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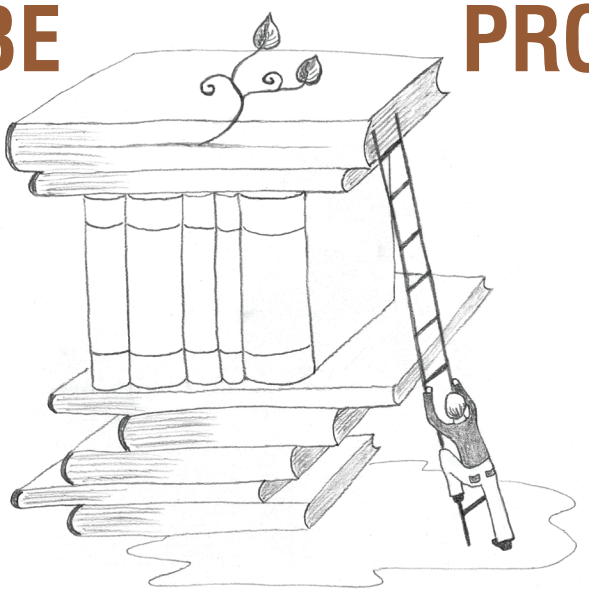
ÁGNES VÁMOS & SÁNDOR LÉNÁRD (eds)

TRAINING PROGRAMME AND ORGANISATION IN THE BOLOGNA PROCESS OF HUNGARIAN HIGHER EDUCATION: THE BABE PROJECT



RENEWAL OF TEACHER EDUCATION / GROUNDWORK

EÖTVÖS UNIVERSITY PRESS
EÖTVÖS LORÁND UNIVERSITY

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2014

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This book was published with the aim of conceptual preparation for the TAMOP project (TÁMOP-4.2.1/B-09/1/KMR) titled Country Cooperation for the Renewal of Teacher Education.

ISBN 978-963-284-534-0
ISBN 978-963-284-535-7 (pdf)
ISSN 2064-4884

EÖTVÖS UNIVERSITY PRESS
www.eotvoskiado.hu

Publisher: the Dean of Faculty of Education
and Psychology of Eötvös Lorand University
Editor-in-Chief: Dániel Levente Pál
Cover: Ildikó Csele Kmotrik
Printed by: Multiszolg Bt.

Contents

Introduction

This volume is the summary of a long-term comprehensive investigation of a bachelor training programme in Hungary, compiled in the sixth year of the Bologna process, in 2011. The antecedents go back to 2006, when the Institute of Education at the Faculty of Education and Psychology of ELTE linked an action research to the introduction of the bachelor training programme in Education, firstly, in order to prepare for performing the newly emerging tasks, and secondly, to contribute with longitudinal investigations to existing knowledge on how two-cycle higher education works, and on the functions of higher education in general. Between 2006 and 2011, the participants, along the research, got to know the changes taking place in higher education and in the institution running the training programme; they encountered the role changes of teachers, students, the world of work, research and institutions, the new tendencies of learning, teaching and socialization, and they also affected these as agents. Meanwhile, in 2010 the university began to revise its bachelor programmes, and in this work, the examined training programme was also included. In this case, the correction, which relied on the results of the period rich in research work, closed in 2010, and the renewed bachelor programme welcomed new students in the autumn of 2011. The period of development and its results became research subjects as well in 2011 in order that we understand the entire process. The scientific enquiry about the training programme, based on the initials of *Ba*chelor and *Be*vezetés (meaning *introduction* in Hungarian), is referred to as the BaBe research, whereas the complex process also including the development of the training programme is called the BaBe project.

Throughout the five years of the research, traditional and new questions also emerged, and their frameworks of reference also changed. Such were for example the questions what the learning outcomes approach and practice meant in everyday life, how the tasks and contents of training levels could be separated, how competence-based higher education can be created and operated, what learning and learning management mean, how far the elbow room of teachers reaches within an organization, and generally speaking, why students think and why organizations work the particular way they do. Today, the participants of the research have different views on the relationship between theory and practice, and scientific research and teaching than before. They perceive change, and assess the new stabilisation and tasks related to a training programme in a different way. In this respect, the action research brought outcomes on the system, the institutional and the personal level alike, and should not only be understood as a research following the Bologna process, but also as one inspired by the Bologna process.

The volume is intended to describe this complex reflective learning process.

It has to be kept in mind as a direct antecedent of the book that the 375 year-old Eötvös Loránd University, the leading research university in Hungary won support in the framework of a tender under the Social Renewal Operational Programme (TÁMOP-4.2.1/B-09/1/KMR) managed by the National Development Agency, for a project designed to enhance the quality of higher education and the promotion of university research. This made it possible to summarise, synthesise and publish the results of the action research in Hungarian and international context.

This volume contains nine studies.[1]

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[1] The Hungarian version of this book, which served as a basis for the English translation also contained a 10th chapter by Emese Szarka and Judit Szivák entitled '*Practical tasks in bachelor training*' (Chapter 8 in the original book: Vámos, Á. & Lénárd, S. (2012) (eds) Képzési program és szervezet a magyar felsőoktatás bolognai folyamatában – a BaBe-projekt (2006–2011). ELTE Eötvös Kiadó, Budapest.

(1) The first study by István Lukács and Ágnes Vámos introduces the characteristics of the bachelor training programme in Education, in order to lay the foundation of the next chapters. With this, the authors do not only write about the establishment of the training programme, but introduce the sources and documents defining its operation. They make an attempt to locate the training programme examined in the research in the National Qualification Framework. The title of the paper is *The Bachelor Training Programme in Education*.

(2) The study of Ágnes Vámos is entitled *Monitoring the Bologna Process at ELTE between 2006 and 2011 – the BaBe Project*. In this, the most important parameters and results of the research are presented, along with the most important concerns of scientific publication.

(3) The paper of Sándor Lénárd with the title *Teacher cooperation and learning organisation* analyses the relations between the research and the organisation, and within this, the behaviour of different actors amidst the Bologna process. Through retrospective reflection, the study presents two kinds of 'present tense': absolute present in which the research took place and relative present, in which the events occurring can be reassessed.

(4) The chapter written by Orsolya Kálmán and Nóra Rapos is titled *The development of a competency-grid and the study of its effects.* It focuses on one of the defining aspects of the training programme that is, learning outcomes. The authors introduce the process in which a research team and then an organisation starts to deal with competencies, but in addition to this, it is also described how the organisation comes to realise this task consciously.

(5) The chapter entitled *Learning in higher education* was written by Krisztina Gaskó and Orsolya Kálmán. This paper describes the specificities that characterise the learning of first-year students entering the training programme, and the opinions of the students participating in the training about the teaching, learning activities, and tasks. In close relation to this, they also examined what it means to deliver an introductory course in higher education and how the learning of students can be supported in the framework of this.

(6) In our view, a training programme can only perform its duties if it is informed about the motivations of students at the training programme, the difficulties they encounter and their well-being at the programme. This is not only important for the sake of quality policy, but may also mean assistance in the daily work of teachers. These topics are dealt with in the study by Gabriella Dóczi-Vámos, Krisztina Gaskó and Judit Szivák entitled *Student voice*, which summarises the results showing the opinions of students about the training programme.

(7) The mentor-system introduced in the Institute of Education at ELTE also served to support the students. With this segment of the project, the BaBe research exceeded its previously set limits, and undertook tasks not directly related to research-development. The reasons for this, the process and the results are introduced in the study of Erika Kopp, *Mentoring in higher education*.

(8) The process of how a training programme is renewed was analysed by Ágnes Vámos and István Lukács. Their chapter presents the aspects according to which the old and the new programme can be compared, furthermore, an additional dimension is provided by research results from foreign countries, on curricular and organisational level. The title of the paper is *Implementation process, analysis and renewal of a bachelor programme*.

(9) The paper of Ágnes Vámos entitled *Action research and reflections on science* is the final chapter of the volume. It explores the roots of action research and drafts its science historical dimensions and trends.

The *Timeline*, which can be found in the appendix of the book, is included to orientate the reader in the research. The most important technical expressions are explained in the Glossary at the end of the Appendix.

The authors of the book are internal researchers, the teachers of ELTE; some used to be students and are doctoral students today. The current versions of the texts were prepared for one year. This amount of time was needed, as we were lacking experience in the publication of action research. By now we can say that it differs from all kinds of our previous research publications. During the process of writing, there were several professional debates. It was not unusual that we had to make group decisions, because the result documented with scientific research and personal remembering did not correspond, or a certain piece of chain was missing from the process or its reflection. Already at the beginning we conceptionally declared that we relate to the publication of results as a learning community. This is why the chapters are works of the denoted authors, however, since it was a common effort, every author declares to be associated with each chapter.

Looking back at the past five years, we can see that during the research we struggled; we had distressing and elevating experiences as well. Now we see all this as learning, and relate to it as researchers.

We would like to thank Éva Szabolcs for encouraging the research as the head of institute, and also helped in refining the organisational aspects in several studies. Since the research did not have financing, it is important to mention that ELTE Pedagogikum was able to support a part of the research and a publication, and the TÁMOP 4.2.1. ELTE Research university project enabled us to summarise the results and compile them in a volume. We are also grateful to Gábor Halász, who made immense contribution to the research by highlighting its external aspects at the most difficult times, and who helped us improve the final version of the research report with his helpful reviewer's comments.

Ágnes Vámos & Sándor Lénárd

Foreword

The acronym 'BaBe' is familiar not only to those working in the field of research and training in education science in Hungary, but also to those who followed innovations in the world of Hungarian higher education. The 'BaBe' is one of the notable initiatives in Hungarian higher education. The reader of this book will come to learn the meaning of this acronym, the introduction of which is not the duty of the person writing the foreword. For now it is sufficient to know that what we are dealing with is a higher education initiative which has attempted to make learning and teaching in higher education more efficient *through the development of a specific training programme*.

People who are interested in the world of universities and committed to their improvement agree that, similarly to other areas, one of the most important sources for improvement is *innovation*. The higher education systems that support innovation in institutions can gain an advantage that cannot be made up for against those that are neutral, or even obstructive to it. It can best be expected from innovation concerning learning and teaching that the quality, efficiency, cost effectiveness and labour market relevance of education can be enhanced and that the often mentioned islands of excellence can emerge. Places where this is lacking can be characterised by the accumulation of unsolved problems, constant operational disorder, and the gradual erosion of services. The fiercer the competition between higher education institutions, the more valuable innovation will be: this allows institutions to hope that they gain a competitive edge over their rivals.

In the 2010 innovation strategy of the Organisation for Economic Co-operation and Development, which assembles the most developed market economies, the demand is explicitly worded that similarly to the other branches of the public sphere, the education sector should also have its own innovation strategy (OECD 2010), which should cover all subsystems of education, including higher education as well. Research works investigating the innovation processes of the education sector and professional initiatives which support the elaboration of the sector's own innovation strategy (Drótos 2005, Balázs et al. 2011) pay special attention to innovation taking place in higher education. In the policy of the European Union related to higher education and human abilities, innovation is given strong emphasis, especially the form of it, which contributes to the enhancement of the quality, success and efficiency of learning (European Commission 2010, Európai Bizottság 2011).

For the aforementioned reasons, the 'BaBe', being a successful, and, as it is demonstrated in this volume, well-documented innovation, which can be disseminated among others, deserves special recognition. It is a matter of interest not only for those involved in the discipline and professional field directly concerned here that is, education science and teaching, but also for those who show general interest in innovations concerning learning and teaching in higher education. The book in hand can also be regarded as an especially detailed case study of higher education innovation. It is the self-reflection of the professional community which initiated the innovation, kept it alive for years by continuous monitoring and evaluation, and made corrections and improvements on it based on the feedbacks received. This process and its introduction in the book is not only the story of the particular innovation, but that of the journey, the professional 'adventure' of an innovative professional community as well. By following this 'journey' and getting acquainted with this 'adventure' several features of the innovation processes in higher education can be revealed.

I became familiar with 'BaBe' some years before the manuscript of this book was born, at one of the annual national conferences of education researchers, when the initiators of this development, who are also the authors of this volume, asked me to react to the 'action research' they presented as a reviewer.

What I saw when studying this initiative more carefully impressed me very much. As I perceived it, it was a reform that exceeds the institutional and organizational frameworks of Hungarian higher education, which goes beyond the professional field concerned. It is the kind of innovation, which, in the professional literature dealing with planning and developing training programmes, is labelled as '*collaborative program planning*' (Donaldson & Kozoll 1999), or *'programme development in teamwork*' (Toohey 1999). This means breaking with the tradition of programme development often characteristic of higher education, in which the individual teachers plan their own courses with great freedom, and then these plans are linked up in a more or less mechanical way by someone, who is called the 'person in charge of the training programme' in the world of higher education in Hungary. This tradition does not take into account that the teachers participating in the development and implementation of a training programme have to form a professional community. The traditional approach does not expect teachers to cooperate intensively as a *learning community* or a *community of practice*, and gives up the unique innovation reserve possessed by communities of practice which are able to reflect continuously on their practice in an intelligent way (Lave & Wenger 1991, Hildreth & Kimble 2004, OECD 2005).

