages, ran successful school careers and graduated as teachers. Intellectuals who have gone through such a life course, are called resilient in the scientific literature (Ceglédi 2012). We also examined the positive effects of primary school in the lives of teachers, within that the importance of mentoring. Then, we also researched, how mentoring activities appear in their present work, and what role they play as mentors in the lives of their students.

In the course of our qualitative research in the autumn of 2019, we conducted semi-structured life course interviews among Roma and non-Roma educators who went through a resilient life course (N=20). After transcribing the texts of the interviews, the text corpus was processed through following that direction of Grounded Theory methods of analyzing, which one is represented by Strauss and Corbin (Creswell 2012, Mitev 2012, Sántha 2013, Sallay 2015).

The aim of our research is to explore the links between the life experience and pedagogical work of teachers who have gone through a resilient life course, furthermore we focused on examining the importance of mentoring. Based on our results, there was always a decisive role-playing primary school teacher behind each resilient teacher. Our research is in the analysis phase yet, so we can report only expected results. We would like to explore the subjective constructive reporting processes of the subjects in relation to their own life course and pedagogical work.

**Keywords:** life experience, resilience, educators, grounded theory

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### **Biographical Note**

I am **Katalin Godó**, a 2nd year PhD student at the University of Debrecen, in the Doctoral Program in Education. I am a member of the CHERD (The Center for Higher Education Research and Development) research group and also member of the editorial board of CEJER (Central European Journal of Educational Research). In addition, I am a student of the István Wáli Reformed Gypsy Vocational College. My topic is mentoring, and within that I focus mainly on primary school mentoring programs. My supervisor is Dr. Tímea Ceglédi, a researcher of resilience and a senior lecturer at the University of Debrecen.

# **“Rites of Transition” and their Role in Dissertation Defense: Dropout in Russian Postgraduate Studies**

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## **Abstract**

The high dropout rate from graduate school and the low level of defense coverage (13% in 2019 for Russia) is a problem in education and educational policy challenge. We assume that the conditional nature of the procedure for admission to graduate school, training in the postgraduate program and PhD thesis is specific to Russian educational system. In our research, we propose, from the point of view of the theory of student and postgraduate dropout, proposed by V. Tinto [1], to look at the procedure for defending a Ph.D. thesis and the factors contributing to defensibility in Russian postgraduate studies. Van Gennep's [2] "rites of transition" and I. Goffmann's "symbolic interactionism" [3] will be considered as auxiliary concepts. The opening of the mechanisms and rituals of the "condition" [4] allows us to understand what factors are barriers to the preparation and protection of Russian graduate students.

This study is based on the data, 40-60-minute interviews with supervisors and graduate students of two Russian universities (NRU HSE and UNN) (N(ST) = 18, N(SUP) = 24), considered in parallel (in the “supervisor-postgraduate student” links), see how the mechanisms of social and academic integration are arranged in terms of the ability to retain graduate students in educational programs. For the analysis of qualitative interviews, we refer to the works of anthropologists and sociologists dedicated to the ritual rite of passage from the world of students to the world of scientists.

Understanding the mechanisms of excessive regulation and formalization of procedures in graduate school will make it possible to formulate practical recommendations for their reduction to develop alternative, more effective mechanisms for the academic integration of graduate students.

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## **Biographical Note**

**Anna Grigoreva** holds master's degrees in Sociology and Cultural Studies; PhD student at the Institute of Education, National State University, Higher School of Economics, Moscow; analyst at the "University Development" laboratory at the same university.

## Foreign Language Classroom Anxiety among Business English (BE) Students

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### **Abstract**

This study aims at investigating the relationship between Foreign Language Anxiety (FLA) and Business English (BE) students' language performance in writing, listening, speaking and reading. FLA has been a subject of an increasing bulk of research suggesting that anxiety impacts language learners. The sample includes 200 students of the second year that enrolled a BE course at the Economics Faculty of the University of Prishtina (the largest public university in Kosovo). They are part of the same cohort of students to make sure that the results of the test are not affected by different levels of English language proficiency. The FLA is measured using the standardized Foreign Language Classroom Anxiety Scale (FLCAS) measuring instrument. Using statistical inferences, the study provides answers on the following four specific research questions: (i) What is the level of FLA that BE students have in learning English?; (ii) Does gender explain differences in the level of FLA among students?; (iii) Does age explain differences in the level of FLA among students?; (iv) What is the correlation between the level of FLA and students' self-reported performance in writing, listening, speaking and reading? The majority of studies that analyze the levels of FLA and the relationship between FLA and students' language learning have focused on general English. Also, none of the studies reviewed focused on the Kosovan context which is the focus of this research. Therefore, this research project contributes towards filling this gap in the literature. Results suggest that gender and age are significant predictors of FLA. Also, FLA does impact students' self-reported language proficiency.

### **Biographical Note**

**Vjosa Hashani**, is a student at the Doctoral School of Education, University of Szeged. She holds an MA in applied linguistics from the University of Prishtina, Kosovo. Before starting her doctoral studies, Vjosa was a teacher of English language as well as a freelance translator of English and Albanian language. Vjosa is also a certified court translator in Kosovo for Albanian and English. Her current area of research focuses on teaching methods of Business English and their impact on students' language proficiency. Her research interests also include individual differences and motivation.

# **The Implementation of Program Accreditation in the Public Universities in Namibia: (Its Impact on Teaching and Learning)**

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## **Abstract**

Higher Education Quality Assurance in Africa has received increasing attention (Materu, 2007) during the past two decades. Hence, the nineties can be described as a decade of heightened interest in quality in higher education and it has inevitably led to greater knowledge and a deeper understanding of policies and practice of quality in the sector.

Namibia introduced quality assurance systems in higher education during the mid-nineties to improve the performance of the sector and to overcome the quality conundrum in higher education which is highlighted as one of the key challenges facing higher education (Chan, 2016).

Program Accreditation and all other types of quality assurance arrangements (external and internal) are important because they help determine if an institution meets or exceeds minimum standards of quality. These schemes also help students with the selection of acceptable and accredited institutions for enrolment. Employers often require evidence that applicants have received qualifications from an accredited institution or program.

The National Council on Higher Education (NCHE) commenced with the implementation of the Program Accreditation subsystem in 2014 after benchmarking the system with many systems internationally, to ensure that higher education quality is not compromised (Ansah, Swanzy & Nudzor, 2017),

Using Mixed-Method research, the study evaluated the implementation of Program Accreditation conducted by the National Council of Higher Education in the two public universities in Namibia and its impact on Teaching and Learning. A sequential approach was chosen to ensure that information collected through the survey was validated with interviews.

The preliminary findings indicate that though the implementation of the Program Accreditation is found to be very useful in terms of guiding academics in organizing their documentary evidence, and meeting the requirements of the accreditation criteria, there is no evidence that Teaching and Learning were improved due to the accreditation exercise.

The preliminary results of the study recommend that quality assurance frameworks, such as Program Accreditation are a first step towards the overall understanding of quality assurance in general but do not in themselves improve the inner life of the universities. Hence, more comprehensive systems should be developed within the universities to ensure that Teaching and Learning are improved and enhanced through teacher and student support systems in quality assurance. The development of an online course in quality assurance targeting academics is recommended.

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### **Biographical Note**

**Himeesora Irene Tjatjitua Kaimu** is the Director of Quality Assurance at the Namibia University of Technology since 2007. She serves as an alternate council member on the 6th NCHE Board. She completed her Master’s in Education Leadership at Rhodes University in South Africa and a Master’s in Public Policy and Administration



# Teaching for the TEFL Lifestyle: Travel and the Extrinsic Motivations of Teaching English as a Foreign Language

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## **Abstract**

Contemporary research on teacher motivation has largely centered intrinsic and altruistic components as primary factors to both enter into and remain within the field of education. This has been corroborated both in multiple national contexts generally and within language education specifically. However, one significant population working in education within a globalized context that has been overlooked within these studies has been the teachers within the international industry of Teaching English as a Foreign Language (TEFL), where a common finding has been that the industry attracts prospective teachers as a teach-for-travel opportunity with slogans such as “earn while you travel”, “fund your travels” and “learn to teach by the beach.” Through a series of interviews with teachers working within the TEFL industry in the Czech Republic, this study presents findings that a primary motivating factor for prospective teacher to both enter into and remain in the field is not necessarily intrinsic or altruistic factors but extrinsic ones, and specifically that of an international lifestyle.

## **Biographical Note**

**Ezra Howard** is an English as a Second Language (ESL) Instructional Advisor for Shelby County Schools in Memphis, Tennessee. He has worked within English Language Teaching (ELT) for most of his career, first as an ESL teacher, then as an Early Stage Researcher with the European Doctorate in Teacher Education (EDiTE), and now an administrator for an urban school district. His research focuses on the construction of professional development and professional identity of teachers in various sub-fields of ELT. His research interests include English Language Teaching, professional development, professional identity, Career Life Cycles and Career Trajectories, alternative certification, and socio-cultural approaches to learning.

## Problem-oriented Teacher Education

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### Abstract

Everyday life in the 21st century – as the pandemic also evidences – is laden with unpredictability and complexity, which requires constant problem solving. Manuals have become a thing of the past, as new phones, internet platforms, video games, etc. all come without instructions, and it is the user's job to find out how a gadget, game or internet platform works. Even without the pandemic, teaching, by its very nature, is and has always been a complex, dynamic and cognitively demanding profession (Medgyes, 2000; Westerman, 1991), where teachers engage in constant problem-solving and decision making not only during but also before and after a lesson. Therefore, in teaching, as in other spheres of life, there cannot be manuals or best practices that have universal currency. As a consequence, what teacher education needs to prepare future teachers for is how to make informed decisions and solve constantly emerging problems.

The question then arises as to what should inform teachers' decisions. The answer has long been theory, more precisely applied linguistic theory comprising theories of language use and language learning. Unlike current solution-oriented teacher training programmes, the proposed problem-oriented approach to teacher education encourages future teachers to view theory as not something detached or authoritative but as a starting point of their intellectual inquiry. Thus, rather than accepting theories at face value, teachers have to subject theories offered by applied linguists to critical appraisal in order to identify their respective merits and shortcomings. Teachers also need to link up theory with their specific teaching practice to establish what and how pertains to and can inform their particular teaching contexts. In this approach, the basic tenets of which have been around for a long time (Widdowson, 1984), theory is presented as a problem itself rather than as a solution coming from outsider experts or authorities.

The talk will address and elaborate on these issues using Communicative (English) Language Teaching as an example.

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### Biographical Note

Éva Illés is Associate Professor at the Department of English Applied Linguistics, Eötvös Loránd University. She holds a PhD in ESOL from the Institute of Education University of London. She has a wide range of experience, including teaching in adult, secondary and higher education in Hungary and Britain. Her current research interests lie in English as a lingua franca, pragmatics, translation in language teaching and teacher education. Her recently published book, *Understanding Context in Language Use and Teaching* (Routledge) proposes a theoretical framework for an ELF-informed language pedagogy.

# **International Mobility of Students Living with Disability and Students with Disadvantaged Background**

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## **Abstract**

Internationalization in Higher Education (HE) holds a strong position in the globalized world. Mobility programs offer a wide range of study, internship and volunteer scholarships to students and professors. The benefits manifested on the personal and institutional level too. Students gain higher foreign language communication skills, build multicultural professional network and with the international certificate they have advantage on the labor market. Besides, the HE institutions establish international research and scientific cooperation, create knowledge transfer, wider the cultural and economic possibilities. Participation in mobility scholarship is one field where students with special needs are explicitly underrepresented. It is highly important that students with special needs also have the access and can benefit from the opportunities as their peers.

The aim of the pilot research is to explore a less researched area, the international mobility of a narrow student population, which is currently underrepresented in the Hungarian higher education. The target group recognized as students with special needs, the students with disabilities and students with disadvantaged background using the snowball sampling method. Main research questions were used like “What characterizes the process of international mobility of students with special needs? What special features can be identified? Is the inclusive approach of the HE institutions represented in international mobility? What are the supporting options? How do students with special needs think about the purpose, advantages and difficulties of international mobility?”

Semi-structured interviews were conducted with students with special needs (n=3) and with professionals from the field of international mobility, higher education (n=2). The questions covered students’ motivation for mobility, the application process, travelling, support systems and challenges. In addition, document analysis was performed amongst the relevant institutional documents.