Readers of this book will see that the members of the 'BaBe' team, the authors of the different chapters have been forming a true community of practice, which has undergone continuous development throughout the years. As it is expressed in the introductory chapter, the members of this community, the participants went through a "complex reflective learning process". The *time factor* has played a crucial part in the mutual learning process aiming development; a process that is unfinished, and yet never to be completed. It is not accidental that the chapter referred to by the editors as the 'timeline' is an integral part of the book: it is a picture, which on the one hand shows the specific events and actions, and on the other hand, marks the major phases of development and level leaps, underlining the fact that certain things could only happen one after the other and were conditions to others. Time is a key element in the 'BaBe' story, which is the story of the common learning and development of a community of practice. One of the most important dimensions of learning is the dimension of time: some things can only be understood if we understand certain others without which these things would not have a meaning at all. This is also the case here. The story of the innovation triggered by the community is also the story of the inner learning of this community.

Nevertheless, learning does not only have a time dimension, but a *space* dimension as well, which in this case means the specific *organizational and institutional environment* in which the 'BaBe' team was established and has been working ever since. The community of practice elaborating and continuously developing the training programme has not been functioning in a vacuum, but in an organizational environment which strongly determined its elbow-room, by defining the resources available (including financial as well as human resources), fixing the formal regulations, and determining the field in which the ideas could be translated into real actions. Innovations cannot be understood without understanding the organizational environment in which they are born, and which can just as much be fertile soil for them, as the evocative of their decay. One of the values of this book is that it presents innovation in its organizational context, by addressing not only the question how this environment influenced the development process, but also the question how the process transformed the hosting organization itself.

In the world of constant development no step can be taken without *measurable data*. Innovation can only be regarded as positive, if it can be verified to achieve the improvement of quality, success and efficiency. The most important condition of verification is that it should be based on fact, primarily facts which can be gripped with measurable indicators in accordance with the criteria of validity and reliability. One of the remarkable virtues of the 'BaBe' is the respect for measurability: the initiators and implementers of the innovation process strived to obtain measurable data all along. This is why they refer to their initiative as *action research* that is, research in which the cognition and the transformation of reality are fused into one. They were simultaneously actors and analysts, the followers of their own actions by research, the beneficiaries of the research results in practice, and the modifiers of their practice based on their experience. The most effective communities of practice and learning organizations are the ones which can build evidence based approach into their own practice (OECD 2007). As I see it, the 'BaBe' can be regarded as an example of this. As well as an illustration of the point that the condition of successful innovation is frequent external feedback. The 'BaBe' community presented its 'product' at several Hungarian and international conferences, which could provide feedback for it. Communicating outward and receiving external feedback are preconditions to successful development. Most probably, this was one of the most important aims of this compilation as well.

The training programme which the 'BaBe' is about focuses on *education science*. In the programme there are students who would like to get to know this scientific field, and become its specialist. In order to understand the innovation process presented in the book, it has to be emphasized that the training programme renewed by the 'BaBe' teacher-researcher community does not serve teacher training, but the training of students who would like to enter the world of education science. The knowledge and the competencies the students of this training programme acquire make them learned professionals in education science, which means that they gain knowledge and skills for the practical use of which school teaching is only one of the potential arenas. They are introduced into the world of a scientific branch and research field, which can be characterised by rapid transition and which is going through paradigm changes as well (Halász 2010). It is important to see this context as well, in order to understand the nature of the innovation discussed in its complexity.

If we would like to put this innovation into a comprehensive category, then perhaps the most adequate label would be '*curriculum innovation*'. One of the specificities of this curriculum innovation is that it took place in a disciplinary field whose important subject is the curriculum itself. Thus, the curriculum innovation was done by a team, several members of which actually deal with the theory and practice of curricula. These are researchers and teachers from whom many are involved in the research of learning and teaching and are specialists in this field. The training programme they look after (BA in Education) is in part precisely about what can also be seen at the innovation on this programme. Maybe it is not far-reaching to compare it to the situation when the doctor has to go to the doctor, the lawyer needs legal assistance, or when the architect designs a house for him/herself. It is the specialists of the curriculum who form the curriculum, which, in the broader sense, is largely about curricula.

Finally, there is yet another element of the context which needs to be recognised by the reader and which is also often emphasized by the authors themselves. It is the *Bologna process* and the related higher education reform, which can be described as its implementation in Hungary. However, it is worth noting that the curriculum innovation, which was realized and which is introduced by the authors, could have happened independently of the Bologna process as well. We can meet such innovations in several

higher education systems around the world, among them some, which operate far from the European continent and are not influenced by a reform taking place in European countries. The Bologna reform is an important element of the context in which the 'BaBe' has taken place since it is about a training programme which can indeed be referred to as a new Bologna BA programme; however, this context should not distract our attention from the fact that curriculum innovations are natural components of every higher education system, and such initiatives can be regarded as natural phenomena in any higher education institution which strives to work better or gain competitive edge over others.

I recommend this book to those who are looking for the opportunities of reforming Hungarian higher education and are curious about what kind of unique forces supporting or hindering innovation are at play in the world of universities. I recommend it to those interested in reforms and changes taking place in higher education, and especially to those who would like to take a glance underneath the surface of the reforms, and would like to see what is happening in the 'deep structures' of the curriculum. This is where we meet the training programmes, the infinitely rich world of interactions between teachers, or between teachers and students, the numerous practical solutions of learning management, the world of learning and teaching, their environment, the classrooms or the places of practical learning, the institutional frameworks, the departments and institutions. I especially recommend it to those who, as leaders or members of development teams, or as teachers in training programmes, are interested in questions of programme planning and programme development, with special regard to the institutional background of these processes. And finally, I recommend this book to every person in a leading position in higher education, who would like to start innovation processes in their own institution and for this would need a better understanding of the preconditions to structural changes.

Gábor Halász

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CHAPTER 1
THE BACHELOR TRAINING PROGRAMME IN EDUCATION

ISTVÁN LUKÁCS & ÁGNES VÁMOS

Right from the outset of the BaBe-research[1] (action research on the implementation of the bachelor training programme), the compatibility of the structural and content-related aspects of the Bologna process and their relation to science were under scrutiny. During the first academic year (2006) we made an attempt at clarifying, in consultation with the representatives of the Ministry, what we were to prepare students for and where graduates would be employed. The failure of this meeting quickly showed us that the answers to these questions were up to us. The bachelor training programme has been greatly transformed since this event. The research that forms the basis of this volume demonstrates the excruciatingly exciting process whereby we obtained answers, posed new questions or were faced with different ones. At the time of compiling this volume, we felt it necessary to introduce to the reader the training programme whose behaviour we had put under inquiry. And since our attention cannot escape our own behaviour, we must admit that we are still asking the fundamental question: what is the position of this training programme within the system of qualifications? We are better off today in our quest for the answer, as in the meantime the National Qualifications Framework has been established.

This volume is based on the research conducted in the bachelor training programme in Education. The scientific classification of this programme is within human sciences, under the category label *education science*, as laid down in the annex of the government decree num. 169/2000. (IX. 29). The programme's equivalence according to previous legislation on qualifications and vocational training (based on the sections of Act LXXX of 1993 on higher education that govern the requirements of qualifications) falls under *the humanities branch*. The training programme is operated on the basis of the government decree num 129/2001. (VII. 13), regulating qualification requirements for training programmes in the humanities and in certain social sciences in higher education.

The training programme in Education is often confused with teacher training by people unacquainted with the field. The reason for this lies, beyond the name,[2] in the common disciplinary roots of the two fields. The instruction of pedagogical sciences has been linked to teacher training from the beginning, and the latter still functions as a programme within the social sciences. Teacher training, over the years, has differentiated according to the needs of the educational system, resulting in nursery-, primary and secondary-level teacher training.

The instruction of pedagogical sciences has taken place within various higher educational branches (philosophy, theology) since the 17th century. The implementation of the legislation on secondary schooling (1883) marks the occurrence of the first passages on teacher training and related subjects in the 19th century. At the beginning of the 20th century (1924), a separate bill was passed on the requirements for teaching qualifications, making it obligatory to attend the lectures of the Teacher Training Institute and to complete a year-long traineeship, instead of the examinations previously in practice. The differentiation and strengthening social role of public and higher education made the interactions between teacher training and the different disciplines accelerate. Among the training programmes of ELTE (Eötvös Loránd University of Sciences), the pedagogical sciences appear as a separate branch of the humanities, alongside the programmes preparing for a teaching career (nursery, primary and secondary teacher). From the 1950s and onwards a five-year university training programme existed, leading to the qualification of lecturer of pedagogical sciences, while from the 1980s

[1] The term *BaBe* is derived from the words BA (bachelor) and the initial letters of *vezetés,* the Hungarian for implementation (of a programme) – translator's note.

[2] A common synonym for the word *teacher* in Hungarian is *pedagógus*, which literally means *"pedagogue"* – translator's note.

a combined degree in Education became possible, in combination with teacher training programmes. The humanities training programmes have always incorporated international scientific and educational trends, while modern scientific approaches became widely practised and disseminated. Today, in addition to pedagogy, a training programme at ELTE is also devoted to andragogy. Both of these are education sciences; to put in simply, the difference between them is marked in the documents by the age of learners.

As for the relation of students to the training programme, in the 1960s and 1970s, the identity building of the training programme, owing to the small number of those enrolled and their low ratio in their respective age groups, followed the pattern of traditional elite training: conscious choice of career, willingness to learn, striving for scientific quality. Following the 1989-1990 political and economic transition, the increase in the number of students brought about fundamental changes.

1. THE FOUNDATION OF THE BACHELOR TRAINING PROGRAMME IN EDUCATION IN 2004

The bachelor training programme in Education was established in 2004 through the work of a consortium of seven higher educational institutions, based on decree num. 2004/3/II/3 of the Hungarian Accreditation Committee (HAC). The institutions were the following:

Name of institution	Head of institution
University of Debrecen	Dr. János Nagy, rector
Eötvös Loránd University	Dr. István Klinghammer, rector
Esterházy Károly College	Dr. Zoltán Hauser, rector
College of Nyíregyháza	Dr. Árpád Balogh, rector
University of Pécs	Dr. László Lénárd, rector
University of Szeged	Dr. Gábor Szabó, rector
University of Veszprém	Dr. Zoltán Gaál, rector

The justification for establishing the programme was formulated as follows:

> "Higher education institutions that are licensed for launching programmes in Education have been training graduates in large numbers in this field for several decades. The interest stems from the wide-ranging applicability and labour market value of the competencies acquired in the field of pedagogical sciences. Graduates of the bachelor training programme will become able to efficiently assist in the organization and implementation of educational and training tasks inside or outside the school system (training, further education, re-training), to perform operational tasks related to these activities in educational institutions, national authorities, local governments, professional service providers, among specialized staff of employment centres, non-profit institutions, social and religious organizations, and in educational enterprises. Their expertise can be utilized in organizing or administering pedagogical research." (Foundation decree of HAC 2004: 4)

In the proposal for license, the international examples of the training programme and the demands of the world of work in Hungary were described, as well as the period and the credit distribution of the training programme, the core training and the specializations. Since 2006, the training programme has been based on the output requirements prescribed by law.

2. THE DIFFERENCES BETWEEN TRAINING PROGRAMMES ACCORDING TO THE LEVEL OF TRAINING

Soon after the launching of the bachelor training programme in Education at ELTE in 2006, the question arose about what differentiates this programme from the post-secondary training programme for teaching assistants, already existing in the National Qualifications Register (hereafter NQR). Later on another question emerged about the correspondence between the scientific basis of the programme and labour market expectations, leading to the evolution of the master training programme in Education. In the meantime the PhD programme in Education continued to run, from 2010 in a renewed form. When re-structuring the previous system of post-secondary, tertiary and doctoral level a fundamental question has to be handled: how to differentiate the levels of pedagogical science instruction according to the requirements of the labour market? What do the graduates of one level need to know, what should be the content and outcome of each level, and how do these relate to each other? The ongoing research and development work in the field of pedagogical training programmes may assist in finding the answers. But first the different levels of training need to be enumerated.

2.1. NQR (post-secondary): Training programme for teaching assistants (1993-)

This post-secondary vocational degree can be obtained independently of the formal educational system.[3] The government decree referred to in the footnote declares that the objective of the programme is *"to train intermediate level professionals, who are able to perform tasks that do not require tertiary qualification, for working in grades 1 through 4 of primary educational institutions. Learners of the programme are expected to master the necessary pedagogical, psychological, hygiene and child protection competences, as well as knowledge on recognizing and developing children with special needs, so that they can successfully take the final examination at the end of the training year."* This programme remained under the same registration number and name (teaching assistant) in 2011. The description tells us about the completion of tasks related to the supervision, monitoring, and nurturing of children, participation in the organization of school and after-school activities, involvement in child protection measures, the marked monitoring of students at-risk or from highly underprivileged situations, the general emotional support of children, the assistance in day care activities, play sessions, student coaching sessions with teachers, the preparation of educational materials, and collaboration in running physical education, technology and library sessions.

2.2. Bachelor training programme in Education (2006-2010)

Taking the world of work as its basis, the bachelor training programme in Education positioned itself in the systems of public education and educational services, as laid down in the Ministry of Education decree num. 15/2006 (IV. 3.). The formulation of objectives suggests that the graduates of the programme can be expected to perform pedagogical support and assistance at a higher level and with different scope of responsibility than teaching assistants of the NQR programme. However, their identical name (in Hungarian) continued and still continues to make the differentiation difficult.

2.3. Master training programme in Education (2009-)

At ELTE the master programme in Education was launched with two specializations: early childhood and tertiary education; as of the 2010/2011 academic year, the specialization in organizational development is also offered for those enrolled at the evening course.

2.4. Doctoral programme in Education (1993-)

ELTE's School for Education Sciences operates the doctoral school with a broad, interdisciplinary approach. The school's objective is to *"enable students for the theoretical and empirical development of education sciences, to strengthen the scientific basis of national education policies based on international trends in education science and in scientific domains bordering with it. The existing and upcoming doctoral programmes will confront students with changes in the different scientific fields, with differentiation, with the emerging educational problems of a knowledge-based society, and will prepare them for the scientific routine of a chosen sub-discipline through giving a foundation in high-quality research and methodology skills. ELTE's long tradition in pedagogical training and research and its highly competent educational staff are the guarantee for a doctoral training that is internationally far-reaching, sensitive to problems, and always built around the interaction of research and training. This is greatly reinforced by the individual preparatory work of certain doctoral school undergraduates. The Doctoral School of Education endeavours to maintain its central role in training researchers in the field in the future as well. The sub-programmes of the Doctoral School of Education include: theory of education, andragogy, history of pedagogy, learning-teaching, special needs education, language learning."* (from the website of ELTE's Faculty of Education and Psychology, Doctoral School of Education, quoted in Sztrelcsik 2011: 22)

All the above indicate that on different levels of training, pedagogical sciences are taught with different traditions and objectives. Therefore the next question is the relationship of each level of training to the bachelor training programme under our investigation. As for this research, it seems high time to investigate the division of our field of science into different levels of training. In the so-called training hierarchy description, we start from the assumption that the difference is based on the different level of tasks one becomes able to perform for each qualification level. We also noticed during the research that alongside the world of work, the world of science also appears to be a stakeholder. Therefore we asked: how does each level reflect the transformation of pedagogical science to match social-economic needs, and how do these needs relate to the bachelor training programme.

[3] The decree num. 16/1994. (VII. 8.) of the Ministry of Culture and Education grants it training status according to the National Qualifications Register (OKJ 3413; Vocational training ID number: 86 4 3413 12 3 007)

3. THE PLACE OF THE BACHELOR TRAINING PROGRAMME IN EDUCATION IN THE NATIONAL QUALIFICATIONS FRAMEWORK

3.1. The levels of the National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) determines output requirements by 8 levels, borrowing the European Qualifications Framework's concept of learning outcomes and its structure (Derényi 2010; Falus 2010; László 2010). Competencies are described using elements of knowledge, skill, attitude, autonomy and responsibility. As regards "knowledge" and "skills", there exists a difference in terminology between international and Hungarian practice.[4] Attitude in the NQF is not only understood to mean affection towards an object, but also elements of opinion and behavioural intention: *"... favourable/unfavourable (positive/negative relation), judgment; opinion, views; intentions, aspirations."* (Temesi 2011: 36). Autonomy and responsibility, as opposed to the above, are not a constituent of competency, rather its characteristic. This description of self-regulation and self-control places competence in the dimension of dependence and independence, signalling that higher qualifications must reflect in independence and accountability. Describing learning outcomes using the tripartite system (knowledge, ability/skill, attitude/view) is the effect of the European convention followed by the National Core Curriculum and educational policy instruments in Hungary.[5] In comparison, the incorporation of autonomy and accountability into the system of national learning outcomes and into certain professional training and output requirements is something one would expect from the NQF.

As a consequence of all this, the NQF attempts to describe learning outcomes in a cumulative hierarchy using the 8 levels adopted from the European Qualifications Framework (EQF): *"The 8 levels of the system, taking into account the necessity of lifelong learning, aspire to implement a hierarchical structure where the differences between levels demonstrate a continuous development, and can be built on each other as modules. This principle is fully realised in describing knowledge, while it remains incomplete in the other areas. The vast majority of skills will have developed by the fourth of fifth level, followed by smaller degrees of development. This is even more palpable in the area of attitude, autonomy and accountability."* (Temesi 2011: 39)

3.2. Difficulties of comparing the NQF with the bachelor training programme in Education

The following levels of the NQF can be corresponded with the system of national higher educational levels:

- Level 6: bachelor training programme (BA, BSc)
- Level 7: master training programme (MA, MSc)
- Level 8: doctoral programme (PhD)

The levels that may be identified in the national educational system under level 6 will naturally depend on the training and output requirements defined for each level of our educational and vocational training system. In the field of pedagogical sciences, the bachelor training programme is preceded by the aforementioned post-secondary NQR training. In order to determine the level of the bachelor training programme, the preceding and following levels must be first analyzed. What makes this task harder is that, in the sources available, the descriptions of training for different levels are not identical.

It is often difficult to make correspondence between the general descriptions and the features of specific professions because of differences in terminology or lack of information, making it necessary for the authors to interpret the data. Not untypically, the descriptions are brief. Here is what we find after reviewing the base documents:

– The NQR contains a relatively detailed description of the training programme in terms of expectations from learners.
– The training and output requirements that summarize the expectations from learners in the bachelor training programme are made more accurate by a competency map compiled by our institute.[6]

[4] In Hungarian, the term *knowledge* (tudás) is replaced by *information/awareness* (ismeret). This latter is used in the competency system of ELTE's bachelor training programme in Education. *Ability* (képesség) is often replaced by *applied skills* or *skills*. In spite of the different terms, there is harmony across the content in the main interpretative framework. Information or knowledge refers to the content of the competence, while ability (sometimes applied skill or skill) mostly refers to the activities carried out in a given field.

[5] According to the formulation of the National Core Curriculum in 2007, competence denotes a "system of relevant knowledge, skill and attitude". The policy packages define competence as "the totality of knowledge, the ability to apply knowledge, and the attitudes needed to provide necessary motivation for the application of knowledge" (Szilágyi, Ildikó: *Kompetencia alapú oktatás. Előzmények, a fejlesztés folyamata*: w3.enternet.hu/csicserg/dokumentumok/Kompetencia_alapu_oktatas.doc)

[6] The paper of Orsolya Kálmán and Nóra Rapos titled '*The development of a competency-grid and its impact analysis*' deals with this issue in more detail in this volume.

– The master training programme has its training and output requirements, but without a detailed competency map.
– There exists no training and output requirements for the doctoral programme (therefore we compare the objectives with the corresponding level of the NQF).

In the discussion below we will attempt to harmonize the NQF with programme-specific elements, assigning concrete programme-level examples to the generic level descriptions.

3.3. A comparison of the NQF and the bachelor training programme in Education

3.3.1. The level below the bachelor training programme in Education (NQR); NQF Level 5

The NQR's programme trains for a position, therefore its formulations are concrete and detailed. It seems that the levels of the NQF and the NQR can be harmonized *(Table 1)*.

Table 1: *The key features of Level 5 of the National Qualifications Framework that differ from previous levels and their relationship to the National Qualifications Register's training programme*

NQF Level 5	NQR Teaching assistant training (post-secondary level)
The systematic knowledge of basic information, terminology and methods related to the field, which makes its long-term practice possible	Carries out activities at institutional level: Supervision, nurturing, assistance, substitution of absent teachers
Planning of tasks using cognitive, social and communicative skills, solving problems. Knowledge of self-development methods and their implementation	Active participation in educational and teaching tasks
A drive for quality work performance, commitment to innovation	Seeking and processing professional information using the computer
Independence and accountability in his/her own work and in the activities of group collaboration	Assisting the educational activity, participation in the supervision of students' class activity and in the evaluation of their results

3.3.2. The level of the bachelor training programme in Education; NQF Level 6

Based on the description of the bachelor training programme in the accreditation document, and compared its implicit competences to the general terms of Level 6 of the NQF, we may find identical elements in the area of skills and autonomy. The ability to formulate professional problems and to explore them theoretically and practically, as well as finding solutions partly independently but mostly in a collaborative and cooperative fashion are indirectly present in the accreditation document. This document, when defining content of general knowledge, could only rely on the requirements of the existing and operational full-time training programme in Education. It attempted to derive the bachelor degree level from this one, instead of the then still non-existent master training programme. This is why the resulting training content exceeds the competences formulated in Level 6 of the NQF on several counts. Seven modules in the core subject grid of the bachelor training programme in Education accredited in 2005 are only identifiable within the wider pedagogical scientific programme requirements of level 7: philosophy has become an independent course, three courses are tackling primarily sociological matters, and each of the following was dedicated one course: cultural studies, communication theory and cultural anthropology. Four courses (120 credits in total) are looking at the methodology of pedagogical research (using empirical methods relevant to the field), taking students from theoretical foundations until application in real-life research (the course descriptions of subjects related to research methods enlist a 17-item reading list including obligatory and recommended reading).[7] The list of background literature justifies the observation that the description of the training programme (level 6) includes the next (level 7) as well: in the first two years of the three-year bachelor programme a total of 210 items are studied either as obligatory pieces or as part of the recommended corpus, with a further 62, 43 and 37 items for the three specialization tiers.[8]

The inquiry into the world of work, especially since it had to design a level of the programme that has not existed before in practice, has gone from simply identifying the demand to generating it as well. It could not directly show, however, which knowledge systems should form the basis of the BA programme from the content of pedagogical sciences.

[7] The instruction of research methodology too early and the high quality quantitative approach made students shy away from doing research in Education, leaving the research methodology specialization an unpopular choice.

[8] The documentation of the accreditation in 2005 does not distinguish between obligatory and recommended reading, the courses are enlisted under the same heading. The items in the reading lists are still substantial: 272 items in the pedagogical research assistant tier (bachelor programme included), 253 items for pedagogical assistants, and 247 items for teaching assistants.

Level 6 of the NQF can be identified with the bachelor training programme in the following points, based on examples of the training and output requirements and the competency map *(Table 2).*

Table 2: *Key features of NQF Level 6 in which it exceeds previous levels and their relation to the bachelor training programme in Education*

NQF Level 6	BA in Education: training and output requirements	BA in Education: Competency-grid
"This level is characterised by the comprehensive knowledge of information and relationships within the field, being acquainted with different theoretical approaches and the terminologies based on them, and by being able to apply specialized cognitive and problem-solving methods	The candidate has an overview of the pedagogical processes and is able, with guidance, to participate in performing pedagogical tasks in the context of public education	Recognising, exploring analyzing pedagogical phenomena and problems, using a scientific approach
In order to identify and explore, both in theory and practice, routine professional problems, one must be able to independently digest relevant literature published in print or electronically, to think analytically and synthetically, and to evaluate appropriately	Under professional guidance, candidate assists the processes of planning and organization, participates in the development of pedagogical programmes and evaluation systems	Supporting pedagogical developments, innovation, development projects in communities, organisations
Concerning attitudes, this level requires the acceptance and credible representation of the values coming from the social role of the profession	Candidate is capable of solution-oriented thinking and can critically evaluate the activities completed	Accountability for the support of personal development in different social, cultural and economic contexts
Professional questions, problems are resolved individually or in cooperation with others, with individual accountability and in accordance with professional ethics	Highly developed abilities to cooperate, create and communicate	Collaboration and organising actions together with other actors in the community, society

The level above the bachelor training programme in Education (Master); NQF Level 7

The main feature of level 7 is interdisciplinary and the ability to implement the empirical methods relevant to the scientific field *(see Table 3).* According to the literature review, the master training programme lacks interdisciplinarity, and could include the requirement on the "social aspects of problems in school..." *(see Table 2, line 1),* which is currently at bachelor level (NQF level 6).

Table 3: *The key features of level 7 in which it exceeds previous levels, and the description of the master training programme*

NQF Level 7	Objectives of the master training programme in Education
Interdisciplinary approach, connecting field-specific knowledge to neighbouring fields of science	
Applying empirical methods relevant to the scientific field. Foreign language skills for acquiring new knowledge.	Candidate can explore Hungarian and foreign language information sources. S/he performs tasks in line with research methodology competences, while preparing for the doctoral programme
The development of a professional identity, a calling	A character that aspires to develop and abide by values, goal-oriented
Partnership and equal terms in cooperation	Individual creativity, problem-solving skills and the ability to cooperate and integrate into the community

Two levels above the bachelor training programme in Education, the level after the master training (PhD); NQF Level 8

On level 8, the dominant feature is the preparation for scientific research and nurturing talent, as well as scientific administration and management. The description of the doctoral programme is in some cases more global, not separable, and there is no correspondence with the last NQF element *(Table 4).*

Table 4: *The key features of level 8 in which it exceeds previous levels, and the description of the doctoral programme*

NQF Level 8	Objectives of the Doctoral School of Education
The research of a sub-topic with view to completeness, discovery of new relationships	The scientific treatment of a chosen sub-discipline, using one's high-quality research methodology competences
Creative abilities for developing new approaches	Development of the skills for the development of pedagogical sciences in theory and practice
Professional calling for seeking out new paths, acceptance of the need for commitment	
Leading role, accountability and initiative-taking behaviour in problem-solving, skills for verbal reasoning on equal terms if necessary	

In sum, studying levels 5 to 8 has illustrated a certain unevenness, and as the levels progress, the degree of elaboration diminishes. In other words, the more complete and nuanced the instruction of the science becomes, the less explicit the output points can be. This is explained by the fact that in certain areas the higher the training level, the less is it geared for a specific task or position. It is still a question how a knowledge construction characterising a science can be 'discriminated', differentiated, and brought into agreement with the logic of learning. It is also a question what makes it difficult or easy to take into account the demands from the world of work, and what agents play any role in the process leading to uniform output requirements on national or European level. Now, the question how a training programme 'behaves' at the beginning of the Bologna process is to be discussed in depth in some of the following chapters of this volume.