Findings show the support systems offer financial support, monetary scholarships but other major elements are prerequisite for successful mobility. The existence of supportive family background, appropriate technical conditions (e.g. accessible NEPTUN system), disability-specific services and an inclusive environment. Essential element is the institution of peer support in organized and spontaneous ways. Inclusive approach can help students with special needs to dare ask for help and to fellow students to be open to provide assistance.

## **Biographical note**

**Dorottya Kardos** is a PhD candidate at Eötvös Loránd University, Doctoral School of Education, Budapest, Hungary. Her research topic is the learning experience of students living with disability in Higher Education. She has a BA degree in special education with two minors, speech and language therapy, and therapy of hearing impairment. She holds MA degree in Educational Science, with the specialization of higher education pedagogy. Both degrees from the Eötvös Loránd University. She has professional experience in the field of special education from Hungary and America.

# The Importance of Integrating the Arts in STEM Education

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## Abstract

STEM is an acronym that refers to science, technology, engineering, and math. Many articles, books, and papers portray the importance and benefits of STEM in education (Sanders, 2009). However, an ongoing debate is adding the arts into STEM education. The arts and art-based interventions play an important role in the learning system because it develops an individual's careers, benefit science centers- where it allows people to work with professionals in varied positions and inquiries critical thinking and understanding. Research supports that creativity improves new patterns of thinking and stronger cognitive functions. It permits the students to demonstrate their individuality. It permits people to connect their creativity through science, technology, engineering, and mathematics. Through this a new form of learning is created than the outdated way of learning through textbooks (White, 2010). STEAM education prepares children to think critically and creatively, to cooperate, to innovate, and use proper communication (Quigley & Herro, 2016). This is an important advantage to education because of the new challenges faced in education. Thus, the research will tackle between three countries- Hungary, Canada, and Palestine and display the use and advantages of STEAM education. In order to achieve the goal of this research, the research will have a collection of primary and secondary sources books, articles, researches, and other literature. It will also display qualitative and quantitative methods by collecting data from different sources- (Leavy, 2009) for instance the use of narrative inquiry and descriptive methodology, which discusses the experience of the teachers and students doing activities with STEM and STEAM. Reports and interviews will be conducted- the questions will be a series of questions relating to STEM and integrating arts in education to students and teachers in Palestinian, Canadian, and Hungarian middle and high schools. Teachers should be involved in the process of updating the curriculum and have their input into developing it. Teachers are an important in education because they know what is best for the students, therefore teachers need to be involved in developing curriculum. Teachers should agree that arts is an important part in education and should be included in STEM education. The research is meant to display the importance of the arts in curriculum and the advantages where it allows students to be creative and approach things different than other students.

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## **Biographical Notes**

My name is **Nicole Kasbary** and I am a second year PhD student in the Faculty of Education and I am in the Adult Learning Program. I have been working as a teacher for four years and currently working as an online teacher given the current circumstances. I am a Palestinian and that is where I obtained my Bachelor and Master Degree, however in different subjects than Education. I have a degree in Urban Studies and International Cooperation and Development, but I decided to turn the direction to education because I became really invested in it after working in the field. I want to expand my knowledge in this field and find innovative ways to teach.

## The Role of Positive Emotions in EFL University Students' Willingness to Communicate

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**Máté Kandikó**

### Abstract

The goal of this study is to investigate the correlation between positive emotions and willingness to communicate in EFL university seminars. The research utilizes a mixed method research design. The sample of size of the study is 53 EFL university students of whom 3 volunteered for the interview phase. Correlation analysis was used to examine the relationship between willingness to communicate and positive emotions. The interviews were analyzed through a 3-stage coding process to find the most salient themes. The major findings of the paper are that EFL students experience positive emotions in classroom in general which are positively correlated with willingness to communicate but the results also indicate significant individual variation among students. Furthermore, various aspects outside positive emotions (of which pride and challenge were the most dominant) affect students' performance and willingness to communicate in class.

### Biographical Notes

My name is **Maram Khamaiseh**. I am in the M.A English Studies/ Applied Linguistic Track program at ELTE. I am also working with the international office as an international student representative at ELTE. I really enjoy research, especially with using mixed research Method. I have been working on SPSS for last semester and now I am using also qualitative method for my Thesis. My research field will be related to individual differences and intercultural atmosphere in English language classrooms. I am also interested in language disabilities field, and I have been working on analyzing some cases of aphasia's patients in my B.A, hopefully this will be again revived in my PhD field. I really would like to discuss the findings of a research that my research partners and me conducted last semester in this conference.

My name is **Kateryna Myronova**. I am a second-year MA student at ELTE majoring in Applied Linguistics. My research field of interests includes a range of the aspects of Individual Differences in the EFL classroom: WTC, Motivation, Emotions, and Learner Autonomy. The last two aspects I am going to investigate in my MA thesis "Emotions and Learner Autonomy in EFL Online University Classroom". I would be happy to take part in the university's conference in order to share the findings of our previous group research as well as to get some feedback on it from the participants, and get some ideas for the future research papers.

# Factors Predicting Burnout among Israeli-Arab Teachers in Elementary Schools

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## Abstract

Despite the enormous amount of studies on burnout in educational professions, there are still no studies on burnout among Israeli-Arab elementary teachers. The purpose of this study was to examine how teachers' burnout is related to different organizational variables such as workload, control, leadership collaboration, collegial support, etc. The Maslach Burnout Inventory, which was used to measure dimensions of teachers' burnout, consisted of three subscales: emotional exhaustion, personal accomplishment, and depersonalization. Participants of this study were 372 (all female) teachers who completed inventories. The findings showed that all burnout dimensions were either positively or negatively related to independent variables. Teachers reported high levels of burnout. The results of multiple regression analysis indicated that three dimensions of teacher burnout were affected differently from four predictor variables. Findings indicated that for the emotional exhaustion, workload, leadership collaboration and student relations; for depersonalization dimension, only the student relations and finally for the personal accomplishment dimension, control, and student relations were significant predictors.

**Keywords:** teachers; burnout syndrome; school culture; teacher worklife; school environment; Arab schools in Israel

## Biographical Notes

My name is **Ziyad Khuri**, I'm an Israeli citizen. I'm married and I have two children. I'm a Psychologist in my profession, I work in both fields, the clinical and the educational, I started working in both fields in 2012. I got my basic education from the schools in Israel and I got my higher education from Masaryk University in the Czech Republic. I applied to the doctoral studies program in the year 2016. I decided to do my research work on the subject of burnout depending on my experience in the field of educational psychology after noticing the symptoms among the teachers who I worked with.



# Comparing and Analyzing Teachers' Attitudes and Methods in Socially Disadvantaged Institutions

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## Abstract

The main aim of this research is to compare the work of resilient teachers with that of non-resilient ones. The theory of the research is based on resilience and empowerment. The world “resilience” has Latin origin. It means rebound and boost. According to academic life, it is interpreted as an extraordinary phenomenon despite any impedimental circumstances (Békés 2002; Waxman et al. 2003; Sugland et al. 1993; Masten et al 2008). According to sociologists, a life path is resilient when it is successful beside many hindrances (Ceglédi 2018). In this research, I analyze teachers with resilient life paths (Pusztai 2004; Kozma & Ceglédi 2020) and compare them with non-resilient ones. I am intended on giving a complete overview of how teachers educate children with social disadvantages. Furthermore, we can experience similarities and differences between resilient and non-resilient life paths. I also seek an answer to what kinds of methods these two groups use, how they behave with socially disadvantaged children and how they interpret empowerment in their everyday work (Travis & Bowman 2015). The subjects are teachers who teach in disadvantaged villages. Because of the specialty of the target group, I chose snowball sampling. The research, which is currently in progress, takes place in eastern Hungary. 18 semi-structured interviews are made (N=18). We can divide the subjects into three categories: 1. resilient roma teachers, 2. resilient non-roma teachers, 3. non-resilient non-roma teachers. While the research is currently in progress, I can only suggest expected results. Teachers with resilient life paths are more empathetic with their students, as they are aware of students’ familial background. In the roma teachers’ families, decisions were always made together. In further studies, roma families wanted their children to learn a trade, while the parents of the other two groups wanted their children to go to higher education.

**Key words:** resilience, social disadvantages, empowerment, life paths, methods

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### **Biographical Note**

I am **Kitti Kozma**. I am a third year student in the teacher training program at University of Debrecen, so I am not a PhD student. I started my research in 2019 June. Firstly, I only analyzed roma teachers' resilient life paths. Recently, I try to compare teachers' attitudes and methods who teach socially disadvantaged children. My main topics are: resilience and social disadvantages. I also do a research about distance learning during the pandemic in 2020 spring.

## **A Study of the Epistemological Beliefs of Student Teachers in Myanmar**

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### **Abstract**

Epistemology contributes to the construction of viewpoints concerning the definition, formation and learning of knowledge and at the same time, enables the evaluation of the viewpoints possessed by individuals. As a result of the experiences and interactions individuals undergo, they reach some permanent conceptions and beliefs about knowledge and its acquisition. These conceptions and beliefs make up an individual's epistemological beliefs. Epistemological understanding implies a vital role in the learning process of the students in a way that beliefs about the nature of knowledge influences the students' comprehension and cognitive process, and the strategies they tend to use. Substantial literature shows that epistemological beliefs are multi-dimensional phenomena that affect different aspects of students' learning and education. Learners' beliefs about knowledge can have a strong impact on their teaching-learning perceptions. The aims of this study are to find out the student teachers' epistemological beliefs and to measure the reliability coefficient of the "Epistemological Beliefs Questionnaire" which is developed by the researcher. EBQ consists of 32 items including five subscales; "certainty of knowledge", "simplicity of knowledge", "source of knowledge", "justification for knowing" and "acquisition of knowledge". The reliability of the questionnaire is 0.884. A total of 300 teacher candidates from two Education Colleges in Mandalay Region were selected by using systematic random sampling method. This study investigates the levels of epistemological beliefs of student teachers according to their learning environment, age, gender, and specialized subjects. Collected data are analysed by using descriptive statistic with the help of SPSS software. The results of this study indicate that the epistemological beliefs of student teachers are at high levels. Significant differences were found between the epistemological beliefs of student teachers according to their learning environment and gender.

**Key words:** epistemology, epistemological beliefs

### **Biographical Note**

**Thiri Pyae Kyaw** is a teacher educator from Meiktila Education College, Myanmar. She studied educational administration and supervision at Sagaing University of Education, Myanmar. Currently, she is a second year doctoral student in Doctoral School of Education, Faculty of Education and Psychology, Eotvos Lorand University. Areas of research interests are teacher education, higher education, educational administration and supervision, and knowledge management. Doctoral research area is epistemological beliefs and teaching-learning perceptions of student teachers.

## How do We Teach Values? Some Insights from Catholic Teachers' Perspectives

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### **Abstract**

Value education is one of the most challenging subjects in educational sciences. The contemporary global change of values triggers some relevant questions on how we understand the value education, how we educate values, can we measure the effectiveness of value education, and what fundamental concepts underpin our understanding of the value education. In this presentation a discussion is raised whether the value education as a “knowledge package” or an “objective knowledge” rendering of which is the only option for value education to be implemented in a contemporary school. Maybe we need a deeper and more sophisticated attitude towards the value education, which would be based primarily on teacher-student-parent relational dynamics and teachers' personal engagement? In this presentation we also discuss the results of a pilot survey of the Lithuanian Catholic religion teachers, as one of the largest value educator group, on their understanding of and main challenges for value education in today's setting.

### **Biographical Notes**

**Juozapas Labokas** is a PhD student in Vilnius University, career councilor, history and civic teacher in Vilnius Jesuit high school. Academic interests: philosophy of education, experiential learning, value education, catholic education, teacher-student-parent relationship, schools community.

## Literature Review: Lesson Study in Asian Context

**Yin Mar Win**

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### Abstract

Lesson study (LS) is a highly specified form of classroom action research focusing on the development of teacher practice knowledge for improving student learning. It has been originated in Japan since the 1870s, nowadays it has become a popular approach all over the world in teaching and learning practices. This study systematically reviews the literature to identify the status of implementing LS in the teaching and learning practices for in-service and pre-service teachers, with the purpose of providing a comprehensive perspective on LS in the Asian context. A qualitative research approach was employed to conduct a systematic literature review by analyzing the literature collected from various databases supported by RAYYAN (QCRI) software, the reviewed and selected literature were further analyzed. From the findings, it shows that LS originated in Japan and was imported into some Asian countries such as Hong Kong and China in the hybrid type of LS called Learning Study while other Asian countries like Indonesia and Malaysia adopted UK lesson study model. It is also found that two types of LS, subject-oriented LS and learning community-oriented LS are practiced in Asian context. Moreover, LS is implemented in different approaches, for example, as a teacher training model integrated with micro-teaching for critical analysis during teaching and learning process in the teaching practicum of pre-service teacher education; as well as a continuing professional development practice for teachers' collaboration, professional learning activity and school-based teacher professional development for in-service Teachers. The analysis also shows that the challenges are the less support of the government and the lack of sustainable practices after training. As benefits, it points out the significant effect of LS on teacher professional development, such as increases in teacher collaboration and successful student academic achievement.

**Keywords:** Lesson Study, Pre-service teacher, In-service teacher.

### Biographical Note

**Yin Mar Win** is a Myanmar citizen, currently pursuing PhD studies at Faculty of Education and Psychology, Eötvös Loránd University. She worked as a school teacher in Upper and Lower Secondary schools. She later becomes a teacher trainer at Sagaing University of Education in Myanmar. Currently, she is a PhD candidate in Adult Learning Program. Her main research interest is about science education, teacher education, teacher professional learning and professional development. Her current research focuses on Lesson Study, teacher professional development practice, specifically, integrating Lesson study into pre-service teacher education.

## **Faculty Professional Development at NOVA University Lisbon in the Words of the Decision Makers**

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### **Abstract**

This communication aims to present the development and results of part of our research. More specifically, it is intended to collect and analyze, through semi-structured interviews and document analysis, the three motivating and implementing voices of the structures responsible for the pedagogical dimension of the professional development of teachers. Since the middle of the 90s of the 20th century, at Universidade Nova de Lisboa (NOVA), the importance of investing in the pedagogical dimension of the professional development of teachers has been increasingly recognized. The “first attention” to this dimension of teacher development was given by the Faculty of Medical Sciences with the creation of the Gabinete de Apoio à Educação Médica (GAEM) in 1994. Then, at the end of the first decade of the 2000s, the Rectorial Team of NOVA decides for the creation of the Pedagogical Innovation and Professional Development Nucleus for Teachers inserted in the Teaching Quality Support Office. Later, in 2016, the Nucleus became autonomous and the Faculty Professional Development Office was created, with the mission of “contributing to the quality of students' learning experiences, through support for the professional development of its teachers, responding, on the one hand, to the growing request from the various Organic Units at NOVA and, on the other hand, to the growing diversification of requests. More recently, the strategic platform called NOVA Forma was created. Its mission is the faculty professional development and the improvement of students' learning and learning experiences. The exercise of putting these voices into dialogue seems to point to a growing recognition of the pedagogical dimension as a fundamental part of the faculty professional development at Universidade Nova de Lisboa, recognition supported by national and international research and by the monitoring and feedback of teachers on the ground. The results also seem to point to a greater and better understanding of the need and pertinence of existing, on the one hand, a structure at the central level (University) responsible for legitimizing, instigating and animating the discussion, reflection, practice and learning around higher education pedagogy and, on the other hand, to support the creation of small structures with the same purpose and the necessary specificities in each of the nine organic units of the University.

### **Biographical Note**

**Joana Marques** is an invited teacher at Instituto de Educação (former Faculdade de Psicologia e Ciências da Educação) of Universidade de Lisboa, Portugal. Her main field of research and work is related to faculty professional development and transferable skills for PhD Students. She has a Master in Education and she is doing her PhD in the same research area on the subject of Pedagogical Training of Higher Education Teachers. For about 10 years she has been collaborating in the teachers' training programs at Universidade Nova de Lisboa, more specifically on the planning, development and evaluation of the programs. She is also member of NOVA Doctoral School.

## **Curricular Analysis of Training in the Health Area on Physical Activity in Gerontology - a View on Five Brazilian Universities**

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### **Abstract**

**Objective:** To analyze the characteristics of the training offer at the level of Physical Activity in Gerontology for Nursing, Physical Education and Medicine courses in higher education institutions in Brazil.

**Methods:** This is documentary and descriptive research, a sample composed of undergraduate courses in nursing, physical education and medicine. For the selection of universities, a university ranking was used, including the five best public universities in Brazil, by region. Course menus were analyzed and as a criterion for the selection of subjects, keywords were raised: "elderly", "gerontology", "old age", "old age", "aging", "physical activity", "physical exercise".

**Results:** In relation to the Nursing course, of the five courses analyzed, all had subjects with content in gerontology, and the terms "health promotion", "quality of life", "stimulus to autonomy" appeared and so it is assumed that the Physical activity content is part of the professional training of nurses in Brazil. For Physical Education courses, in four there were subjects focused on aging content, in all menus there were the terms: "exercises", "physical activity", "games", "gymnastics", in addition to questions about social relationships and emotional aspects of the human aging process. For medical courses, only two were able to identify subjects whose menu brought up the topic of Gerontology and the concern with physical activity or health promotion in elderly people in primary health care settings. The semester workload of the subjects with contents in Physical Activity in Gerontology was 81 hours for Nursing, 48 hours for Physical Education and 75 hours for Medicine.

**Implications:** The approach and learning about the importance of physical activity and health promotion programs should be part of the training of health professionals, whether in mandatory or optional subjects, or even in research and university extension activities.

### **Biographical Note**

**Andrea Mathes Faustino** graduated in Nursing from the School of Nursing of Ribeirão Preto, University of São Paulo - EERP / USP, Brazil. Specialization in Geriatric and Gerontological Nursing from the Federal University of São Paulo – UNIFESP, Brazil. Master in Fundamental Nursing - EERP / USP, Brazil. PhD in Health Sciences from the University of Brasília – UnB, Brazil. Post-Doctorate by the Department of Education and Psychology, University of Aveiro, Portugal. She is currently an Adjunct Professor in the Department of Nursing, Faculty of Health Sciences, at the University of Brasília (UnB), Brazil.

# Myanmar EFL Pre-service Teachers' Motivational Disposition in English Writing: a Pilot Study

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## Abstract

Several researchers have acknowledged that acquiring writing skills in the English language is not simple as it does not mean a matter of speech written down (Biber et al. 1999; McCarthy & Carter, 1994), due to the fact that it includes several complex cognitive activities, such as planning, formulating, structuring and revising (Hayes, 1996; Tillema, 2012). Since writing skills require such cognitive activities, teaching writing is a challenging skill for English as a foreign language (EFL) teachers, and a difficult skill to master for EFL students. It has also been revealed by various researchers that motivation plays a key role in language learning, including the acquisition of writing skills, because it has a great impact on the success or failure of a learner's acquisition of the target language (Dörnyei, 1998; Dörnyei & Ushioda, 2011; Gardner & Lambert, 1959; Keller, 1983), and it significantly influences the learner's academic and professional performance (Csizér & Dörnyei, 2005; Winke, 2013). Lack of research focusing on investigating the motivating effect of different aspects of English writing in the Myanmar context provided inspiration to conduct the present pilot study, which focused on mapping the motivational profile of 54 EFL pre-service teachers in English writing in the Myanmar context. The questionnaire developed by the author was piloted in September 2020. Results of the survey indicate that out of the 12 dimensions measured, teachers' strategies and assessment, as well as pre-service teachers' ideal selves and instrumental motivation seem to be the most motivating aspects of English writing in the context investigated. The findings also revealed that pre-service teachers' intrinsic motivation, and their teachers' strategies contribute most to their motivated learning behavior.

**Keywords:** motivation in English writing, EFL pre-service teachers, motivational dispositions, pilot, Myanmar

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### **Biographical Note**

My name is **Ei Phyo Maung**. I am a doctoral candidate of the Teacher Education and Higher Education Studies program of the Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest. I am also a professional English language teacher and a teacher educator in Myanmar. My research interests are English language teaching, motivation for language learners and teachers, educational psychology, teacher education and higher education studies and policies, comparative and global trends in education, and continuous professional development.



## Quality Instruction in Higher Education

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### Abstract

Investing in human capital is vital for countries economic, political and social development. Quality workforces who are capable of producing quality goods and services are essential to realize this. Work forces who possess the necessary knowledge, skill and attitude are produced through quality instruction. This review of literature therefore focuses on the quality instruction in higher education. The main aim of the paper is to summarize the current status of quality instruction in higher education specifically in Ethiopia. Beside this, some success factors for quality instruction in higher education have been included. The method employed is document review which includes researches, different international organizations' websites and work reports. Currently most countries achieved access to higher education. Ethiopia for example have forty-five (45) public universities which shows a significant number in massification since the establishment of the first university in 1950. Though greater expansion have been achieved in Ethiopian higher education, producing graduates with quality skills, knowledge and attitude has been lowered, which could be the problem in quality instruction (Prawira, 2019). But many countries in the world have undergone various issues to provide quality education and many have shown success. As literature shows factors which related to teacher's education and development, quality student like their psychosocial and early childhood development, internal and external quality assurance, technology, institutional infrastructure, curriculum development, teaching and learning methodology, policy and governance are the most important to facilitate quality instruction. If there is a problem to obtain or employ these resources, facility and procedures quality instruction would be hampered.

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### **Biographical Note**

I am **Mebrate Bekele Feyisa**. I have studied educational leadership in my Master Degree, I have taught in secondary school as a local language teacher as well as in university as educational planning and management teacher. Currently I am studying in EDiTE program and my research topic is Quality Instruction in Ethiopian Higher Education.

# Teachers' Beliefs towards Fostering Creativity and Critical Thinking with the Use of ICT

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## Abstract

The study aims at evaluating dynamics of teacher's beliefs towards the usage of ICT during the lessons that foster creativity and critical thinking.

Fostering XXI century competencies is becoming one of the global challenges of education [WEF, 2016]. Despite the fact that XXI century skills are stated as the most important education results some teachers struggle to foster them. Mobile technologies have the potential to mediate a new learning process aimed at new learning outcomes (Vygotsky). But simply the presence of digital technologies technology in the classroom does not produce the desired results (Cuban, 2001; Firipis et al., 2017, 2018; UNESCO, 2019). The present study lies at the intersection of teachers' professional development (TPD), new educational outcomes (XXI century skills) and how to implement them in the classroom and the ICT to foster the former.

Research questions are 1) How and under what circumstances do teachers' beliefs towards fostering creativity and critical thinking with the use of ICT change? 2) How do teachers' beliefs towards fostering creativity and critical thinking change?

The design of the study is carried out in the paradigm of "Participatory Action research" (Freire, 1970), that is, a study with an active involvement of participants (teachers and students) to collect feedback during, and not only after the study – and adjust the course of the lesson in the process of the intervention. The researcher works together with teachers who conduct lessons. It is expected to conduct at least 8 lessons-interventions that develop critical thinking and creativity by the OECD framework, using mobile devices of students. Measurement instruments include 1) interviews with teachers, 2) lesson observations and 3) questionnaires for students.

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## **Biographical Notes**

**Aleksandra Mikhailova** - I have graduated from Lomonosov Moscow State University as an English language teacher. Then I got a master degree in psychology in Higher School of Economics, where my study was dedicated to qualitative and quantitative measurements in education. Since 2015 I have been working in the Institute of Education (HSE). In 2016-2018 I've coordinated in Russia an OECD project "Fostering creativity and critical thinking in education", which led me to my current research. In 2020 I joined Laboratory for Curriculum Design in my Institution. Now my primary interests are 21-century-skills, ICT and teachers' professional development.

# **Education Sector Policies and their Role in the Integration of Workplace Learning and Higher Education: A Case of Tanzania's Higher Technical and Engineering Education**

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## **Abstract**

For the past two decades, Tanzania's education system has been passing through different changes in its policies and strategic implementation plans. As a result, many improvements have been done in various education sectors. The outcome of which has shown many improvements in various areas, such as increased students enrolment rate at all levels, improved pass rates at all levels, improved and increased infrastructure at all levels of the education sector and recruiting and retaining qualified teaching staff at all levels (Ministry of Education and Vocational Training, 2008).

In this pilot study aimed at understanding the conceptual awareness and perception of policy makers, employers, instructors, and students on the importance of policies and the roles that they play in integrating workplace learning and higher technical education, a qualitatively with semi-structured interviews were administered. Policy makers, employers, instructors and students were interviewed and their transcribed responses were later analysed to realise different themes that could provide answers to the aim of this study.