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CHAPTER 2
MONITORING THE BOLOGNA PROCESS AT ELTE BETWEEN 2006 AND 2011 – THE BABE PROJECT –

ÁGNES VÁMOS

In 2005, I took part, along with several lecturers of ELTE Faculty of Education and Psychology, at a conference of the Ministry of Education and ELTE, which was organised as a preparatory event of the introduction of the Bologna system in Hungary. The presentations were about the international antecedents and national aims of the new two-cycle structure and training philosophy, and the functions of training programme development and higher education in general. Since I had participated in education policy development before, I was very much interested in the changes taking place in higher education. Researching system innovations related to history of education, I could see how certain decisions influence the evolution of a given area; therefore, in 2005 I felt lucky to be part of such a far-reaching process. During the consultation following the presentations, it became clear to me that policy makers make the same mistake that they are indulged in the conceptual work and the launching of the innovation, however, they do not make plans to support and monitor the operation. Our institute showed interest in these matters. As the Bologna process started with the BA training programme in Education at our institute, we designed research related to its introduction. The BaBe[1] research project was launched in a few weeks. This became the foundation of a large-scale research-development-innovation work in the period between 2006 and 2011, which is ultimately called the BaBe project. [2]

1. INTERNATIONAL RESEARCH ON THE BOLOGNA PROCESS[3]

Higher Educational institutions were not only affected by the Bologna process concerning its implementation, but they also became interested in the examination of the process. A part of these works investigated topics which were similar to the ones explored in the BaBe project, such as curriculum development (Torraco, R. J.& Hoover, R. E. 2005; de la Harpe & Thomas 2009) and supporting the learning of students. [4] There is an extensive volume of literature on mentoring (Ehrich & Hansford 1999; Waters 2003; Bordes & Arredondo 2005), on applying the portfolio (Mestry, R. & Schmidt 2010), on organizational development (Hatala & Gumm 2006), and on research related to students' voice (Asmar 1999; Li & Campbell 2009; Hawk & Lyons 2008; Jagersma & Parsons 2011). Nevertheless, such a complex action research as BaBe, which integrated and innovated the above mentioned research topics and some others as well, can scarcely be found. The research of Taylor and Pettit (2007) can be regarded as one, because it investigated similar topics to the ones dealt with in the framework of the BaBe project. Both projects had a strong intention to involve the students in the research process, and both deal extensively with the learning process during the action research. Perhaps the difference is that in the former the social change achieved can

[1] See: BaBe Action research on the implementation of the ***Ba***chelor training programme in Education.

[2] The list of the most important special expressions can be found in the Glossary attached to the 'Timeline' chapter.

[3] Information for this sub-chapter was provided by Gabriella Dóczi-Vámos.

[4] Issues related to the higher education experiences of first-year students and of the transition from secondary school and higher education can be found at McInnis (2001). One of the largest collection of resources connected to the topic is the *National Resource Center for the First-Year Experiences and Students in Transition.* http://www.sc.edu/fye/

be seen as an outcome, whereas in the case of the BaBe project it is the training programme innovation.

If we look at a few university websites from the point of view of the Bologna process, it can be observed that many institutions are inspired by a strategic approach. On the web page of Cardiff University[5] we can see that in the academic years 2005/06 and 2006/07, the institutionalization of the Bologna process was a strategic priority. Within this, there is a strong emphasis on getting to know certain elements which can be derived from the Bologna reform, and on wording tasks on the institutional level, which need to be undertaken and which are applicable to Wales and the United Kingdom in general. They established a Bologna-team, whose tasks were to collect and disseminate the necessary information. For example, the team delivered seminars on the topic, where they also invited *Stephen Adam*, the Bologna-expert of the UK, who made suggestions related to the following areas:

What does a university need to do, to function well in the Bologna system?

- Elaboration of a strategic declaration + institutional commitment (according to the Europe Unite2007 survey, 40% of the institutions in the UK have a European strategy) + an execution plan and resources assigned to the objectives;
- Dissemination of information, encouragement of the development of professional expertise on the part of employees. It needs to be examined whether the qualifications of the staff meet the requirements of the 21st century;
- Choosing strategic partners within Europe, finding partner universities;
- Revision of the curricula from the point of view of European interests;
- Developing bilateral master programmes, similarly to the already functioning ERASMUS system, and the consideration of issuing of a diploma supplement for the further development of the EUROPASS programme;
- Consideration of commonly supervised PhD training programmes and of European research funding opportunities;
- The acceptance and support of large-scale teacher, student and programme mobility.

Elsewhere, for example at Queen's University Belfast, a Bologna team was also set up in 2007/2008, whose members were dealing with the implementation. Not as a research task, they examined how much they managed to achieve the Bologna expectations.

[5] http://www.cardiff.ac.uk/regis/ifs/bologna%20/the-bologna-process.html and http://www.cardiff.ac.uk/regis/ifs/bologna%20/cardiff-university-bologna-process-seminar.html

In the following, the Hungarian situation of the Bologna process is to be introduced, through a training programme of an institute of a higher educational institution. Information for this was collected in the framework of an action research. This chapter and the entire book are dedicated to this issue.

2. QUESTIONS RELATED TO THE SCIENTIFIC DESCRIPTION OF THE BABE PROJECT

Action research does not have a long history in Hungary; it is not a widespread approach. It is also a consequence of this that as much as it is expected today that empirical research is presented in a given format and logic, it is less known how this should happen in case of action research. Due to these circumstances, in the present study it needs to be addressed how action research and its scientific publication are related.

We encountered this problem during the preparations of the BaBe volume. This is when it became clear that we cannot apply the genres which work elsewhere. It was also characteristic of writing the other chapters of this book that we did not only learn during the research, but while writing the chapter describing it as well. Owing to its character, this chapter was the most fruitful during its final preparation; we came to realize that the action research which serves as the basis of the BaBe volume is unique not only in its conducting, but in its description as well, and that the description also re-interprets the research in a retrospective manner.

2.1. Standards of scientific writings on action research

From the rich international literature, relying on the works of McNiff *and* Whitehead, and especially on their book entitled *Doing and Writing Action Research* we could see that the publication of action research is similar to that of the case study or of anthropological research, while also including elements characteristic of empirical research. However, as action research projects can be diverse in terms of their objectives, processes and types, there are / can be also differences regarding the ways the results are presented. In addition to 'allowing' these differences, just as in the case of any scientific publication it is a fundamental requirement (1) to generate knowledge, (2) to have proven validity so that the results do not appear as the opinion of the writer, and (3) to present the importance of the research. Apart from these standard academic requirements, the specific features of action research are the following: (a) the description of action research is that of

a story, a real life chronology, (b) the story is the history of improving learning and practice and of the effect on social conditions, and (c) the story has to be critical, the validity of it must be demonstrated, including the evidence showing that what has been written down is what actually happened. The best descriptions are able to show the deconstructive processes in attitudes and beliefs, which occurred in the minds of the authors during the research[6] (MacNiff & Whitehead 2009: 25).

2.2. Further aspects; specificities in the studies of the BaBe volume

The studies of the BaBe collection took the standard requirements of scientific publications as a basis and complemented these with further aspects. The BaBe project, as it may unfold later on, is an action research based implementation, a consciously designed developing and monitoring activity; therefore, the studies about it were prepared with the following considerations. (1) The description of the research should be delivered in a way that by getting acquainted with the given case, the Reader can also learn about its more general characteristics. (2) The description must include the context and objectives of the research and the reason for which the research team found the given problem appropriate for research. (3) The circle of participants and the field of the research must be introduced and it must be indicated how these are related to the subject of research. (4) In addition to the quantitative methods of data collection, the gains resulting from the status of observer, participant and researcher are also indicated, in order to clarify what are the results derived from the research. (5) The process is described in the most detailed way possible, to make the Reader understand the significance of the specific event/detail in the entire research. (6) Evidence underlining the validity of research is presented. (7) We tried to minimize the use of first person singular to avoid the impression that the text is not based on research findings but personal opinion. At the same time personal reflections can and at times must be allowed, so that the Reader can also live through and become part of the events.

The present chapter it is intended to provide a foundation to the other chapters of this collection of studies by introducing the general parameters of the research according to the aforementioned criteria. It must be emphasized that (a) our action research is identified by a given scientific paradigm through self-definition; (b) it is unique in its description; (c) in order that the findings are beneficial for others, we do not only present the primary results of the research, but voice our related concerns as well, furthermore, the learning process accompanying the research is also described; (d) not only the BaBe project, but also its description can have general learning points.

In the further chapters about the action research there are features, (i) which inevitably belong to the very essence of action research, and others, (ii) which could have been overlooked if we had been aware of them at the beginning of the research.

Inevitable attributes of describing action research:

– 'Research' and 'development' comprising the essence of action research and their cyclic nature make it difficult to differentiate between causes and consequences. This problem is complemented by the specificity of action research that is, the outcome of a certain story can also be the outcome of another, or, as a matter of fact its starting point as well. The BaBe volume aims to assist the Reader with intra-references to understand the relationships between the chapters in terms of their content and logical structure.
– Action research intervenes in a 'reality' of great complexity in itself from a *researcher's* attitude, with the investigation of perceived events, to *improve the course of events* and to correct potential flaws. In the continuity of time the stories become intertwined. It is the BaBe volume, which, through its individual and collective narratives, created the separate 'histories' of an otherwise consistent world of phenomena. It provides the structure of chapters, which however is an intentional accentuation based on only one certain logic. The Reader is guided by the Timeline attached as an Appendix to connect the parts and the whole.

Difficulties of describing action research:

– The viewpoints of the events are those of the 'participant I', the 'researcher I' and the 'narrative I', and the differences between them, or the depths of their differences could not be addressed properly by all the authors. In the certain studies these differences were not or could not be equally expressed verbally. The present volume aims to help the Reader in a way that the *research* part of the project is clearly indicated and the *narrative I* was moved to the beginning of the chapters and is separated with *italic* fonts.
– Authors of the individual chapters created a segment as their own story, thereby presenting their own 'BaBe-identity' as well. As a consequence of this, their own self-interpretation and the interpretation coming

[6] "In literary studies, deconstruction means that seeing a text representing a reality 'out there' shifts to seeing the text itself as a construction of the author's thinking, so 'reality' itself becomes problematic (Norris 1989). When a text demonstrates the capacity to reflect on itself, it has ironic validity (Lather 1991). The best action research reports demonstrate this capacity."

from the BaBe research team are not always presented in adequate proportions. In case of a distance between *participant I* and *researcher I* it happens that the previous is the dominant one. Therefore, although the BaBe collection presents the BaBe project, the studies may represent individual viewpoints, which might not be shared by every research team member or author of the BaBe volume.

In the following, firstly the research constituting the basis of the BaBe project is introduced, and then the relationship between the research and the project is described.

3. ANTECEDENTS AND CIRCUMSTANCES OF LAUNCHING THE BABE PROJECT

3.1. Higher education context of the research

The system innovation known as the Bologna process has triggered changes in Hungarian higher education, in terms of structure and content alike. In the background of the transition to two-cycle training there were causes and demands taking shape for a long time, such as (1) enhancing the competitiveness of the European region; (2) strengthening the relationship between education and the labour market; (3) managing a kind of re-channelling of the masses in higher education (Kozma 1998, 2010); (4) encouraging European level mobility; and (5) tasks related to the programmes supporting the latter (especially through the establishment of the European Qualification Framework – EQF). As it was expressed by Ildikó Hrubos, the intention of the initiators was that higher education finds its new social functions (Hrubos 2000, 2010).

Today it is a well known fact that compared to other member states of the EU the reform process has been accompanied by more difficulties in Hungary. Partly because the reform coincided with the radical increase of student numbers in higher education (which was an especially large-scale one in comparison with the period before the 1989-1990 political and economic transition), and partly because it also coincided with the structural and management changes following the 1989-1990 transition. In the 2000s, updating the contents took place as well, for example, curriculum development from European finding (see HEFOP in 2005), which absorbed a considerable amount of intellectual resources and created a feeling of overcoming the difficulties. On the one hand, the burden resulting from the increase in numbers was unequal and on the other hand, new higher educational institutions 'drained' the increase for a while. Thus, neither on system, nor on institutional level was it typical that the problems which actually brought about the necessity of the Bologna process were directly faced. Due to this, and also to the speedy introduction, higher education was not ready to accept such a major change; the situation brought different reactions from different stakeholders. The objective of this study and the entire volume is to show the reaction of the Institute of Education at ELTE, where the BaBe research took place, and the 'behaviour' of a training programme from the time of introduction until present day. The concrete example of an organization can reveal the changes occurring in the different layers and also the less visible elements of the organizational culture, which contribute to the actual answers from depth. Following the functioning of a training programme demonstrates how it can react to new challenges, to expectations concerning the support of learning, and how the new learning management evolves in the intersection of plans and goals. Furthermore, the relationship between the two subjects, namely the training programme and the organization responsible for it is also revealed. The research-based monitoring of the process brought about the improved functioning of both the programme and the organization, and the learning of all participants.

3.2. The institution accepting the Bologna process

Any training programme can only come into existence in a given institutional environment and by adapting to the specificities of the institution. The functioning, the opportunities and the limitations of the programme are all defined by its environment. *"Works of history of science oriented by the sociology of knowledge (e.g. Simon 1977; Stichweh 1984; 1990a; 1990b; 1993 – quoted by Németh 2001) see the institutionalization of a given discipline, the establishment of its independent university departments and its inclusion in the system of academic sciences taught at university as typical features of a modern branch of science."* (Németh 2011: 213) In the nearly four hundred-year-long history of ELTE, the intellectual, science and organization history of education science was elaborated by András Németh (Németh 1997, 2000, 2001, 2002, 2005). To unfold the topic of the present study in a proper way, it is necessary to overview the history of the organization behind the examined higher education programme. This is so, because the history of the given science in the system of sciences and the history of the university department as an 'institution' in the institutional history of higher education provide a special environment to the higher education reform at the beginning of the 21st century.