Most of the interviewee (80%), agreed that policies have important roles in ensuring the smooth integration and implementation of various modes suggested by the three main stakeholders, which are the government, the educational institutes, and the organizations. The main reason being, policies provide directives on how and which approach fits the current needs and align with other strategic plans of the government. Moreover, various policies in place are the one which have led the country's education sector into the aforementioned achievements.

On the other side, several challenges were mentioned in policies implementation and realization of the strategic plans that are being developed from the policies. These challenges could be categorised as those related to public and students awareness and readiness, financial constraints, educational institutes readiness, and operationalization of the organization and the educational institutes.

From this pilot study, insightful information has been captured on the importance of having policies that take into account the four main stakeholders in higher education. Furthermore, it has set the ground for the main research questions and scope of the main research to be undertaken in the near future.

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## **Biographical Notes**

**James Mmari** is a Tanzanian citizen, currently pursuing Doctoral studies at Eötvös Loránd University, under the Faculty of Education and Psychology, in Budapest-Hungary. Being a

Lecturer in Technical College in ICT related courses, he wants to improve his teaching skills as well as undergo deep research in the integration of ICT and Education, knowing that these two professional fields are strongly interconnected in this 21st century. He is eager to see that ICT is being used for resolving challenges and problems in various aspects of human life, especially in the area of Education in developing countries.

## University Teachers' Learning

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### Abstract

The purpose of the paper is to advance the understanding of teachers' learning and to promote the holistic approach to in-service professional development in universities. The paper reveals university teachers' narratives, as a source of first-hand information on teachers' learning, and proposes an enhanced framework for application in small-scale professional learning communities. The paper establishes the foundation for a comprehensive recognition of university teachers' needs and interpretation of complex professional learning processes while making recommendations for intermediate administrative bodies in order to improve the existing professional development systems and establish new supporting mechanisms. The study employs qualitative interviews as the main instrument of data collection; the small-scale sample of ten university teachers allows to explore the themes of the narratives in-depth and promote a better understanding of issues under study. Since the paper is based on data collected in one higher education institution in Georgia it does not aim at generalizing teachers' experiences across professional fields and geographical locations. However, the study reveals a degree of homogeneity in teachers' narratives, which allows making an assumption on 'universality' of particular obstacles and dissatisfactions. The original value of this paper is to address the needs of university teachers in terms of professional development and establish a platform to verbalize their needs. The professionals – university teachers and responsible administrative bodies – can benefit from this study by replicating the study with small samples to establish the channel of communication between fellow practitioners and administration.

### Biographical Notes

**Taisia Muzafarova** is a PhD candidate in Education Sciences at Eotvos Lorand University in Budapest, Hungary. She is conducting doctoral research on university teachers' professional development and quality management in higher education. She has a Master's Degree in Education Management from International Black Sea University, Tbilisi, Georgia. Her professional sphere of interests includes curriculum and course development, adult education, and lifelong learning. She has five years of experience working in university administration, and three years of teaching English language and literature in English. Taisia has been involved in various international projects and scientific groups, as well as worked as an editorial assistant in the peer-reviewed international journal.

# Crucial Factors in Developing a Teacher Educators' Performance Appraisal

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## Abstract

Involving teachers in the development of teacher appraisal is essential to the effectiveness of any appraisal system (OECD, 2013). Many international studies prove that when teachers are involved in the development of performance appraisal and criteria, then it will be accepted better and it will be more meaningful. And it is also important that effective leadership, trust, clear and equitable system can lead to successful appraisal. My pilot study results are in line with these international studies and also its importance. In this paper, I will present my pilot study results on key elements of teacher performance appraisal. This study explores a number of factors that can influence appraisal in term of various aspects: purposes, content, staff involvement, effective leadership. The researcher used qualitative research approach and conducted semi-structured interviews to ten teacher educators (5 male, 5 female), currently working at two Universities of Education in Myanmar. The interview results revealed that performance appraisal should aim to improve the effectiveness of teaching and learning and raise educational standards. The acceptability of performance criteria is important and academic staff involvement in developing performance appraisal design should be encouraged. Effective leadership, trust, clear and equitable system can lead to successful appraisal. Finally, the implications are discussed with a focus on designing teacher performance appraisal.

**Keywords:** performance appraisal, teacher involvement, leadership

## Reference

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## Biographical Note

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# Reforms in Teacher Education and Management in Myanmar

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## Abstract

Teacher education plays a central role in producing effective teachers who can produce human resources with competencies, creativity and critical thinking skills and ethical and cultural values. Improving the quality of teacher is essential to meet student learning outcomes. This demands an integrated approach to teacher education and management reform (NESP, 2016). This paper thus examines the main reforms in teacher education in Myanmar by briefly reviewing a historical perspective on teacher education reform. The aim of this study is to get an in-depth understanding of teacher education reforms, then to discuss the development of continuing professional development (CPD) framework for management staff and teacher educators in Myanmar. Literature survey method is used in this study. The results reveal that the specialized degree courses are delivered in pre-service teacher education to upgrade their status to that of higher education institutions. On the other hand, professional educators in posts called Trainers and Mentors (TAMs) are being recruited, trained and deployed to provide professional, long-term in-service teacher training and mentoring support to teachers from a designated cluster of schools within each township. Next to this, the Teacher Competency Standard Framework (TCSF) has been developed to provide the standards that teachers are to attain at the different stages of their careers and professional growth. Finally, the complete view of teacher education reforms with ongoing tasks and some recommendations are presented.

**Keywords:** teacher education, management, professional development

## Reference

Ministry of Education, Myanmar. (2016). *National Education Strategic Plan (NESP) 2016-2021*.

## Biographical Note

**Aye Aye Myint Lay** is a PhD student (specializing in Teacher Education and Higher Education Studies) at Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest. She is also an assistant lecturer at Department of Educational Theory, Sagaing University of Education, Myanmar. She got her master degree majoring in Educational Administration and Supervision (EAS) in Myanmar. As a researcher, she is involved in MoTeL (Models of Teacher Learning) project in Hungary and Myanmar Teacher Competency Standards Framework. She participated in the Forums and Workshops through the GiLE (Global Institute for Lifelong Empowerment). Her professional field is Educational Management, Educational Leadership, Pedagogy, Higher Education Studies.

# What is Internationalization': Analysis of Academics' Opinions Regarding Higher Education Internationalization in a Lithuanian University

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## **Abstract**

Even though Europe is largely considered to be the best example of internationalization, achievements of various countries differ and the biggest challenges, according to the European Parliament, are seen in South and Central Eastern Europe. The European Union body notes that the majority of internationalization strategies are still mostly directed towards mobility, long-term and short-term economic benefits, attracting and/or teaching talented students and researchers as well as towards international reputation and visibility of the university (European Parliament, 2015, p. 28-29).

Since internationalization of higher education entails a wide variety of activities, the attention of educational researchers is equally widespread across various aspects of internationalization as well as its relations to other aspects affecting the higher education area (globalization, commercialization, higher education policy). While there is quite a lot of research regarding both theory and implementation of internationalization, the majority of publications on internationalization (particularly, internationalization of the curriculum), are contributed by authors from the United States, Australia and the United Kingdom. Contributions by researchers from Central and Eastern European authors remain low in number (Bedenlier, Kondakci, & Zawacki-Richter, 2018; Kosmützky & Krücken, 2014; Kosmützky & Putty, 2016; Kuzhabekova, Hendel, & Chapman, 2015).

Analysis of previous research shows that there is little internationalization research in Central and Eastern Europe and the majority of researchers in the region conceptualize internationalization based on the commonly accepted definition and do not re-conceptualize or re-contextualize it. While additional concepts are introduced, internationalization is taken up as it is and there is little focus on internationalization of the curriculum in particular. The presentation is based on a qualitative content analysis of focus group interviews with members of the academic and administrative staff of a Lithuanian university conducted as part of the formation of an internationalization strategy of the university.

This allows a better understanding of how internationalization is conceptualized by members of the university community as it is being implemented and how this conceptualization aligns with the existing internationalization research of the region. These findings are discussed both in the context of general tendencies of higher education change in Central and Eastern European countries as well as other previously researched cases of internationalization implementation in the region.

## **Biographical Note**

**Monika Orechova** - I am a third year PhD student with a professional background in higher education administration. My current research (PhD thesis 'Internationalization of the higher education in Central and Eastern Europe') stems from both my previous experience in administration and management of various issues regarding internationalization in a university department and my research interests, which include international and comparative education as well as higher education, particularly in Central and Eastern Europe.

# Investigating the Effectiveness of Training for New Primary Level English Curriculum and the Opinions of the Primary School Teachers on it

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## Abstract

The ‘application-level’ of Water’s and Vilches’ (2001) need analysis framework entails that the teachers, the end-users of the curriculum change, must receive enough supports and guidance to cope with the change. Providing teacher training is an essential step in implementing a new curriculum and the effectiveness of the training and teachers’ opinions on the training matter. A predominant change has happened in Myanmar education system, and new curriculums are introduced at all levels of education for the first-time during decades. The primary aim of the study is to identify the effectiveness of cascade training for Myanmar New Primary English Curriculum on trainees’ understanding of the new curriculum and their classroom practices. The study also aims to address the primary school teachers’ opinions towards the training concerning trainers’ performances and the structure and contents of the course. The research also examines if the level of trainees’ satisfaction towards is related to the cascade level they have joined. For this purpose, 87 primary school teachers who have attended the different cascade levels of training provided by MOE voluntarily completed a questionnaire constructed via Google Docs online. The research uses a quantitative approach. The questionnaire, standardized in the University of Wisconsin Madison's, consists of both closed-ended and open-ended questions. The results of the survey reveal that the training fails in assisting trainees to understand the new curriculum due to its limitations. The trainees show a low level of satisfaction with the training they have got. The findings of the study suggest that the trainees did not receive sufficient practical experience of teaching lessons and enough opportunities to discuss their ideas during the training. Furthermore, it also indicates that the level of the course has an impact on its trainees’ satisfaction and its effectiveness.

**Keywords:** teachers’ satisfaction, new curriculum, training

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## **Biographical Note**

**Phyu Phyu** - I am a first-year doctoral student of EDiTE program, ELTE and one of the SH scholarship holders from Myanmar. I have worked for 8 years as a lecturer for in public universities of my country. I have participated in the New Curriculum Reform of Myanmar for 4 years as a curriculum developer for primary level English curriculum. I am interested in teacher education and wellbeing, curriculum reform and autonomous learning.

## The Use of CALL and MALL in Learning EFL: Insight View of the Indonesian Students

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### Abstract

The use of CALL (Computer Assisted Language Learning) or MALL (Mobile Assisted Language Learning) is obvious and undeniable for teaching and learning in most subjects at schools or universities level. Especially for EFL teaching and learning activities, many apps could be applied in the process of teaching or learning by using blended activities. However, research about the use of ICT as an alternative media in Indonesia has not been explored thoroughly yet and it is still considered as a new issue. In this paper, qualitative research is employed based on the students' perspective in applying some applications to support their EFL learning activities. They used computers or their mobile phones in using the apps that they had selected. The sample consisted of 25 students of Lambung Mangkurat University, in South Kalimantan, Indonesia. The data were gathered by observation, deeper interviews with the students, and an open-ended questionnaire. The result showed that many students could find supportive applications to increase their interest as an EFL learner, which gradually will improve their capability in applying EFL in real context out of their regular classes. Many of the applications that the students found were more varied and could enrich other students' knowledge of tools in learning EFL. It is suggested that the learners, supported by the teacher, can be autonomous students in improving their capabilities of using English not only in the classroom but more applicable in their daily activities.

**Key words:** CALL, MALL, EFL, ULM Students

### Biographical Note

**Rusmanayanti, Asmi.**, is a lecturer at Lambung Mangkurat University in Banjarmasin, South Kalimantan, Indonesia. She graduated from Lambung Mangkurat University for her Bachelor degree and continued her Master degree at Groningen University in Netherlands. At present, she is a Doctorate student at Eötvös Lorand University, Faculty of Humanities; at Language Pedagogy and Applied Linguistics Program. She is active in education field by following many national and international conferences, and one of the Assessors of High Schools in South Kalimantan, Indonesia. Her interest related to ICT as an alternative media in teaching and learning EFL, TEFL, Applied Linguistics, and CCU.