Pedagogy, after its divergence from philosophy and theology, is still a relatively young science, whose first appearance dates back to the 19th century. Its organizational establishment at the Faculty of Humanities

took place according to the traditions of that time. Also, according to the traditions, the leaders of the programme were the most excellent scientists of the period. At the period before and after the 1989-1990 political and economic transition the location of the department changed several times, and its operation and the stabilization of organizational culture was further hindered by some structural mergers. The last moving brought about structural transformations again. Several organizational units were separated, and previously separate organizational units were united. The current position of the Institute of Education was established in the faculty structure of ELTE in 2003, under the umbrella of the Faculty of Education and Psychology. With the 2005 completion of the process the number of the members of the Institute of Education tripled and a change in the management also took place.[7]

Drives for innovation (2002–2006)

Between 2002 and 2005 at the predecessor department of the Institute of Education a group of teachers began to show more and more interest in developing the quality of training (see Chapter 3). At this time they were dealing with large numbers and age groups within the framework of the teacher training programme, therefore many of them could sense its functional anomalies. Some of these teachers decided to take definite steps and formed different self-organized 'committees', still at the time and headquarters of the former department. The activity there had community building and professional influences on the participants. The results were born but the committees failed to capitalize on them, which was attributed by the group to the rigid structure of the institution, the passivity of the management and the general disinterest in the results and in the efforts for improvement. Efforts for the more efficient operation of training programmes, stronger cooperation and quality education remained small group actions; the forms of quality control of trainings at the Department of Education Science had not taken shape, and the organizational traditions of the reflective management and development of training programmes were especially lacking. The changes occurring in the teachers' way of thinking and communicational patterns got stuck at the level of organizational subculture and could hardly become an organic part on the level of the institution and its latent strategy.

The demand for change finally manifested in 2005/06, owing to the acceleration of the Bologna process in Hungary, when a group of leading lecturers launched an unexpected development to elaborate the qualification requirements of teacher training and to compile the teacher competencies. This was eventually summarized in an ELTE working paper and became one of the sources of the Ministry of Education decree (MoE Decree No. 15/2006) to be drafted later on. This top down development used the organizational capacity professionally, but did not have a tangible effect on the organization itself.

Immediate circumstances of the introduction of BA programmes (2006)

Academic year 2005/2006 was closed in the Institute of Education at its new location and with a new leader in a way that it was well aware of the transition to the Bologna system, but less informed about what this actually meant. As a training programme owner, the responsibility of the Institute first activated in connection with the training programme in Education, since here immediate decisions had to be made. Few people were aware of the fact that the training programme of the majors underwent considerable changes and that not only did the division of the former Education major take place, but a bachelor training programme was also created.

Teacher training also changed, but the new type of teacher training only gave teaching duties to the staff of the Institute of Education a year later. Difficulties were not smaller in that case either as the entire system was transformed conceptually (Hunyady 2011), but the one year difference meant enough time for preparation.

In both cases, the "new" knowledge belonged to those who undertook the training programme development tasks, which were in both cases the people in charge of training programmes and others delegated in the consortium. The consortial cooperation created the opportunity for synthesising the best knowledge elements in the level of the training programme; however, since it was not complemented by an implementation plan, the quality of

[7] In the 20th century department heads were *Ernő Fináczy* (1901-1930), *Lajos Prohászka* (1937-1949), *György Ágoston* (1952-1959), and *Sándor Nagy* (1959-1981). Towards the end of the 20th century, under the management of József Szarka (1983-1990) the Department of Education moved from the Pesti Barnabás Street building to the Ajtósi Dürer Street building, and then from this place it was moved again under the leadership of *István Bábosik* (1990-1998 head of department, 1998-2005 director of institute) to Kazinczy Street. During the former relocation, the pedagogy departments of the Faculty of Humanities and the Faculty of Natural Sciences of ELTE were united under the umbrella of the Faculty of Humanities and carried out the teacher training tasks of the university as an integral organization from 1991. With the change of faculty structure at ELTE (2003) the Faculty of Education and Psychology formed its organizational structure in a two-year process. First from the Department of Education of the Faculty of Teacher Training which had been operating in the Kazinczy Street building, the Centre for Teaching Methodology was founded, which was then joined by the formerly independent Department of Cultural Management, whereas the School Psychology Group seceded and was incorporated in the Institute of Psychology. After this the Centre for Teaching Methodology was dissolved and its teachers were integrated in the organization coming from the Faculty of Humanities (2004), and the Institute of Education was established. Today its organizational setup is as follows: Department of Applied Educational Theory, Department of Andragogy, Department of Teaching Theory, Department of Education History, Institutional Centre for Higher Education and Professorat of Education Theory. The Institute of Education operates a doctoral school. The head of the Institute is *Éva Szabolcs* since 2005, who is also the leader of the Doctoral School since 2009; the number of the teaching staff is 43.

realization depended on the individual differences between the launchers of programmes, including the dissemination activity of the people in charge of the programmes in their delegating institute.

At the beginning of the academic year most of the teachers at the Institute of Education were working in the old, former training programme. The new training structure and curriculum were little known by those assigned to courses in the new training programme. Those teaching at the BA programme could sense that the lack of knowledge concerns all parts of the teaching work from the objective of teaching to its evaluation: there was a vague picture of the character of the BA programme, the training and output requirements or other relevant documents of higher education were not well known. Teachers could see the future until the end of the semester, while students not even that long; uncertainty was prevalent. Teachers who got in contact with students could not give answers to questions related to the continuing of studies or to entering the world of work. Even so, these problems concerned only a few of the lecturers, so neither the lack of information, nor the hasty education management managed to reach the stimulus threshold of the teaching staff. However, the situation came about that many of the teachers with the previously mentioned group identity were assigned courses at the BA training programme in Education, who were committed to improving the quality of teacher training and open to the new forms of teacher support to students. The newly appointed head of the Institute of Education channelled the problem sensitivity into an institutional research, which became the BaBe research.

The BaBe research and the introduction of teacher training

In 2006, parallel tasks emerged: (1) to see off the students of the former training programmes; (2) to introduce BA programmes; (3) to prepare the introduction of the master programmes; (4) to prepare and launch bachelor and master specialization tiers. While before 2006 only two training programmes were delivered, between 2006 and 2010 seven new programmes were launched: two BA, and two specializations within them, 2 MA, and three specializations within them, three teacher programmes and three modules (Leisure organizer, Child and youth protection, pedagogy teacher. These tasks occupied incredible organizational and intellectual capacity in every new semester: new courses, new learning management, new exams. The timing and operation of the training programmes is summarized in *Table 1.*

Table 1: *Different training programmes at the Institute of Education of ELTE between 2006 and 2011*

Academic year	Old Education major outgoing	BA in Education full time	BA in Education part time	MA in Education Science full time	MA in Education Science part time	Old teacher programme outgoing	BA preparing for MA in teaching	MA in teaching full time	MA in teaching part time
2005/2006	old					old			
2006/2007	old	new	new			old			
2007/2008	old	new	new			old	new		
2008/2009	old	new	ceased		new	old	new	new	new
2009/2010	old	new		new	new	old	new	new	new
2010/2011		new		new	new	old	new	new	new
2011/2012		renewed		new	new	old		new	new

The new tasks emerged parallel to the expansion of higher education. To the BA training programme in Education an annual 50 people were accepted from 2006, and a similar number were accepted to the MA programme in Education Science, while the number of teacher trainees remained at several hundred on a yearly basis in both full time and part time training. On the latter, in the 2006/2007 academic year there were informational events organized for the teachers at some faculties and institutes: in addition to familiarizing them with the training structure, the content of the training was also introduced and analyzed, teachers of pedagogy and psychology courses participated at common meetings, and discussions with the colleagues teaching subject methodology were also started. The Faculty held several conferences as well on the training structure of the Bologna process.

The BaBe research team encountered the students and their doubts in the BA phase of teacher training. From time to time, aspects and efforts of the research on the BA training programme in Education flowed to the considerations on teacher training, including the analysis of the situation. We investigated the informedness of students enrolling in BA courses required for the MA teacher training programme about their studies, their considerations about the choice of profession and institution and the set of their pedagogical attitudes in two consecutive years. As part of the BaBe research, we examined how much the bachelor programme provides a foundation for the courses at the master programme. This part of the research is not dealt with in the present collection of studies.

4. SELF-DEFINITION EFFORTS OF THE BABE RESEARCH AND THE RELATIONSHIP BETWEEN THE BABE RESEARCH AND THE BABE PROJECT

In 2006, at the beginning of the research the research team faced the need for choosing a paradigm. We made exploratory work about action research, its functioning and methodology in order to be able to decide whether the research can be identified as action research and the participants can identify themselves as 'action researchers'. It was clear that in lack of financial resources the involvement of an external observer or supervisor was not possible, and the research team's demand for intimacy also strengthened internal participation. The aforementioned lack of research funds provided the researchers with relative independence, as the research was not ordered by anyone and had no expected outcome. However, this forced independence took its toll at the end. As we see, it was exactly the lack of funding which eroded the conditions of research in the team. Suggestions of the research team referring to the correction of the training programme, teachers' cooperation, the support of students and organizational operation and based on the results of the action research faced legitimacy problems; although the new group of students were also investigated, no research power remained for other areas. The research team gained momentum again in 2009, when the BaBe research was presented at a Tempus conference, but on this occasion the action research aspect was only carefully expressed, and more emphatic were *practice-oriented reflectivity* and *research-based development*.

In 2011, at the time of compiling the Hungarian version of this volume self definition became necessary again. Therefore the results of the research starting in 2006 and finishing in 2011 were put to detailed analysis. We tried to surpass our previous knowledge by re-studying the international literature of action research.

For the sake of scientific credibility and self reflectivity it has to be admitted that our activity between 2006 and 2011 does not meet certain criteria of scientific research, such as general purposefulness, being a series of systematic activities carried out at defined places and times and in a timely manner with the intention of finding scientifically relevant solution to a given problem. For those who expect action research to be systematic, ours cannot be accepted as such. For us, *action research* is interpreted as an umbrella term, in which the emphatic aspect is *reflective developing research*, because we took part in an innovative process with our researcher habitus and experience as agents. On the other hand, it was also *professional and social learning*, as much as the participating researchers went through an important learning process. It is true for the whole process that we brushed aside the drifting human cognition and understanding and replaced them with common intentional action and its research, and this is what we consider a crucial feature of teaching excellence. We examined how a training programme is transformed by getting to know the so called learning outcomes approach; we investigated how students and teachers, and the organization itself react to these changes. Although we did not study our own evolution and learning process, when synthesising and presenting the research results this became one of the most important outcomes that is, our learning and community building processes.

These thematic layers of studying the processes and the changes were built upon each other. All of them can be seen as more and also as less than what was actually realized in the Babe project *(Figure 1).*

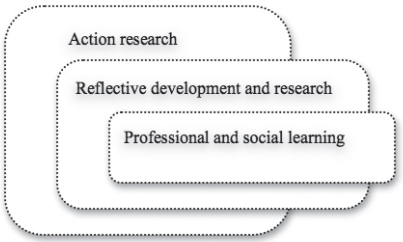

Figure 1: *Layers and self-definition of the BaBe project*

Between 2006 and 2010 the core of the BaBe research can be identified as *professional and social learning*. This had marks of (1) action research since an activity perceived as a research problem was monitored by targeted investigation done by a research team organized voluntarily, and based on

the results, following an evaluation discussion process suggestions were made to modify the activity. (2) The status of inside participant observer meant the observation of the community in which the activity took place, and the research was carried out by those taking part in the activity. In this respect it can be seen as qualitative applied research. (3) By combining theory and practice, the research contributed to the expansion of theoretical knowledge and the transformation of practice as well.

In 2010-2011 the development rich in research undertook tasks that diverged from the original aims; in the line of research and development, the latter became more emphatic. Therefore, the period between 2006 and 2009 is regarded in the narrow sense as the BaBe research, while the activities of the full period that is, the complex innovation process rooted in the BaBe research, ranging from the transition of the research community into a learning community to the development of the training programme, is labelled as the BaBe project. In the book, the authors of the various chapters use the two expressions accordingly; when they refer to explicitly to the research period, or when they write about its continuation or about the entire project.

5. INTRODUCING THE BABE PROJECT

5.1. Basic information

- *Institutional terrain*: Eötvös Loránd University, Faculty of Education and Psychology, Institute of Education, head: *Éva Szabolcs*
- *Research leader*: *Ágnes Vámos*
- *Co-leader of research*: *Sándor Lénárd*
- *Researchers, authors of the studies in this volume: Gabriella Dóczi-Vámos, Krisztina Gaskó, Orsolya Kálmán, Erika Kopp, Sándor Lénárd, István Lukács, Nóra Rapos, Judit Szivák.*
- *Researcher-student participants* (approx. 15 people)
- *Developer-teachers* (approx. 40 people).
- *Funding of the research period*: 2008 strategic resources of ELTE Faculty of Education and Psychology (2008): PK HF 118-5/2008. Practically, the research did not have a financial framework.
- In summarizing and closing the research and in compiling the collection of studies we relied on the tender-based funding of ELTE research university – TÁMOP 4.2.1.
- *Period of research*: academic year 2006/2007 – academic year 2010/2011. Supplementary research was conducted until the end of the year 2011.
- *Primary scope of research:* the functioning of the BA training programme in Education[8] and the implementation of the Bologna process in the training programme and the organization managing the programme.
- *Expansion of the research scope*: students participating in the preparatory BA programme for teacher training (not dealt with in the BaBe volume).
- *Student groups involved in the research*:
  - Academic year 2006/2007 (35 full time and 7 part time Education BA students) in an ascending system;
  - Academic year 2007/2008 (44 full time Education BA students, no part time programme was launched that year) in an ascending system;
  - Students enrolling in BA courses preparing for teacher training (Teacher BA subjects) in academic year 2007/2008 (number of respondents: 57);
  - Students enrolling in BA courses preparing for teacher training (Teacher BA subjects) in academic year 2008/2009 (number of respondents: 107);
  - In autumn 2011, from the students enrolling in the Teacher MA programme 100 participants were surveyed.

5.2. The history of reason changes in the BaBe research

The reasons of the BaBe research changed between 2006 and 2011, and as it progressed, new reasons emerged. At the beginning that is the period between 2006 and 2008, the reasons were the following: (1) the interplay between the unpreparedness of the introduction of the training programme and the tasks; (2) the extent of the lack of teachers' awareness; (3) the *functioning of the training programme* in relation to the curriculum. In the middle of the period problems related to the passivity of education policy emerged. In *Figure 2,* the details of the perceived reasons are presented.

[8] The person in charge of the BA training programme in Education was *István Bábosik*, professor emeritus between 2005 and 2009 and *Ágnes Vámos* since 2010.

Reasons for research	
• The content and structural changes in higher education are the results of national education policy measures – unprepared from many aspects – the change is self-evident – no monitoring or impact assessment planned related to the introduction	• preparation of teachers • lack of elaboration of local strategies • lack of collaboration and partnership • weak articulation of specific training competencies
	• indicators of output expectations and success are not elaborated • relationship between national and local operation and interests is controversial, etc.
• 'Functioning' of higher education – innovation was not built on a self-defined foundation, or inner conviction – teacher and student versus instructor and learner – higher education institution as learning organization	• fossilization of local values and belief in own values • potential of mobilising internal resources in a higher education institution • relationship of innovation and training tradition in higher education

Figure 2: *Description of the research reasons in autumn 2007 based on the symposium presentation at the National Conference on Education*[9]

In October 2006, the research reasons appeared on the organizational level. Positive relation and interest in the BaBe research team and the development of the BA programme became a group forming element. Many researchers felt that this could be an area for unfolding, a meaningful community belonging which could contribute to their professional development. On the part of researchers, the 'researcher I' appeared that is, members of the BaBe research team did not only see the research reasons in the service of programme development. This is when the intention of undertaking the action research label strengthened: learning about research paradigm and the research method. The positive attitude of the Institute of Education to the BaBe research made the team committed on the potential research and development areas.

One year later, in November 2007 the research team summarized the experience and the results of the first year in preparation for the National Conference on Education. Among the reasons for continuing with the research education policy and system-level emphases emerged. The researchers felt that although due to the unpreparedness of the introduction of the Bologna reform the realization was shifted to the institution, it was still facing system-level obstacles. A fundamental problem was that the social demand for the graduates was largely unknown and economically overlooked, and that there was uncertainty surrounding the advance of students in the training system. In the framework of the BaBe research a plan for a survey to get information from the world of work through a questionnaire was prepared, but this remained in the phase of planning. Researching teacher training also became justified, for which the first wave of data collection took place in the autumn of 2007.

In the third academic year of the BaBe research, from 2008 the research running without financing up to that time continued along the normal track and the surveys were carried out in the second year as well. New reasons would have called for the extension of the research, but by that time the Bologna process encountered its first momentum loss; recycling the results of the research back into the training programme was not successful and the mentor experiment undertaken also failed *(see Chapter 7),* the informal insinuation of the research and the results was not only accompanied by questioning the original reasons, but also pushed the BaBe research team towards burnout.

In 2010 the BaBe research team and some other teachers and students organized around it launched a Tempus-based research independent of BaBe on the learning outcomes approach and practice in Hungarian higher education (this is the so called LeO2 research). The results of the nationwide overview also brought about reflections on our own institute. Based on the results of the LeO2 research it was expressed that (1) teachers and students are uninformed on the area of curricula, aims and tools leading to them; (2) there was a lack of cooperation and communication in teaching and thereby in overcoming the difficulties; (3) the organizational (institutional) strategy was missing, the relationship of the institution to its own training programmes was ambiguous, and its role and tasks were unclear.

It happened in this period that the university management ordered the revision of BA programmes. This task was assigned to the leader of the BaBe research team who selected the working group from the research team members. The BA programme innovation brought about the rehabilitation of the research reasons of BaBe, as programme development could only be realized on the basis of research *(see Chapter 8)*.

The learning process which accompanied the BaBe research became a double-loop process in 2011, as it is described in the chapter on the science theoretical approach of action research *(see Chapter 9)*. Thus, the initial activity-based reasons were complemented with the demand for getting to know the values and attitudes driving those activities *(Figure 3)*. This was made possible by the TÁMOP 4.2.1 research university project.

[9] Source: *BaBe-archív.* ELTE, 2007_11_faliújság onk utan_VA.doc

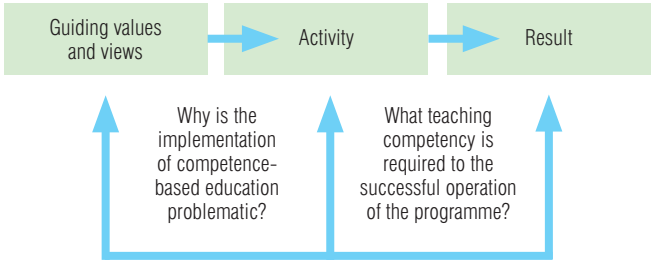

Figure 3: *The complexity of research reasons in the learning process accompanying the research (see Chapter 9 for more detail)*

5.3. The history of purpose changes in the BaBe research

Reducing the risks accompanying the training

In 2006, it was a central objective among the research purposes that the new training programme is implemented with the lowest risk possible. Normally, an innovation takes risks into account as elements threatening successful operation. These partly consist of foreseeable factors, or at least those areas can be identified, whose functioning is at risk. In our case, the risk factors were ambiguous; they depended on intuition. Thus the activity aiming to reduce risk remained holistic. It was not clear where and what kind of risk should be taken into account; uncalculated risks increased uncertainty. During the research process the risk factors of the training programme became partly known. Today the following can be regarded as risk elements:

- inner coherence of the programme, the organization of courses into a training programme,
- the reflection of science in the subjects according to the level of training,
- the interrelations of course objectives and requirements, overlaps,
- the aim of training and the world of work
- teachers' competencies, learning outcomes approach,
- reaching the students, their involvement in their own training,
- organizational adaptivity in case of tasks and problems.

From the aim of supporting training programme operation to the complex objective

At the beginning the objective of the research was to provide professional basis for the decisions to be made in the Bologna system higher education through familiarizing and understanding with the deep structures of the training. The concrete and practical aim of the research was related to the implementation of the BA training programme in Education. The objective expressed in 2006 with the inclusion of the teaching staff and the student community was to operate the BA programme and to prepare the next phase of training. Reflectivity and social learning, which can be expected from action research, emerged as independent goals.

Owing to the nature of action research, the research team set smaller tactical and technical goals in addition to the aforementioned strategic aims, and based on the results new minor goals were also set. As the context and reasons of the action research changed, so were the aims modified and complemented, and the entire research flowed back into a 'new beginning', and eventually to the reorganization of the BA programme. Today it seems that the objectives of the research do not only have an evolution, but scientific layers build upon each other, namely (1) expanding of research methodological knowledge; (2) summarizing theoretical and practical experience to those interested in scientific, professional and policy aspects; (3) getting to know and understanding the functioning of higher education in the Bologna system; (4) studying how research-development-innovation works; and (5) accepting sensitivity to personal voices and open communication in case of the participants.

In 2010, revision of the BA programmes began at ELTE. This provided the research with a new framework of relevance, and, in a retrospective way, a new dimension of justification: the research-based reorganization of the BA programme and the system-level bridging of theory and practice and of research and development retroactively underpinned the justification of the research. In the same year, in the framework of the TÁMOP 4.2.1 programme as part of the 4/26 project, the experience and results of the research could be summarized, which made it possible to re-interpret the reasons and objectives expressed in 2006 and 2007, and the results obtained during and at the end of the research that is, to synthesise the theoretical and practical results of the BaBe project.

5.4. Methods applied in the research

In the research several methods and instruments were applied. We analyzed primary sources, carried out documentary analysis and statistical processing as well.

A. Analysis of documents: analyzing the sources regulating the functioning of the training programme continuously in the BaBe project. Dimensions of analysis: basic principles, training goal, training content, competencies, learning management, evaluation, etc. When compiling the BaBe volume, related to the conceptual arrangement of the entire project, repeated analysis.

– In October 2006 and February 2009 we analyzed the accreditation documentation of the BA programme in Education and its realization
– In November 2007 and March 2011 we examined the description of the NQF Teaching assistant training
– In academic years 2007/2008 and 2010/2011 we analyzed the training and output requirements
– In the first semester of academic years 2010/2011 and 2011/2012 we carried out the documentary analysis of the curricula of the 2005 and 2011 BA training programme in Education on the areas of goals, key competencies and evaluation, which were then compared with each other and with the results of the 2010 nationwide research
– The NQR and the 3 levels of higher education training programmes running in academic year 2010/2011 were compared with the levels of NQF

B. Survey method: The questionnaires contained open and closed-ended questions and were asked repeatedly. Methods of data processing: descriptive statistics, correlations and content analysis.

Table 2: *Students' questionnaires and the circumstances of data collection*

Surveys conducted among students				
Label	**Title of questionnaire**	**Time of survey**	**Participants**	**Description of questionnaire**
SQ-1.	*Expectations related to the training programme in Education*	1st semester of academic year 2006/2007	1st age group 1st year	There were four questions, related to the motifs of students' application to the programme, their previous pedagogical studies, their relationship to pedagogy and their expectations related to the training programme in Education, also including expectations of studying in higher education.
SQ-2.	*Student questionnaire on learning and socialization in the framework of the mentor experiment*	2nd semester of academic year 2006/2007	1st age group 1st year	Opinion on the methods and tools used at mentoring
SQ-3.	*Student well-being*	2nd semester of academic year 2006/2007 2nd semester of academic year 2007/2008	1st age group 1st year 1st age group 2nd year 2nd age group 1st year	6+1 open-ended questions on the impressions and experiences of students. Opinions about objective conditions and environment provided by the university, courses and their requirements, exams at the BA programme in Education, teachers' attitudes and relationship with students, co-students' attitudes and the relationships between students; their feelings as Education BA students in the previous semester
SQ-4.	*Complex student questionnaire*	Academic years 2006/2007 2007/2008 2008/2009	1st age group 1st year 2nd year	There were four blocks of questions in the questionnaire: (1) training programme and specialization selection; (2) competencies; (3) difficulty and placement of courses; (4) learning in higher education
SQ-6	*Views of teacher trainees on their training and on teaching career*	1st semester of academic year 2006/2007 2nd semester of academic year 2007/2008	Students enrolling in BA courses preparing for teacher training	Complex questionnaire: motifs of selecting the institution and the training programme, learning plans, pedagogical attitudes, teacher image
SQ-7.	*Views of teacher trainees on their training and on teaching career*	1st semester of academic year 2010/2011 1st semester of academic year 2011/2012	Teacher MA students	Teacher image, school image, path of learning so far (narrative)

Table 3: *Teachers' questionnaires and the circumstances of data collection*

Surveys conducted among teachers				
Label	**Title of questionnaire**	**Time of survey**	**Participants**	**Description of questionnaire**
TQ-1.	*Initial experience of teachers*	1st and 2nd semester of academic year 2006/2007	All teachers of the Institute of Education working in the BA training programme in Education	Survey research prepared by focus group discussion with colleagues teaching in the BA programme in Education and with interested staff members assigned to teach in the upcoming, 2nd semester. Content nodes: professional language, requirements, professional literature, tasks, methods and instruments applied
TQ-2.	*Involvement in the BaBe project*	June 2007	All teachers of the Institute of Education	Investigation of the extent of teacher cooperation and involvement in research and development
TQ-3.	*Scope of teaching assistants' activities*		All teachers of the Institute of Education	Questionnaire for the preparation of the competency grid of teaching assistants

Table 4: *Employers' questionnaire and the circumstances of data collection*

Surveys conducted among employers				
Label	**Title of questionnaire**	**Time of survey**	**Participants**	**Description of questionnaire**
KM-1.	*Expectations for employees*			Questionnaire for those employing teaching assistants on the competencies they expect from their employees

Information gathered through the surveys from teachers and students was complemented with interviews and focus group discussions according to the following.

Group interview, teacher and student discussion
From the discussion, the so called 'Teacher Workshop' grew out at the Institute of Education, which worked efficiently for several semesters.

– Teachers' group discussion to gather the experience of academic year 2006/2007, and then repetitions of this in several rounds ('Teacher Workshop').
– Group interview with students about the learning experience of graduates in autumn 2009 with the participation of five students and three teachers.
– In autumn 2011, as the closing of the course entitled 'Education training programme development' workshop discussion about the differences between the 2005 and the 2011 bachelor training programme and about further opportunities for research and development.

C. Group interview with stimulated recall
In spring 2011, following the revision of the bachelor training programme in three groups of 4-5 people, with the help of subject templates we tried to recall the steps and dilemmas of development.

5.5. The research process and the curve of intensity

Research and development have been continuous during the entire period, although not with equal intensity. In the first years, research, later development was given more emphasis. In terms of the relationship to the organization, intensity and focus can be divided into three major phases.