## Hungarian EFL Teacher Trainees' Perceptions of the Efficiency of University EAP Instruction: A Case Study

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### Abstract

Informed by constructivism, the present case study first aimed at exploring the effectiveness of English for Academic Purposes instruction at a Hungarian university to understand the strengths, weaknesses, and difficulties that English as a foreign language teacher trainees' experience during their studies. Second, it aimed at exploring the perceived usefulness of English for Academic Purposes instruction in preparing Hungarian EFL teacher trainees at a university under scrutiny in Budapest for their future careers. This small-scale qualitative case study, using five semi-structured interviews, addressed the importance of English for Academic Purposes instruction in both the EFL teacher trainees' pre-service studies and their future careers. To this end, five fourth-year pre-service teacher trainees were invited to participate in the study. Specifically, the research invited students who were close to finishing their studies to obtain a deeper understanding of the English for Academic Purposes instruction from the teacher trainees' points of view. The teacher trainees' perceptions of the purposes of the English for Academic Purposes instruction were compared. The results revealed that pre-service teacher trainees hold favorable views toward the teacher training program in general and English for Academic Purposes instruction in particular. However, they complained about several issues such as lack of practice opportunity, lack of clear-cut standards on the side of teachers, and lack of EAP specific materials. Moreover, they considered the EAP courses as crucial factors in their future success as EFL teachers.

**Keywords:** EAP instruction/courses, teacher trainees, constructivism

### Biographical Note

**Amin Saed** is currently a Ph.D. candidate at Eötvös Loránd University (ELTE). His research talks about the importance of EAP education/knowledge and its connection with Hungarian EFL teacher trainee's success as both university students in Higher education and as future EFL teachers.

# Evaluating Research Methods and Tools for Exploring Collaborative Learning of Teachers in Schools

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## Abstract

Collaboration is very essential in every organization and collaboration among teachers can enhance good working relationship and it may be seen as how for enhancing their professional development (Akinyemi, Rembe, Shumba, & Adewumi, 2019). The school context is significant for the type of collaborative activities that teachers engage in (de Jong, Meirink, & Admiraal, 2019) and leadership is also emerged as a mediating factor in fostering collaborative cultures at school (Forte & Flores, 2014). The aim is to analyze research articles that used specific research methods and tools for collaborative learning of teachers in schools and to compare the different scope and procedure of these research methods and tools for gaining new insights for teacher collaboration. The research questions are (1) which factors are considered in building research methods and tools for teacher collaboration in schools? (2) what are the similarities and differences in the focus and the conceptualization of teachers' collaboration among these research methods and tools and (3) what are the advantages and disadvantages of the specific research methods and tools for evaluating teacher collaboration in schools? As a research methodology, 48 studies are collected from the research databases (EBSCO, ERIC &etc.) systematically based on selection criteria and the themes are analyzed by thematic data analysis across the studies. The preliminary findings are that types of collaboration, level of collaboration, types of participants, school culture and leadership are found to be considered in building research methods and tools for teacher collaboration in schools. There are some similarities and differences in the terminology used for collaboration (collaboration, professional learning community, and team cycle of inquiry and community of practice) and there are many advantages of these research methods and tools but interprofessional collaboration should be considered for evaluating teacher collaboration in schools. Implications can be beneficial for the future research in teacher collaboration and interprofessional collaboration in education.

**Keywords:** Instruments, Collaborative Learning, Professional development, Interprofessional Collaboration

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### **Biographical Note**

**Myo Sandar** - I am a Third year PhD student in EDiTE program in the faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary. As a high school teacher, I worked for six years and now I am working as an assistant lecturer at Department of Educational Theory, Yangon University of Education, Myanmar, sharing student teachers to become professionals. I am really interested in collaborative learning of teachers and professional development of teachers and doing my PhD dissertation in this research area.



# **The Physical Education Curriculum, Teacher Education and Life Skills: Implications for Research and Practice**

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## **Abstract**

Positive youth development has been used as an asset-based approach that may help physical education teachers focus on youth's strengths and foster life skills useful both in physical and sport activities, but also in other life domains. Such an approach highlights the importance of physical education teachers' deliberate efforts towards life skill development. Life skills such as emotional control, perseverance, goal setting and leadership have been considered crucial across the curriculum in several education systems, including the Portuguese one. This article aims to offer reflections that may guide curricular changes across educational contexts and help identify priorities derived from existent research in the field of positive youth development through physical education. Such curricular changes may also influence teacher education processes. There is the need to conduct a reflection about the perspective towards physical education present in the formal curriculum, as well as on the possible consequences of this perspective on the hidden curriculum and physical education teachers' practices. The formal curriculum may explicitly provide guidelines that help physical education teachers attain better student outcomes. Teacher education may serve as a platform to help candidate physical education teachers teach life skills and develop strategies across the curriculum to infuse an explicit PYD focus. More research is also needed on how teacher education programs are helping candidate teachers use physical education in an holistic manner and how an explicit positive youth development curriculum with a life skill focus facilitates meaningful experiences in physical education.

## **Biographical Note**

**Fernando Santos** is a lecturer at both the Polytechnic Institute of Porto and Viana do Castelo. He is also a researcher at the Centre for Research and Innovation in Education, inED. His main interests lie in contributing to better experiences that lead to life skills development across physical education and youth sport contexts and helping teachers and coaches attain these outcomes. Throughout the last five years, he has attempted, alongside other researchers, to infuse positive youth development within preschool and primary school.

## Transformative Learning Communities for Educational Inclusion

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### Abstract

**Aim/ Rationale:** in Portugal, Decree-Law No. 54/2018, states that schools must provide adequate responses to students' diversity adapting teaching processes and mobilizing diverse strategies to foster learning and participation. However, organizing schools, curricula and the teaching-learning process to respond to the diversity of learning styles and rhythms, interests, motivations and expectations, and cultural, linguistic, and socio-economic diversity is a process that requires, firstly, sensitivity and recognition of this reality (Kaldi, Govaris & Filippatou, 2018, Messiou, 2017, Santos, 2019) and, secondly, a change of beliefs and practices allowing the pursuit of adequate answers to this reality (Maia & Freire, 2020, Watkins & Donnelly, 2013). Despite numerous studies focused on learning communities, few have explored how communities can facilitate the development of inclusive schools. Thus, this project's main objective is to understand how the development of TLC, focused on diversity, can promote the development of an inclusive school.

**Methods:** given the participatory nature of this project, we adopted a Design Based Research (DBR) paradigm (Anderson & Shattuck, 2012). Aligned with DBR methods, instruments will be collaboratively developed within the communities. Nevertheless, at least 3 types of instruments will be used: questionnaires; focus group interview protocols; and observation field notes.

**Results:** through a process of socially responsible research (Anderson & Shattuck, 2012) we intend to contribute with usable knowledge (Lagemann, 2002) focused on partnerships between schools and Higher Education Institutions (HEI) for the creation and development of TLC targeting educational inclusion. For this, we will work in contexts with high educational diversity and promote the creation and development of two TLC, in schools where they still do not exist, which is the major reality in Portugal.

**Implication:** transformative Learning Communities (TLC) appear here as a proposal to create collaborative contexts, supported by a socio-reconstructionist and emancipatory philosophy, that can respond to needs felt by schools, giving rise to transformative learning (Mezirow, 2009) empowering all community participants.

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### **Biographical Notes**

**Daniela Semião** is currently a scholarship student at the Institute of Education – University of Lisbon, integrated in the Project “Transformative Learning Communities for Educational Inclusion”. Before embracing this project, she obtained her Master in Supervision and Mentoring for Professional Practice and concluded her degree in Primary Teaching in 2006. Since that time, she has worked in different private schools, from Angola to Portugal. She is concerned with the teacher training program in Portugal since the day she starts her degree and search for solutions along her career. Her field of interests includes collaborative supervision and innovation in Education, among others.

## **Short-term Interventions for Enhancing Teacher Education in Crisis Situations – Insights from an Iraqi-German University Collaboration**

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### **Abstract**

Delivering high quality Teacher Education (TE) generally is argued to be an essential factor for healthy societal development and therefore is a central aim of the UNESCO Education for All initiative, and reflected in the UN Sustainable Development Goals (UNESCO, 2015, UN SDG Target 4c). TE is crucial in terms of tackling shortages in qualified teaching staff, that – even though embedded in a wider global context, disproportionately effect socially disadvantaged, conflict-ridden societies in the global south (Mendenhall, Gomez, & Varni, 2018; Mulkeen, Ratteree, & Voss-Lengnik, 2017). Furthermore, it plays a decisive role in developing teachers' professional understanding, contributing to the development of democratic values in school, moderating between minority needs and majority rule as well as countering radicalization, terrorism and misinformation (Edling & Simmie, 2020) and thus largely support processes of post-conflict transformation.

However, in post-conflict-contexts severe shortfalls in financial and other capacity, institutional instability as well as difficult social conditions, may lead to inefficiencies in the delivery of Higher Education in general (Barakat & Milton, 2015) and hence also pose challenges to the successful implementation of academic teacher training programs.

Iraq in the past decades witnessed a severe political crisis, climaxing in the occupation of large portions of its territory by the ISIS militia from 2014 to 2017, the city of Mosul and its university being at the front line. ISIS not just (mis)used the education infrastructure but took over a few functioning parts of Mosul's education system (Arvisais & Guidère, 2020) and engaged in implementing its own curricula (Olidort, 2016). As many students and academics have been fleeing the regions of Mosul in 2015 that the decision was taken for Mosul University to operate as a University in Exile within the Kurdish autonomous region in the northern part of Iraq. After the liberation of the city in 2017, University of Mosul was gradually returning to its initial campus. However, staff and students are still facing continuous security issues, as well physical, psychological and social consequences of the conflict (Placket, 2018).

Cooperation between universities as part of a wider developmental strategy, are widely believed to be favorable for the development of teaching capacity, the role of universities in knowledge production through conjoint scientific research, curriculum development as well as academic programs, that immediately tackle issues of conflicts and fragility (Pherali & Lewis, 2017). Interventions undertaken in this context, may, as Feuer, Hornidge, and Schetter (2013) argue, contribute to creating learning environments for building tolerance, transforming university administration and foster liberal academic socialization (p.11 ff.). The project “Rethink Science and Education in Iraq” (RESI) is such a university cooperation between university of Mosul and TU Dortmund (Germany).

The project was first established in 2015 in reaction to the situation of Mosul University and funded by the German Academic Exchange Agency (Deutscher Akademischer

Austauschdienst: DAAD). The aim of the cooperation is to initiate a partnership that has an interdisciplinary focus and fosters activities that will promote dialogue, reconciliation and the value of science at both, staff and student level. The main project activity is organizing large academic events with up to 450 participants, where students and young academics come together in four-day workshops and a student conference, engaging in interdisciplinary academic discourse about pressing issues of societal reconciliation and sustainable reconstruction in their regional context.

In the research presented here, we ask:

- Is there a measurable impact of our academic activities in terms of enhancing students' psychological conditions?
- Can such an impact be detected for students, in their academic teacher training?
- Are there differences between male and female students?

In order, to answer these questions we rely on data, which evaluate the self-efficacy as well as the achievement motivation of students after participating in one of our activities between 2017 and 2019 (n=100; 50 male, 50 female) as opposed to students who have not (n=100; 50 male, 50 female). Respondents were students associated in three different faculties: education, economics, and engineering. This comparative research design allows insights in the impact of our short-term pedagogical interventions on psychological traits, which without doubt are favorable for academic achievement of students.

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# **Transformation and Higher Education: The Role of Teacher Education in the Implementation of the Transformation Agenda in Basic Education.**

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## **Abstract**

Transformation and diversity, seems to be two terms that are used interchangeably, or even together, in some cases. It is against this reasoning that it is believed that society needs to transform in order to embrace diversity. Studies demonstrate that, indeed this is true even for school teachers. Teachers are at the core of education, the first port of call in the education sector, and it is a societal belief that teachers are capable of influencing change, since they are agents of change. Drawing from the history of South Africa, when the new curriculum after the post-apartheid democratic dispensation, aimed at transforming the country, and to embrace diversity, teachers were expected to implement these changes, through the curriculum. This transformative move by the democratic government raised a lot of concerns from different stakeholders, some claiming that teachers were not properly trained or in some instances, inadequately prepared, for this new role. The world today, is presenting itself as a hub of opportunities, that are coupled with insurmountable challenges, ranging from Climate Change, Xenophobia towards immigrants and other minorities, racism, police brutality, viruses, such as Covid 19, lack of access to information and many more. How then are teachers prepared for these sudden and long-standing issues, to bring about change in their classrooms? Are teachers empowered to address change? This paper aims to investigate by interacting with already existing empirical evidence, the role of higher education through teacher education, in advancing transformation in schools.

**Key words:** transformation, diversity, higher education, teacher education, curriculum, teachers.

## **Biographical note**

**Thandeka Sibiya** is a Doctoral Candidate at Eotvos Lorand University in Hungary. She is a South African citizen. She is a High School teacher by profession, and has participated in numerous international conferences, on topics related to education, particularly those that speak to her Doctoral study. She does not only take interest in education related topics, but she likes to explore various topics and tries to see how they can be incorporated in the wider scope of education.



## **Training of Students in Clinical Education: Supervisory Intervention of the Tutor**

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**Wilson Abreu**

### **Abstract**

The present study focuses on how nurse tutors understand their role in attending the nursing students during their clinical training. Its main purpose is to make contributions for structuring the tutor's work in the supervision of the nursing students who develop their clinical practices. As referred throughout the study, the role of the tutor is very complex and multidimensional as it is an element with clinical wards that accumulates the responsibility to accompany and support students in clinical training and works as a nurse. To better frame the problem under study, we approached a set of theoretical information about conceptions of initial training in nursing, nursing contexts, nursing epistemology, further training, supervising processes and nursing clinical supervision. The research takes a perspective of phenomenological inspiration. We select a multi-stage study with an ethnographic approach in three different contexts. Data were collected through participant observation, ethnographic interviews, questionnaire, document analysis and expert group opinions. Data processing was mainly qualitative, based on content analysis. The main results allow us to understand that student supervision asks to a personal and professional involvement of the tutor. The nurse tutor uses several pedagogical strategies, which however are not always easy to promote and use due to inherent difficulties in the places of practice but also to the diversity of curricular between the schools. Activities to care for and form simultaneously enclose a set of dimensions that are interconnected in a web highlighting the dynamics of quality, the processes of integration and socialization, the partnerships between institutions (school and care units), the management of care and management of emotions, student learning styles and the use of supervising strategies (reflection, observation, communication and evaluation). Throughout this study some contributions were emerging to rethink the organization of the tutor nurse's work and for supervision practices that should take place in three stages: internship planning, implementation and a final stage of process evaluation. We have tried throughout the study, namely in the discussion and conclusions, to integrate new dimensions and aspects relevant to students' learning into the debate related to the tutor's intervention on the clinical learning.

### **Biographical notes**

**Sergio Soares** is a male nurse specialist in palliative care and invited adjunct professor of higher health schools, has been dedicated to research in the area of clinical supervision in nursing, information systems and palliative care. He is a member of the CINTESIS research center.



# The Motivational Disposition of International Students Learning Foreign Languages in Hungary: Testing the L2 Motivational Self System in the Hungarian Higher Education Context

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## Abstract

The L2 Motivational Self System (L2MSS) (Dörnyei, 2005), which was inspired by the work of Markus and Nurius (1986) and Higgins's self-discrepancy theory (1987) about 'possible' and 'ideal selves', has never been used in the Hungarian context to test international students' motivational dispositions towards learning foreign languages. The objective of this paper was to test the L2MSS on 34 international students who have learnt Hungarian or English as a foreign language (EFL), in any formal (e.g., language course) or informal way (e.g., online language tutorials), during their studies in Hungary. The pilot version of the questionnaire, which was administered to the students, contained nine scales adapted from Taguchi, Magid, and Papi (2009). These scales, besides the ideal L2 self and ought-to L2 self, measured other influential learning and environmental impacts that exert their influence on the L2 learning experience, the third constituent of the model. The findings of the pilot have revealed that international learners' motivational dispositions were mostly affected by attitudes that the learners had towards the foreign language community. Linear regression analysis has revealed that the motivated learning behavior of the participants could be predicted by their intrinsic and instrumental motivation. Significant differences were found between male and female respondents with regard to their ought-to L2 selves and instrumental motivation.

**Keywords:** L2 motivation, motivational disposition, international students, higher education, Hungary

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## **Biographical note**

**Tatjana Stamenkovska** holds a master's degree in European Studies. Currently, she is a PhD student in teacher education (EDiTE program), at Eötvös Loránd University of Sciences in Budapest, Hungary. She has provided lecturing support for several university courses to Bachelor and Master students during her PhD studies. Her interests focus on development, diversity and equality in education.

## Exploring the Motivational Dispositions of International Students' for Learning the Hungarian Language in Hungary

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### Abstract

In today's "globalized, yet multicultural and multilingual world" (Ushioda & Dörnyei, 2017, p. 452), people get motivated to learn foreign languages as a result of their internal desire to master the language, the social pressures, or actual experience which is part of the learning process (Dörnyei & Al-Hoorie, 2017). The objective of this paper was to obtain a deep understanding of what are the main motivational dispositions that international students have for learning foreign languages. To achieve this understanding, twelve interviews were conducted with international students who have learnt Hungarian as a foreign language during their studies in Hungary. After piloting Dörnyei's (2005) L2 motivational self-system framework to thirty-four students, the interviews' questions were developed based on these results. The first construct was the motivated behavior for learning the language. Second, the attitudes towards the language community. Third and fourth, were the influences of the intrinsic and instrumental motivation on the motivated learning behavior. Fifth and sixth, were the ideal self and ought-to self what the students possessed. The results of the thematic analysis of the semi-structured interviews revealed that although most of the students find learning Hungarian difficult, their predispositions to learn this language lies in the desire for cultural understanding with the local community about their history, habits, manners, and in general understanding of how to use language in everyday life. The imagined future vision about themselves, in many cases, was intertwined with the use of the language in order to find work opportunities or in the private life. For some students, the practical necessity of knowing the language in the present, was connected with the criteria for certification. For example, the obligation to pass a language course or do practical work. Also, the language teachers' teaching methodology influenced the students to stay motivated learning the language.

**Keywords:** motivational dispositions, foreign language learning, international students, Hungarian language

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### **Biographical note**

**Tatjana Stamenkovska** holds a master's degree in European Studies. Currently, she is a PhD student in teacher education (EDiTE program), at Eötvös Loránd University of Sciences in Budapest, Hungary. She has provided lecturing support for several university courses to Bachelor and Master students during her PhD studies. Her interests focus on development, diversity and equality in education.

# Challenges in English Academic Writing: Indonesian Graduate Students' Experiences in Hungarian Higher Education

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## **Abstract**

This conference paper discusses the development of a pilot research project investigating English academic writing of Indonesian graduate students studying in a non-native English-speaking environment. Writing in a non-native language environment leads to an assumption of anxiety due to little or no L1 support. It is relevant to serve experiences faced by L2 learners in a non-native environment. The aim of this study is to investigate some challenges Indonesian graduate students' face in producing English academic text with the special focus on the process, strategies of writing and students' attitude to the tasks.

The study employs qualitative research conducting semi-structured interviews as data collection technique. The research participants are four Indonesian MA and MSc students in social sciences enrolled at universities in Budapest. To analyze the data, codes were assigned to the key information in the interview transcripts, and the emerging themes were identified and named.

The findings indicate that in the writing process, some students compose drafts at the initial stage of writing, pay more attention to quotation and citation style, use Google translate and grammar tool checkers, and read academic papers as well as news media platforms to improve their academic style. Some universities offer academic English classes to help students improve their writing as well as to enhance thesis writing skill. The universities also provide Moodle, a learning platform and Urkund, a submission tool to check plagiarism. For the attitude to the tasks, all students consider that writing essays is a compulsory assignment to pass their subjects. However, they occasionally feel stressed when producing essays due to very limited time. On the other hand, the participants believe that studying in a non-native speaking environment helps improve their English academic writing.

## **Biographical note**

My name is **Dedy Subandowo** and I am an Indonesian lecturer at Universitas Muhammadiyah Metro, Lampung, Sumatera. I earned my bachelor degree at Universitas Ahmad Dahlan Yogyakarta and continued my master degree at Universitas Gadjah Mada Yogyakarta. At the moment, I am pursuing my doctoral degree of applied linguistics at Pázmány Péter Catholic University. My research interest is relevant to English academic writing and language pedagogy.

## Internationalization of Doctoral Schools of Education and Teacher Education

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### Abstract

Unprecedented scale of human mobility as irreversible force posits opportunities as well as challenges for the future of entire field of education. Call for internationalization of higher education institutions became an imperative in order to accommodate continuously growing internationally diverse student body (Hudzik, 2011 cited in Beelan & Jones, 2015). Majority of literature exploring this topic predominantly narrates one of multiple facets of this phenomenon such as strategic policy papers, implementation programs and recommendation guides. The amount of research focused on internationalization of Doctoral schools is scarce, which points at evident gap and requires further academic inquiries. In response, this paper will outline and analyze existing case-studies of internationalization taken place within the field of teacher education and educational science in Doctoral schools, which frequently “is conceived as an institutional process of reproducing national education systems” (Leutwyler, Popov & Wolhuter, 2017). The literature review aims to seek and present examples of institutional or individual learnings that were steered as a result of internationalization in various institutions across the globe. Publications assessed were selected based on following criteria - search engines (of academic data bases as EBSCO, ERIC, Google scholar as well as official direct websites of publishers such as Sage publishing) sought keywords as internationalization of higher education, doctoral schools, graduate programs, doctoral schools of education, internationalization of teacher education. The results of the review will communicate concrete answers whether “reservoir of accumulated wisdom” - learnings of doctoral schools are investigated and documented, and whether these learnings impact the practice (Altbach, 1999 cited in Del Canto Viterale, 2018).

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### Biographical notes

Originally from Kyrgyzstan, having been surrounded by multilingual and multinational environment, I was privileged and exposed to the English-speaking world since my childhood. My educational background varies from technical oriented studies to liberal arts concepts and humanities. It allowed me to develop mathematical skills, visual memory as well as analytical

thinking and creative ways/approaches. This is my fourth year in Hungary. I have previously studied MA in Social Integration at ELTE and now continuing to investigate the topic of internationalization in Higher education within the framework of Doctoral school. As an international student I feel obliged to explore this topic and as a participant of the process of internationalization I strongly believe in bringing in the contribution into the existing edifice.

## The Wellbeing Strategies of Language Teachers During the Pandemic Crisis

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### Abstract

During COVID-19, foreign language teachers faced unprecedented challenges. Teachers were under an incredible strain, which threatened their wellbeing and thus their ability to teach at the best of their abilities. In this study, we set out to understand how different types of teachers coped with the pandemic crisis and the kinds of strategies they drew on to cope personally and professionally with the changes brought about by the crisis. The presentation is based on data from a sequential mixed-method study, funded by the Austrian science fund (FWF). The first stage took place before the COVID-19 pandemic and comprised a large-scale questionnaire survey (N=472) aimed at investigating the wellbeing profiles of secondary-school foreign language teachers across the globe. The survey data were then analysed by means of a cluster analysis in order to determine teacher profiles according to their level of wellbeing. In the second stage, a series of in-depth interviews (N=20) were conducted during the COVID-19 pandemic with participants representing each cluster of teachers. The aim was to gain a deeper appreciation of how these different types of teachers managed their personal and professional commitments and wellbeing during the crisis. In this presentation, we will explain the types of teacher profiles that emerged from the cluster analysis and illustrate the kinds of strategies and resources they drew on to help support their wellbeing.

### Biographical notes

**Giulia Sulis** is a postdoctoral fellow at the University of Graz, Austria.

**Astrid Mairitsch** is currently pursuing her PhD and working as a research assistant, as well as a lecturer at the University of Graz.

**Sonja Babic** is a PhD candidate and pre-doc research assistant at the University of Graz.

**Sarah Mercer** is a Professor of Language Education at the University of Graz.



**Kata Csizér Wein** is an associate professor in the Department of English Applied Linguistics at Eötvös Loránd University, Hungary.

## **E-learning and the "New Normal"**

**Vlasta Svalina**

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### **Abstract**

In today's age of change, rapid technological progress and the uncertainty of a "new normal" life, teachers face a major task, perhaps the biggest challenge so far. In particular, it is necessary to emphasize lifelong learning as a key part of teachers' continuous and obligatory professional development and their motivation and readiness for rapid changes that are all around us, not only in the Republic of Croatia but throughout the world. The School for life in the Republic of Croatia, which was introduced as a curricular reform of the 2019/2020 school year offers the option of e-learning as an indispensable part of the modern teaching approach, and accordingly, this paper will examine the attitudes of teachers about the use of e-learning and their motivation to use them. The study will include teachers in primary and secondary schools in the Republic of Croatia of all subjects and they will be asked about their attitudes towards e-learning. It includes the "imperative" to the new approaches of the learning concept both formal and informal for all those who want to participate in the new contemporary living culture both school and free time.