Formal phase (2006–2008): Forming research relying on inner resources

The research began with great momentum; its peak was the period around the 2007 National Conference on Education, which was followed by slow decay and burnout. The fluctuation of momentum was also parallel to the changes of conditions of the BaBe research. (1) In the processes taking place in higher education, isolation and a sense of failure became prevalent. The Institute's invitation of the state secretary of the Ministry of Education and Culture responsible for higher education was a complete failure; the politician cancelled his participation on the day of the event. This had the message to the Institute that policy has nothing to say about the output directions of the bachelor training programme. (2) The research did not manage to achieve long-term and complete involvement among the teachers, which had several reasons. The increasing lack of embeddedness,

and furthermore the doubting of the work done in the BaBe project hindered, and eventually almost completely withered research activity.

Non-formal phase (2008–2009): Background activities

In the 2008/2009 academic year the team moved into an observer position. With the forming of the training programme in an ascending system, certain members of the BaBe research team were given some roles in the life of the Institute, through which solutions brought about the latent mobilization of the researcher-developer-teacher results of BaBe. The group hoped to regain momentum and to find points for takeoff by turning to teacher training. It carried out investigations, but the results were only partly processed.

Informal phase (2010): Consummation of the project phase

In 2010 the vice rector of ELTE initiated the revision of each bachelor training programme. The BaBe research team did not make direct steps, but the task was assigned to some members of the BaBe research team. Based on the outcomes of a one-year activity we evaluated the bachelor programme in Education, which was then followed by a complex analysis using the results of the BaBe research. Subsequently, the renewal of the bachelor training programme took place *(see Chapter 8)*.

Formal phase (2011): Closing the BaBe-project; new approaches

In 2011, in the framework of the TÁMOP 4.2.1 research university project of ELTE some members of the BaBe research team were re-activated, and they summarized and interpreted the results. This was one of the most interesting parts of the action research. Based on in-depth analysis, group discussions, further learning and reflections, a synthesis surpassing the partial results was born, above the individual thematic circles, the formulation of more general statements could also happen.

6. RESULTS OF THE BABE PROJECT

The results of the research are summarized in the other chapters of this book. Some results can be regarded to overarch individual chapters; those referring to the entire system of higher education, to institutional and organizational functioning and to learning and teaching in higher education in a general way. These are summarized in *Table 5.*

Table 5: *The relationship between the objectives and the outcomes of the BaBe project*

Objectives	Outcomes
System level of higher education	
Following the structural implementation of the Bologna process	The analysis of the 'behaviour' of the training programme showed the dysfunctions following the implementation of the Bologna process.
	A complex case study was done by the documented monitoring of the changes taking place in the Bologna type higher education between 2006 and 2011.
Emergence and embedding of the learning outcomes approach	The separation and coordination of the (BA-MA) levels were more difficult than expected.
	It has been proven that the research based reorganization of training programmes can help to balance the concerns of the world of work and those of science.
Institutional level of higher education	
Getting to know and understand the institutional responses to the problems and the outcomes of the training programmes	Learning outcomes cannot be approached from exclusively the world of science or the world of work.
	The impact of institutional strategy moves in a top-down manner, but the institute can react faster if there are interactive mechanisms.
	In the two-cycle degree system, the classical, science-centred management of higher educational institutions and the teaching habitus expected, hinder the acceptance of the Bologna philosophy and render it difficult to function in accordance with it.

Organizational level of higher education	
Getting to know and understand the organizational responses to the problems and the outcomes of the training programmes	Change management is necessary and inevitable.
	In 2011 the research based reorganization of the training programme took place, in which there was a considerable shift to the direction of the learning outcomes and competency based planning of teaching and to profiles more adapted to the world of work.
	The use of competencies at the reorganization of the training programme proved to be more difficult than expected. The training will not be coherent, if development remains on the level of courses.
	The competency-grid fosters the learning outcomes approach and practice, but can also be an obstacle to development, so adaptive mechanisms must be found.
	Competency-based thinking as a turn happens more quickly among students than among teachers.
	The participation of teachers in quality teaching and development is not successful unless it is expected by the organization.
	Training programmes do not require a person responsible for them, but a manager, whose scope of activities, competencies and sphere of responsibilities must be examined further, and treated together with the question of managing higher education institutions, due to the remarkable increase in the number and weight of training programmes.
	The principle of 'critical mass' also works in the organization, and can be observed both as promoting and preventing progress in the planned direction.
	Action research is a good instrument of enhancing organizational cohesion and learning. Reasonable opportunities for research and development, research and teaching, individual, group and organizational progress should be further explored.

7. LEGITIMIZING THE RESULTS OF THE BABE PROJECT, RELATIONSHIP BETWEEN THE PROJECT AND THE ORGANIZATION

The BaBe research team continuously analyzed and assessed the results and made suggestions to the management of the Institute of Education for changes. These suggestions concerned the following areas:

– *Level of training programme:* managing the problems of operating the training programme, including its renewal; strengthening the regulative function of training and output requirements; demanding the institutional transmission of the ideas of education policy.
– *The level of organization managing the training programme:* transforming the expectations towards teachers and students in support of quality teaching and learning; fostering cooperation and social learning in organizational operation; re-thinking of sphere of influences, competencies, decision making mechanisms.
– *Functional level of higher education:* changing the ways of thinking about science and teaching duties, appreciating research-based innovation in higher education; articulating the expectations of adaptive strategic thinking and practice.

With its evidence-based dynamism, the project hoped for and provoked more rapid changes than what the organization was prepared for and (probably) what an organization is generally capable of, given the conditions. The project could not transform its research results into complex innovation with its own power; for the revision of the bachelor programmes the initiative of the university was needed, and for the summarizing of the BaBe results, it was the research university project of ELTE.[10] In the period of role and function conflict, the BaBe research saw itself frozen. The reason for this can be traced back to a research management problem, and, from the present perspective, the moving research purposes and objectives, including the relationship of the research and the organization. In the action research, this relationship was not clarified from the beginning. This was so, because the BaBe research identified itself as action research, yet the organization in

[10] The parameters of the TÁMOP 4.2.1 project can be found on the cover of the BaBe volume.

which this should have taken place was not prepared for this owing to its research and organizational philosophy. The latter statement means that the Institute of Education as a mother institute regarded the action research as one of the many ongoing ones, when its results serve the progress of science in the familiar way. The BaBe research team, being itself a learner of action research, was not proactive enough to avoid operating as an empirical research team within an institution, and to integrate into and move along with the organization. The relationship between the BaBe project and the organization is analyzed in *Chapter 3.* The *Timeline* attached in the Appendix illustrates the interrelation of the individual elements of the project during the period. Among these we can mention when (a) through the influence of the BaBe project the research results are institutionalized, (b) the organization stimulates the BaBe research and the BaBe project, (c) the organization exerts influence on itself, does activities that are characteristic of learning organizations. From those the following are to be emphasized (indicating the role of the institution in brackets):

- Elaboration of the competency-grid (a)
- Introduction of the portfolio in learning management, to follow the progress of students, and its acceptance as an evaluation tool (a)
- Complex and up to date final exam ('open book' method) (a)
- Preparation of an additional file in the diploma for future employers about the competencies of the student (a)
- Mentor project (a)
- Talent management: presentation of students' results at the event called *HolNap* (*Tomorrow*) (for two years), and at the ISCE (International Student Conference on Education organized at ELTE) in 2010 (a)
- Organization of the event entitled *Mesterségünk címere* (*Trademark of our profession*) for maintaining relations with the places of internship and the prospective employers (a) (b)
- Renewal of the BA training programme in Education in 2011 (a) (b)
- Active cooperation of teachers at different departments and programmes (Higher education pedagogy specialization tier, Institutional development specialization tier, BA programme) (b) (c)
- Start of activities related to the preparation of institutional strategy (c)

8. CONCLUSIONS OF THE BABE PROJECT

(1) *Policy implications* which can be drawn from the BaBe project: With the introduction of the Bologna process insecurity strengthened on the part of teachers and students alike, bringing about the loss of their sense of comfort. As the extent of the changes was on the system level, and in lack of appropriate intervention, the participants ended up in a 'state of panic', in which they were not able to give realistic, adaptive answers. Since they did not see the way forward, they were less likely to find the adequate solutions. It was only possible to move out of the so called transition zone to the comfort zone when questions and answers could be worded in connection with the change itself. The BaBe project contributed to individual and social learning, to functioning as a practice-based community, to organizational learning, and generally to the evolution of new organizational responses.

The BaBe project contributed to the recognition of the fact that research-development and innovation belong together; an organization can only manage this well of a critical mass of the teachers exists, who are not only active in research related to their field of interest, but do the same related to their teaching work and are willing and able to think about their work, preparedness and results in a reflective way.

(2) *Research methodological* implications of the BaBe project: There are researches that do not show a one-directional, linear process through which advance is made to the clear solution to a scientific question, starting from a given academic set of concepts of a given academic topic. Such is action research, which continuously revolves around questions with a set of qualitative and quantitative instruments. Its results are integrated into practice, which makes it difficult to differentiate between the actual objectives and the actual results of the research. We agree with Derrida that things cannot be approached in a Cartesian way divided into as many parts as their investigation would require. Topics do not have some kind of 'secret' endpoint or centre that can be reached, but these multiply infinitely (Derrida 1967). The BaBe project contributed to the understanding of the philosophy and the methodology of action research.

(3) *Science theoretical* implications of the BaBe project: The participants of action research change, those who are inside researchers, can be 'outsiders' in another relation and in other stages of the research. Therefore, these two dimensions often have to be redefined. It was this kind of building of knowledge and the changing relations of participants which led the action research and the BaBe researchers as well to the new theory and practice of connecting theory and practice.

a) Previously the general picture of action research was that those in the position of teacher act as researchers and create new knowledge. This approach is characteristic of the world of public education, which is functionally separate from the academic world.

b) In higher education the situation is different. In this sector, the participants of action research are fundamentally in the position of

researcher, but this time they should not take the researcher role in accordance with the disciplinary trends of the training, but in connection with their teaching role. This can lead to role conflict. Conflict can also result if in the assessment of scientific results, a hierarchical order is formed based on their types and not based on their scientific value. The BaBe project contributed to some changes in the ways of thinking about scientific research and the role of teachers and to learning about action research.

9. SUMMARY

The evaluation of Bologna-type programmes can only be carried out if their evolution is examined, also including the analysis of the organization operating them. In the operation of the training programme the attitude of the organization to its own training programme is crucial, and so are the integration of the programme in the organization and the clear definition of responsibility areas. The implementation, development and management of a training programme are seemingly professional tasks, but their progress and success also depend on how the organization generally approaches teaching work and learning, and how the prevalent science and research philosophy can be characterized.

In case of the Education BA, the introduction of the BA programme found the Institute of Education at ELTE Faculty of Education and Psychology in a phase when it was also in transition. This made the implementation process easier and more difficult at the same time. More difficult because of the lack of networks, debates on competencies, prestige rivalries, functioning as a young organization; easier because the positive responses given to organizational problems were also reflected on the problems of the training programme and vice versa.

The BaBe research and project were reflective learning through the integration of teacher and researcher roles, in order to understand the changes taking place in higher education and to express adaptive answers to these changes. The BaBe project can be identified as action research; starting from a relevant social problem, relying on information and data obtained with scientific instruments, it reached results supported by theory of science. At present there are few action research projects in the field of education.

In Hungary, a country in transition to the Bologna system it was the BaBe project which took the longest time and carried out the deepest investigation in connection with the introduction of a BA training programme and managed to reorganize it with attention to learning outcomes and the world of work. In addition to this, the BaBe project stemming from the BaBe research created a learning community in the circle of its participants. It also exerted influence on the organization, even if it was not always conscious. Regarding the assessment of its strengths and shortcomings members of the BaBe research team do not agree in all details, but we do agree that the success factory of action research in higher education can be identified as follows: (1) continuous learning of participating individuals and groups including the organization itself; (2) supportive surrounding environment; (3) professional knowledge of researchers on the subject of research; (4) quality of knowledge about action research; (5) embeddedness of researchers in the community in which the research takes place; (6) funding of the research; (7) openness to organizational learning; and finally (8) open thinking of the organization and the research about education and science in accordance with the international trends.

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CHAPTER 3
TEACHER COOPERATION AND LEARNING ORGANISATION

SÁNDOR LÉNÁRD

I had been teaching Geography and History in primary and secondary schools for ages and to my perception I had been an active teacher of the staff. I had been a member of subject departments and had been a form teacher many times. I had a sense of success but I wanted to improve professionally. Parallel to my work I completed the MA in Pedagogy and I was offered a teaching assistant position. I was pleased to accept it and I was immediately asked to hold several courses in the subsequent semester. I went to see the person in charge of the curriculum and inquired about how to prepare for my classes.

'Dear Professor, I am going to deliver several courses, so how shall I compile the course descriptions?'

'As you have also attended these courses, you probably remember what type of topics and requirements there were. You know we have a number of core literature here at the Department and you are also full of innovative ideas. I am sure you are going to hold exciting classes. I have full confidence in you.'

1. ANTECEDENTS – INNOVATIVE EXPERIMENTS IN TEACHER TRAINING

Some members of the Institute of Education had long been concerned about the lack of real cooperation among teachers, and many of them had attempted to have regular and more conscious discussions among teachers. The Pedagogy major had had a small number of staff for decades, that is only a few teachers had been involved, but this was fundamentally changed by the introduction of the two cycle training, which further justified the necessity of advocating the professional discourse of teachers. Within the organisation there were antecedents of reforming teacher cooperation serving the coordination of the content of training, the methods applied and the requirements, primarily in teacher training which requires a larger teacher staff and involves an extended circle of students. It is necessary to have an overview of these innovative experiments because the same colleagues took part in them and it is possible to identify special features characteristic of our organisation. As antecedents we can recall three actions that promoted renewal and teacher cooperation that are in connection with one another, but also they were isolated in time and by their functions. Detailed information can be found in the appendices, here the main elements of the development phases, the debates and the achievements are summarised.