### **Biographical notes**

**Vlasta Svalina** graduated with a two-subject study of English and German language and literature. Her area of interest is teaching both English and German as a foreign language, mobile learning, e-learning, as well as lifelong learning. She has been working in the Secondary school of economics and administration, Osijek, Croatia, which is also licensed as an inclusive school, for 23 years and she has a lot of experience in the teaching process. She is currently a doctorate student at the Faculty of Humanities and Social Sciences - Pedagogy and Contemporary School Culture, Osijek, Croatia.

## **English teacher trainers' beliefs about creativity: a pilot study**

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### **Abstract**

There is a dearth of research regarding English as a foreign language (EFL) teacher trainers' beliefs about creativity and creativity research in the Hungarian context in general. The qualitative research endeavor discussed in this presentation aims to redress this situation by creating and piloting a suitable interview guide to be used in researching English teacher trainers' attitudes and beliefs pertaining to creativity. The research also aims to gain initial insight into these beliefs and attitudes. In order to fulfill the aim of the study, I carried out long-interviews with three English teacher trainers, all working at the same Hungarian university. The data gained was subjected to thematic analysis using Atlas.ti 7.5. Results show that participants have a deep understanding about creativity and fostering creativity. The results imply that explicit discussion of creativity in English teacher training and especially in methodology seminars could receive more emphasis in the future. In order to train creative teachers and ultimately creative students, further research aimed at understanding creativity and the daily practice of teacher trainers would be beneficial.

**Key words:** creativity, EFL, teacher training, teacher beliefs

### **Biographical note**

A language teacher at the Department of English Language Pedagogy at ELTE and a second-year PhD student. Her research interest is creativity in teaching and learning English and in teacher education.

# Contributions of Project Based Learning to the Professional Development of Elementary Teachers

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**Luís Tinoca**

## Abstract

During their teacher education academic path, prospective teachers come into contact with diverse teaching methodologies, such as Project-based learning (PjBL), which contrast with the type of teacher centered methodologies, that they have experienced in their previous school years. Due to the contrast with their personal experiences, prospective teachers demonstrate some difficulties in the appropriation and implementation of these students centered methodologies during their supervised teaching practice and in the first years of teaching service.

Several authors (Almeida, 2015; Ball & Cohen, 1999; Rangel & Gonçalves, 2011) criticize traditionalist approaches to teaching that are centered essentially on the teacher, defending active methodologies based on socio-constructivist models developed by Piaget and Vygotsky. An example is PjBL, a group methodology that assumes the involvement of all participants, following their common interests and with the purpose of solving problems (Leite, Malpique & Santos, 1989). Vasconcelos (2011) adds that project work contributes to giving meaning to learning, by involving participants in problem solving, decision-making and the search for answers. The entire process allows the development of essential skills for a society, such as the collection and processing of data, the social learning of group work, decision making and the spirit of initiative and creativity. Given the potential of this type of methodologies and emphasizing the importance of the interdisciplinary nature of knowledge, Leite and Arez (2011) support the implementation of projects in teacher education programs, as it favors an active teaching professionalism, the preparation for decision-making in non-typified situations, and the integration of knowledge from different areas.

Thus, emerges the question that serves as a starting point for this study and which constitutes the initial problem: “What are the contributions of the PjBL methodology, addressed in teacher education, for the educational practices and professional development of future elementary school teachers and of teachers in the first years of teaching service?”. In formulating this question, we intend to understand how PjBL is reflected in elementary school teachers practices and professional development, since it translates into a methodology that contrasts with the teaching concepts of future teachers.

This study assumes a qualitative methodological approach, in the interpretative-phenomenological paradigm, using the multiple case study design. The main methods of data collection are semi-structured interviews, focus group interviews, document analysis and direct observation, using field notes, audio and video records as support.

Therefore, this study aims to understand how future teachers view the PjBL methodology and how they integrate it in their supervised teaching practices as students and, later, in their professional practice as elementary school teachers. It seeks to understand the nature and application of the methodology approach in teacher education programs and how future

teachers and teachers at the beginning of their careers mobilize it in the context of their educational practices.

The preliminary results of the study reveal that PjBL is integrated into teacher education programs from different perspectives and with different approaches. It also shows that prospective teachers find this methodology valuable, but they assume having some difficulties in applying it in their supervised teaching practice.

**Key words:** Project-based learning, teacher education, supervised teaching practice, teacher induction, professional development.

### **Acknowledgment:**

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### **Biographical note**

**Tiago Tempera** is a teacher of Education and Mathematics in Lisbon's Higher School of Education since 2006. With a Master's degree in Mathematics Education, he is currently a third year PhD student of Teacher Education in Instituto de Educação – University of Lisbon. His research is being funded by the Foundation for Science and Technology. His main research projects are in the areas of teacher's education, professional development, and mathematics education.

## School-university partnership: perception and experiences of school teachers and student teachers on current collaboration in teacher education

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### Abstract

It is not sufficient to acquire expertise and required knowledge within a single community or within one's own discipline in this knowledge age (Tsui & Law, 2007). One has to cross boundaries and collaborates with other communities in order to get new experiences and advanced learning. In teacher education, boundary crossing and collaboration between universities and schools is essential since partnership provides rich and different learning opportunities than either the school or university can provide alone (Cochran-Smith, 1991). This study investigates the current collaboration practices in teacher education in Myanmar. The purpose of this study is to examine partnership practices and its impact on teachers' learning. Perception and experiences of school teachers and student teachers on partnership between universities and schools are examined. Furthermore, the factors influencing implementation and evaluation of partnership and challenges in collaboration are also investigated in this study. Besides this, the impact of school-university partnership on teachers' learning is also explored. Quantitative research method is used in this study. Participants include school teachers from Basic Education High Schools and student teachers from Yangon University of Education. In total, 60 participants are included in this study. This study is also the pilot study of ongoing school-university partnership research in teacher education. This article concludes with findings and remarks about the current collaboration practices, factors influencing in implementation and evaluation of partnership, challenges and impact of school-university partnership on teachers' learning.

**Keywords:** School-university partnership, collaboration, teacher education, boundary crossing

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### Biographical notes

**Khin Khin Thant Sin** is a third year PhD student from Doctoral School of Education, Faculty of Education and Psychology, ELTE. Areas of research interests are teacher education, higher education, partnership and collaboration and knowledge sharing and management. Doctoral research area is on school-university partnership in teacher education.

## **Promoting Pre-service Teachers' Social and Emotional Competence – A New Approach to Teacher Education in Vietnam**

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### **Abstract**

Together with a great expansion of interest in social and emotional competence (SEC), social and emotional education (SEE) has emerged as an ultimate approach to promote students' SEC and happy schools in Vietnam. In this approach, teacher has come to the fore as a determining figure to drive and maintain the efficacy of social and emotional development outcomes. However, in Vietnam particularly and in the world in general, there is a lack of research on teachers' SEC which could be a significant factor hindering or fostering the SEE process. This article offers an observation from limited studies on the roles of teachers' SEC including maintaining teachers' physical and mental health and their career motivation; developing positive teacher-student relationship; modeling SEE in education process; and impacting on successful general classroom management. It further proposes several measures to promote pre-service teachers' SEC in Vietnamese pedagogical schools.

### **Biographical note**

I am a second year Ph.D student in Historical and Theoretical Pedagogy Program, Faculty of Education and Psychology, Eötvös Loránd University (ELTE). My research interest includes social and emotional learning/education, inclusive education and teacher training and education. My doctoral research is about teachers' perspectives on social and emotional education

## **Promoting English Major Students' Learning Autonomy through Project-based Learning at University**

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### **Abstract**

It is acknowledged that in language teaching and learning, learner autonomy plays a crucial role while project-based learning (PBL) is generally used. In the context of Viet Nam, PBL emerged as a vital part in textbooks for high school students. Therefore, this pilot study aims to examine the effects of project-based learning on Vietnamese English major learner autonomy in language courses. Seventy-five second year to fourth year English students majoring in Business English, Tourism English and English language from a university in Viet Nam took part in the study. The participants completed an online questionnaire for a quantitative study developed for the purpose of this study. The results showed that project-based learning promotes learner's self-confidence, attitudes towards social interaction, self-responsibility and self-determination and decision learning. Moreover, students' self- interaction and attitude towards social interaction have a significant relationship with their self-determination and decision learning, the key element of learner autonomy. At the end of my presentation, implications on how to use PBL in enhancing undergraduate English major students autonomy in the context of Vietnam will be discussed.

**Key words:** learner autonomy, project-based learning, English major students

### **Biographical note**

**Linh Huynh** is a teacher of English in a university in Viet Nam. She is now a Phd student at the faculty of Education and Psychology, Eötvös Loránd University, Budapest, Hungary. Her main field of research interest includes project-based learning as well as learner autonomy in foreign language learning in higher education.



## **Innovate and Train for the Articulation of Educational Practices in Exterior and Interior Contexts in Pre-school Education**

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**Ana Maria Sarmiento Coelho**

### **Abstract**

This research aims to design, implement and evaluate a blended collaborative training program (CTP), in Preschool Education (EPE), integrated in the project "Invisible Limits: Education in a Nature Environment" (LI) and with the Kindergartens (JI) that participate in it, in order to articulate educational practices in external contexts, namely nature, and interior. The project emerged from the concerns pointed out by current research regarding the lack of opportunities for action by children in the space nature and its repercussions on their health and cognitive development, socio-emotional, motor and environmental awareness. Through a case study, of qualitative nature, it is intended to evaluate the contributions of the CTP referred, on the one hand, in the reorientation of the conceptions and educational practices of four educators before and after their participation in the CTP, using multiple techniques of data collection and processing - researcher's journal, documentary analysis, semi-structured interviews, participant observation, written, photographic and video records and content analysis with Webqda software support, and, on the other hand, the quality of the experiences developed with twenty-four children, through the application of the emotional well-being and implication scale of Portugal and Laevers (2018), before, during and after the CTP. The study may contribute to the development of innovative strategies in diverse contexts, in a cross-cutting approach, through collaborative and articulated work among professionals - researchers, coordinators, educators, auxiliaries and specialists in nature environment education. Ultimately, the relevance of this project comes from the need for research, training and intervention in the area, as well as the contribution and implications it aspires to achieve in the quality of educational and training offerings in Portugal.

### **Biographical notes**

**Raquel Ramos** attended the four years of Degree in Childhood Education, by the Superior School of Education, Polytechnic Institute of Coimbra. In the school year 2009/2010 (last year of Degree) she was selected to participate in an Intensive Studies Program in Newcastle, about the transitions from Pre-School Education to 1<sup>o</sup>CEB, about which she developed, in the following school year, a pilot project and her Master's dissertation in Pre-School Education. After completing her Master's Degree, she began as a kindergarten teacher at the Morangos Coimbra nursery and kindergarten, until the present. She has relevant professional experience in the area, from nursery school to 5 years old, as an educator, member of the pedagogical coordination and advisor of curricular and professional internships. Since 2018 she has been attending, simultaneously, the Doctoral Program in Education (3rd Cycle), by the University of Aveiro, in the Branch of Didactics and Curricular Development. Currently, he is a non-doctoral integrated member of CIDTFF.

## Who Benefits from Social-psychological Interventions in MOOCs?

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### Abstract

MOOCs (Massive Open Online Courses) were considered a disruptive innovation in education. However, efforts to establish equal opportunities through MOOCs have not been successful: online courses seem to be serving the most advantaged (Reich & Ruipérez-Valiente, 2019). A lot of researchers see social-psychological interventions as a way to solve this problem, but their results were inconsistent (e.g. Baker, Evans, & Dee, 2016; Davis et al., 2016). These results may be explained by social background inequality. Previous research has shown that the population of MOOCs learners is highly heterogeneous: they differ in backgrounds, motivations, intentions, and prior experience (Kizilcec, Perez-Sanagustín, & Maldonado, 2017). This study aims to determine the effects of social background on the effectiveness of social-psychological interventions. The key research question I address here is to what extent the characteristics of MOOCs learners have affected the results of social-psychological interventions? The experiment was conducted in three MOOCs offered by the Higher School of Economics on the National Platform "Open Education" in 2018. Learners (N = 799) participated in the pre-course survey, and then they were randomly assigned to the control or experimental groups, which was guided through writing activities about their plans. Like in most prior studies, these prompts did not increase both short-term engagement and MOOCs completion in general. Nevertheless, experimental data reveals differences in benefits from social-psychological interventions: they led to improved educational outcomes for particular groups of learners, and like successful MOOC learners they differ in demographics (Watson et al., 2017; Semenova & Rudakova, 2016). The present study provides additional evidence concerning the global achievement gap in MOOCs. The results of this investigation explain why the way to establish equal opportunities in MOOCs through social-psychological interventions has not been victorious.

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## **Biographical note**

**Kseniia Vilkova**, MA in Psychology, is a PhD Student and a Junior Research Fellow at the Centre of Sociology of Higher Education, Institute of Education, National Research University Higher School of Economics. Her major research interests lie in the area of online learning, retention in MOOCs, and self-regulated learning.

# **International Student Mobility and the Internationalization of Higher Education in Hungary and China**

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**Yi Wang**

## **Abstract**

The global competition is currently reshaping higher education worldwide. Hungarian and Chinese higher education institutions (HEI) are increasingly channeling resources to higher education development to promote the internationalization of higher education. Over the past few years, both Hungarian and Chinese government have started to prioritize raising international student mobility to enhance countries' competitiveness at global level. This article briefly describes the background of higher education in Hungary and China and compares determinants of higher education internationalization between the two countries. This article outlines the higher education internationalization between Hungary and China, and particularly focuses on the context of international student mobility. This paper contributes to a better understanding of the development of higher education internationalization in Hungary and China.

## **Biographical note**

**Feifei Wang** is a Ph.D. student at the Faculty of Education and Psychology, Eötvös Loránd University ELTE. Her research interests focus on public health, sports and health promotion, health education and comparative education, with specific emphasis on the interrelationships between health, intervention, education and promotion. She currently serves as a research assistant in CoronaNet research group and as a volunteer in Tempus Public Foundation.

# Myanmar Learners' Perceptions of Learner Autonomy in Learning English at Tertiary Level

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## Abstract

Autonomous language learning has drawn attention from many researchers in the field of language teaching and learning due to its relevance to the 21st-century education context. Consequently, research on autonomy practices of learners in learning English inside and outside the classroom has been remarkable in the field as learners' needs play a significant role in designing effective courses and choosing materials for better pedagogical outcomes. It is relevant that learners' autonomy practices should be discovered before fostering autonomy in EFL (English as a Foreign Language) classes. Having viewed this niche in research on learner autonomy in the Myanmar EFL context and to fill the gap, a quantitative pilot study was conducted to explore Myanmar EFL learners' autonomy practices in learning English. The original questionnaire by Spratt, Humphreys and Chan (2002) was adapted and administered online. A total of 60 first-year and second-year English specialisation students from the University of Yangon participated in the pilot study. The results showed that the scales in the pilot questionnaire proved to be reliable in the Myanmar context as well. Learners were found to have a fair degree of autonomy in their English learning practices and act more autonomously inside than outside the classroom.

**Keywords:** autonomous language learning, learner autonomy, EFL, autonomy practices, Myanmar

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## Biographical notes

I am an English teacher at the National Centre for English language, which is cooperating with the Department of English from the University of Yangon, Myanmar. I am currently a second-year PhD student, studying in the Language Pedagogy Program at ELTE. My research focus is on learner autonomy in English language learning.

## Contributions of Body Modifications in the Corporeity of Students

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### **Abstract**

**Aim / rationale:** the school is a space for human formation that welcomes the plural diversity of cultures, including social uses of the body. In view of the growth of Body Modifications (BM) among young people and adolescents, they occupy the focus of the current study. Santin (2003), affirms the value of the body in the educational scenario, emphasizing that it is in corporeality that man is present. For Armstrong & Owen (2010) BM are a means of self-expression and construction of self-identity.

**Methods:** having as objectives a) to characterize the meaning of BM; b) understand the relationship between BM and the constructs of corporeality, self-esteem and body image, this study involving different methodological options, focuses here on the quantitative dimensions collected through a questionnaire survey, applied to 151 students (83 - 55% high school and 68 - 45% higher education), with closed questions using the Likert scale (1 to 10), the data being analyzed by descriptive statistics.

**Results:** the data of students with BM regarding the dimension of self-esteem say they are satisfied with themselves (Average = 8.49), understand that they have qualities (Average = 7.94), be proud of themselves (Average = 7.90), feel are valued equally with their peers (Average = 7.60). At the same time, they affirm the certainty of carrying out new / other BM in order to improve even more (Average = 6.67) and do not intend to discard the BM already performed / acquired (Average = 2.03 \* inverted value).

**Implications:** BM seem to occupy an important place in the formation of identity and human development, through contributions to the improvement of body image and self-esteem, demonstrating legitimacy to participate in the dialogues and reflections on personal and social development, as well as in the formation of family members, trainers, and managers.

### **Biographical note**

**Eveline Ximenes Tomaz**, professor at Vale do Acaraú State University-UVA, BR. PhD student in the Education Program and member of the CIDTFF - Research Center for Didactics and Technology in the Training of Trainers - University of Aveiro, with research on physical education, dance, body, corporeality, body modification.

## Quality Assurance in Chinese Higher Education

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### Abstract

With the development of society, strengthening the quality assurance of higher education and providing high-quality higher education services for the public has gradually become a topic of common concern in the world. China is a developing country with a population of more than 1.4 billion. It has always been an important task for the Chinese government to transform the huge population resources into rich human resources. The establishment of the quality assurance system of China's higher education is an important task at present and in the future for the development of China's higher education. In recent years, the scale of China's higher education is expanding year by year, which makes the conflict between "quantity" and "quality" of higher education. How to solve the contradiction and make the "quantity" and "quality" develop at the same time has become a topic of concern to the educational fields and relevant departments. China's higher education needs a scientific and reasonable evaluation method to evaluate its quality, so as to urge the development of higher education, improve the quality of higher education. Based on the above facts, this presentation will introduce the emergence and development of the quality assurance in Chinese higher education.

### Biographical note

My name is **Yang Yang**, from China. I just finished my Master degree in University of Miskolc in MBA. This is the first semester of my PhD. study in Eötvös Loránd University. My research now is on comparative study of the quality assurance system of higher education between China and Hungary. Apart from this, I had four years working experiences related with higher education. I used to be an administrative staff in Xi'an Kedagaoxin University for one year and then worked at Education Department of Shaanxi Provincial Government for over 3 years.

# Understanding the Lack of Female Leadership in Higher Education of Kazakhstan

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## Abstract

Kazakhstan has a unique history, which perplexes in interesting and conflicting societal expectations on gender roles. These norms echo in families, education and careers of women (Kuzhabekova & Almukhambetova, 2019). However, females are stereotyped from their childhood about their abilities to succeed in different fields (Almukhambetova & Kuzhabekova, 2020). Particularly, in Kazakhstan, there are existing conventions about women in STEM field or in leadership. Kazakhstani researchers explain the lack of female academic leaders as the perplexing complexities of traditional, Soviet, and Westernized neo-liberal expectations (Kuzhabekova & Almukhambetova, 2017). On the broader scale, international researchers who have looked at this subject has distinguished several themes that are relevant to female leadership. Those themes can be classified as individual (micro-level), family related (mezo-level), institutional (mezo-level), larger (macro-level) factors that affect women's decision to pursue leadership careers in higher education.

Hence, this study aims to understand the lack of female leadership in academic management in Kazakhstani higher education system by exploring the factors that influence Kazakhstani females' decisions to pursue educational leadership careers in higher education.

This research is significant because it proposes an empirical work, which involves data analysis related to female academic leadership that has not been completed before in the context of Kazakhstan. The study will contribute theoretically to interpret Western ideas in a different geographical context. The analysis of the research contributes to the development of gender policies to put in practice in Kazakhstan and worldwide. Multiple-choice questions survey will be an instrument for the quantitative study. Then, the interview protocol will proceed for qualitative data collection.

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## Biographical note

**Moldir Yelibay** is a Ph.D. student at Eotvos Lorand University in European Teacher Education and Higher Education Studies (EdiTE) in Budapest, Hungary. She holds MSc in Educational Leadership (with honors) and BSc in Mathematics (with minor in Communication), both degrees from Nazarbayev University (scholarship-based), Nur-Sultan, Kazakhstan. As Future Leaders Exchange Program Alumna, she studied the academic year of 2009-2010 in Healdton, Oklahoma, USA (Scholarship from American Councils).



Volunteer service awardee, former fitness trainer and a skincare store owner. Equal rights advocate, healthy life-styler, moral philosophy believer. A mother of a toddler.

## Exploring EFL Teachers' Beliefs Regarding the Malleability of L2 Learning Skills: A Qualitative Inquiry

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### Abstract

Mindset can be regarded as an established construct in cognitive psychology (Dweck, 2000, 2006); however, studying mindsets within the field of second language acquisition is still a relatively new phenomenon that needs to be investigated. Although the focus of the majority of earlier studies was centered around language learners' second language or foreign language (L2) learning mindsets (Lou & Noels, 2019; Mercer & Ryan, 2010; Ryan & Mercer, 2012), very little is known concerning the nature of L2 learning mindsets from the teacher's perspective. This is unfortunate given that teachers' beliefs regarding the malleability of L2 learning skills tend to manifest themselves in their professional approaches and therefore determine their classroom practices (Borg, 2003). Consequently, the aim of this study is to broaden our understanding of the concept, L2 learning mindset, relying on English teaching professionals' point of view. To this end, a small-scale exploratory study was conducted. Data were collected from five secondary school English teachers from Budapest, Hungary, and were analyzed inductively applying content analysis (Elo et al., 2014). Four main belief domains were identified to bear a strong association with the concept of L2 learning mindset, namely, the interviewees' beliefs related to the importance of effort, self-regulation, classroom learning, and outside class language acquisition. Based on the findings, most teachers' beliefs were identical across all the aforementioned domains; that is, generally, they believed that L2 learning skills are changeable. Nevertheless, in some cases, the respondents' beliefs showed variability across the identified areas. The implications of this research endeavor subsume the extension of our field's perspective on L2 learning mindsets as well as their potential importance in shaping classroom practices.

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### **Biographical notes**

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**Dávid Smid** is a PhD candidate in the Doctoral School of Education at Eötvös Loránd University, Budapest, Hungary. His research interests include the socio-psychological aspects of foreign language learning and teaching. He is writing his doctoral dissertation on Hungarian pre-service English teachers' motivation. He has taught at tertiary level in Hungary and Japan.

# Rethinking Teacher Competences and Diversity from Concepts to Concepts Using

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## **Abstract**

COVID19 pandemic is a big test for mankind, not the first nor the last. It has had a great impact on all areas and confirmed that the world is a community of shared future regardless of nationality, race, ethnicity, gender, language and culture. The longer COVID19 pandemic lasts, the more problems or issues are highlighted and the deeper reflection is required for all areas including education. Online-learning brings new challenges and opportunities to family, school, student and teacher. Teachers as one of the most important factors in education have to reshape themselves and their courses to help all learners including themselves to achieve better outcomes. Are the performances of teachers related to teacher competences? What are teacher competences? The concept of competences has been defined by different countries and organizations such as OECD, EU, P21 and has been researched for several years. This study does not focus on the concept of teacher competences, but focuses on the relationships between these competences and the effects of competences on outcomes. In addition, explore the measures of teacher competences. In spite of the step of globalization is getting faster and faster, the problems faced by countries are different, the severity and changing trend is also different. One work is classifying countries according to the problems they face and defining the level of the severity according to the countries they connect and interrelationship. The other work is analyzing the outcomes of using the concept of competences in different countries and organizations considering international diversity and the level of competences teachers have. The two work try to use CitesPace a software for visualizing patterns and trends in scientific literature to implement. The data comes from web of science.

## **Biographical note**

**Yali Zuo** is a university mathematics lecturer at Hebei Normal University for Nationalities in China, and a doctoral student at the University of Lower Silesia. Her research interests are teacher education, professional development, topology, mathematical modelling. She has been a university mathematics lecturer for 21 years since graduating from Hebei Normal University in 1999.