1.1. The first action: spring 2003 – autumn 2003: the renewal of teacher training

This initiative took place at the time when we were a department of Eötvös Loránd University Faculty of Humanities (Department of Education Sciences) and the harmonisation and our goal was the renewal of teacher training courses.

The most important elements of the proposed changes:

- *Harmonising the requirements* of lectures and seminars baring the same title. There was a difference in opinions on this issue, and about *how close* the *course descriptions and requirements* of seminars should come to one another.
- Suggesting the *portfolio* as an alternative to seminar requirements.
- The creation of a *training booklet* and/or website for teacher trainees.
- Such *discussions* should be *regular,* and it would be beneficial to leave some commonly agreed free time interval in the schedule of teachers for such discussions.

The impact and outcome of the action:
This professional discussion process came to a halt in September 2003 for which there were probably several reasons. On the one hand, in the following months the government was about to decide upon the introduction of the principles and basic requirements of the Bologna Accords in the field of teacher training, which mostly meant the endorsement of the ELTE model (Hunyady 2010). On the other hand, our Institute was relocated in September to the campus of the former teacher training faculty which meant the integration of the two institutes and the handling of the tasks and tensions resulting from this move. The colleagues teaching pedagogy subjects at the teacher training faculty were relocated to the Institute of Education, and there were new professional groups and new tasks to solve on the agenda. In light of the new situation the previously proposed changes lost some of their importance.

1.2. The second action: spring 2005 – Reform Committee (RECO)

Two years later the reformation of teacher training gained momentum in the renewed Institute of Education, and more or less the same colleagues invited the broadened teaching staff for cooperation, which included new members as well.

The most important elements of the proposed changes:
- The creation of *the long term strategy* of teacher training was set as a goal.
- We had the teachers of the Institute fill in a questionnaire on *education modernisation.*
- The plan of creating a *list of activities* for the seminars.
- Establishing *base schools* where trainees could complete their practical tasks.
- *Creating a common treasury to share (ppt, film, tasks, etc.).*

The impact and outcome of the action:
This was an especially short phase. Some seemingly operative work had started in the Institute of Education that was based on surveys, but it had no real continuation. Probably there were several reasons for this too, of which the following must be highlighted:
- The intention of the teachers to renew teacher training started out with the goal of changing within the present structure (5 year undivided teacher training), and could concentrate on the transformation of the courses, course descriptions, methods and requirements in it. However, simultaneously there were heated debates about the framework and content of the new, two-cycle, competence based teacher training and this diverted attention from the ongoing 'old' training. All the energies and attention were concentrated on the would-be new training and that took away the impetus from the changes proposed by the RECO.
- Secondly, the members of RECO, which called itself reform committee, were pro-change, enthusiastic, good-willing but a bit naïve colleagues who did not consider that even the formation of this committee yields questions within the organisation. On the one hand, their ideas of change can be understood even directly but by all means indirectly as criticism of the functioning and management of the organisation. On the other hand, the propositions, remarks put forward by the group could unintentionally offend the people in charge of the given fields. So it is not by chance that the RECO gained the reputation of being a 'voluntary movement'.
- Thirdly, the staff of the Institute were still divided, as the teachers of the former Faculty of Teacher Training and the ex-teachers of the Faculty of Humanities viewed one another's work from a certain distance, and real cooperation was only realised along personal connections.
- Fourthly, several teachers of the Institute were actively involved in preparing the concept of the new law on teacher training and the major's TOR (training and output requirements) as officially invited members of certain committees, thus this work was pushed into the background.
- Finally, there had not been a tradition of this form of training development previously in the organisation culture of the Institute and it had not become an organic part of the strategy of the institute management.

1.3. Third action: autumn 2005 – spring 2006 – Creating the list of teacher competencies and the BA, MA curriculum

In contrast to the preceding two actions, in this case it was not a grassroots development initiative, but the teachers of the Institute of Education were assigned the task of creating the qualification requirements and the curriculum of teacher training. This required a coordinated joint effort from virtually all colleagues of the Institute.

The most important elements of this phase:
- The teachers of the Institute took part in *elaborating the qualification requirements of teacher training, formulating teacher competencies*, which were summarised in an ELTE working paper (Falus 2006). This became one of the sources of the decree of the Ministry of Education elaborated later on (15/2006. OM decree).

- All the teachers of the Institute took part in creating *the curriculum for the bachelor and master training programme of teacher training*.
- *The finished teacher training curriculum was analysed* in the framework of an Institute professional day (the consistency of the requirements, the presence of the planned institutional practices, articulation of doubts and visible tasks.)

The impact and outcome of the development:
Both working papers were characterised by relatively tight deadlines which required particularly hard work and intensive efforts from the colleagues. The nature of the tasks demanded tangible cooperation, continuous communication and personal discussion from the teachers involved, which was supported by an electronic interface where everyone could upload his or her current material and where corrections were easy to follow. It was also a new element that the course descriptions were not elaborated only in the traditional departmental subdivision, but everyone could join the work on the topics of his or her professional interest, regardless of his/her departmental affiliation. This really close, almost daily cooperation slowed down, mostly because it was to take three years before the first students entered this new training.

1.4. Learning points from development processes connected to the renewing of teacher training from the aspect of teacher cooperation

The completed developments had an impact on teacher cooperation within the Institute of Education, so it is worthwhile to have an overview of these. At the beginning of the action research on the implementation of the BA training programme in Education (BaBe) we failed to collect and consider these, but we think now that this should have been done, as we could have paid more conscious attention to the lessons learnt in connection with the BaBe research.

Learning points:
- The official teacher system of requirements does not mirror the real teacher and researcher workload, and particularly it does not reward or motivate active participation in curricular developments and innovations.
- On behalf of the teachers, especially in the case of beginner university teachers, there was a regular need for familiarising with the work of the colleagues, leading teachers, primarily discussing training experience, course descriptions, applied methods and requirements.
- There was also an articulate need for the compilation of a task bank and training treasury, and the establishment of a professional time frame in the timetable (Tuesday morning) when there are no lessons and it is possible to arrange meetings and discussions.
- Teacher cooperation had commenced, a type of networking had started, but the results of the informal discussions initiated by a small group of teachers, i.e. the propositions made for long term changes were systematically stuck and did not institutionalise.
- The reform committees lacking 'official' authorization were continuously offending personal interests directly and indirectly as well.
- The teaching staff were still divided, and some distrust was palpable among colleagues who had worked in different educational contexts before the integration (college, university).
- Internal change initiatives were sacrificed on the altar of current tasks, and the introduction of modifications within the organisation was especially slowed down by the anticipation of national level decisions.
- During the completion of tasks to deadlines that were expected and called for by the management, real teacher cooperation evolved, but these were of transient nature, so the sharing of knowledge during the process can be viewed as incidental.
- Teacher cooperation was facilitated by the possibility of communicating via the electronic interface, and familiarising with one another's materials, even though colleagues who do not 'prefer' the internet could not benefit from this.
- The implicit knowledge became explicit among colleagues who regularly worked together in committees and working groups and thus knew about each other's work better. They are more critical, but at the same time, they are more cooperative with one another.
- It could often be observed in the case of colleagues who were 'obliged' to collaborate, that they made an attempt to organise lessons and work out course descriptions together.

It seems that these features are deeply rooted in the operational mechanism of our organisation as a part of these reappeared in the course of the BaBe research.

2. TEACHER COOPERATION DURING THE ACTION RESEARCH ON THE IMPLEMENTATION OF THE BA TRAINING PROGRAMME IN EDUCATION

The previous chapter demonstrated that in many cases, although for different reasons and at varying intensity, professional discourse has started among colleagues of the organisation, primarily about the content of the training, the effective methods applied in the course of teaching and about the requirements that should be applied in a more standardised way. The accreditation material of the major in teaching that was completed at a hasty pace during the spring semester was still much alive in everyone during the following autumn semester in 2006, so there was a certain momentum in the colleagues, and thus we reckoned that the action research on the implementation of the BA training programme in Education would keep the curiosity of teachers alive, and would establish a good foundation for the continuation of the commenced cooperation. What inspired some of the colleagues who took part in the research team was the fact that the process of the action research constantly forced them to renew and along with this the whole Institute of Education as an organisation was directed towards becoming a learning organisation. The following table *(Table 1)* presents those important events that served the strengthening and facilitation of teacher cooperation in the framework of the BaBe research. Some of these directly, others indirectly led to more conscious teacher cooperation.

Table 1: *Chronological order of activities motivating teacher cooperation*

Phase 1: commencement (September 2006 – July 2007)		
Date	**Activity**	**Product**
7th November 2006	Workshop No. 1 in connection with the implementation of the BA training programme in Education for all colleagues of the Institute who were interested (teamwork)	Posters were created about the possible ways of teacher cooperation and about teacher needs
Nov 2006	Creation of the electronic interface for enabling constant teacher communication	Moodle interface
15th December 2006	The individual declarations of the teachers of the Institute about the extent to which they wish to get involved in the research	Declarations of intent
28th February 2007	BaBe questionnaire to the colleagues teaching in the first year about the experience acquired from the courses started in the BA training programme	Presentation to the teachers of the Institute
13th March 2007	Inaugural meeting of the tutor group, discussion of tasks, schedule and the surveys to be conducted during the research	
14th March 2007	Handing out the portfolio, matching tutors with students by drawing lots	Forming student-tutor pairs
5th June 2007	1st HolNap (meaning: Tomorrow) conference: presenting the works of Education majors and teacher trainees	Exhibition – conference
3rd July 2007	Workshop No.2 in connection with the implementation of the BA training programme in Education for all colleagues of the Institute who were interested (teamwork)	Summarizing experience, surveying teacher awareness, teachers volunteering for next year's tasks
20th July 2007	BaBe questionnaire to the colleagues teaching in the second year about the experience acquired from the courses started in the BA training programme	Presentation to the teachers of the Institute
Phase 2: institutionalisation (September 2007 – May 2008)		
Date	**Activity**	**Product**
18th Sept 2007	Report of the BaBe group on the Institute meeting	Schedule for the autumn semester of year 2007-2008, 12 points of BaBe (development ideas for the semester)
28th and 29th Sept 2007	Árpád Kiss Conference	Presentation on the BaBe research
25th to 27th Oct 2007	National Conference on Education	Presentation on the BaBe research

20th Nov 2007	Report of the BaBe group on the Institute meeting	Presentation on the BaBe research
18th Dec 2007	2nd HolNap (meaning: Tomorrow) conference: presenting the works of Education majors and teacher trainees	Presenting the work of students
February 2008	Department level discussions of the competency-grid of the teaching assistant and final touches based on that	The competency-grid of the teaching assistant and principles for usage
3rd March 2008	BaBe questionnaire to the colleagues teaching in the second year about the experience acquired from the courses started in the BA training programme	
20th May 2008	3rd HolNap (meaning: Tomorrow) conference: presenting the work of Education majors and teacher trainees	Presenting the work of students, handing out informative materials about the major in Education, formulating student questions
Phase 3: integration (September 2008 – June 2009)		
Date	**Activity**	**Product**
September 2008	Attempt to create and present a portfolio based on the professional competencies in the framework of the Education theory subjects	Development portfolios
September 2008	Rethinking the development of competencies in connection with the course descriptions of Education theory subjects	Common approach in terms of course descriptions
15th Dec 2008	'Útravaló' (meaning: Guide): creating and trialling a student guide booklet	Guide booklet
Spring 2009	Overview and review of the curriculum of the BA training programme in Education	Proposal for the modification of the curriculum

The working group has had a lot of debates since the very beginning about how they could make other colleagues more interested in the findings of the research undertaken by the BaBe group, and convince them to back the formulated development proposals, which concern even the different levels of the organisation. One of the first prerequisites of change is that more and more members of the organisation realise the necessity of change (Kotter 2007). It can be assumed that the above described teacher activity in connection with reforming teacher training shows that many members of the organisation feel the urge for change. We also anticipated that the introduction of a new major (different composition of students, new subjects, new requirements) would highly increase the uncertainty factor accompanying processes of change and in the case of some of the colleagues it would amplify anxiety and difficulties and the fear of the unknown (Fullan 1993).

We consciously paid attention to the principle of gradualism, to the individual differences existing between involvement and the attitude to change, and in line with this we created different levels of getting involved in the BaBe research, and this way teachers themselves decided about the extent of their involvement. We intended to apply the CBAM model (Gaskó, Kálmán, Mészáros & Rapos 2010), which model predominantly focuses on the individual and isolates seven levels of the involvement and commitment of the members (awareness, information, personal, management, consequence, collaboration, refocusing). These seven levels can be divided into three major phases:

- In the first phase the individual concentrates on his/her relationship to change. An important component of this is that the individual compares the new concept with his/her existing ideas, beliefs and convictions (mental models). During this phase it is important to provide sufficient in-depth orientation opportunities to the participants about the essence, progress and tools of the change. If this is neglected, substantial resistance, primarily the juxtaposition of counter-arguments can be expected (Bognár 2005).
- In the next phase, attention is drawn to the tasks to be accomplished, and the trial of the activities that should be changed, following the guidelines mechanically, step by step in the beginning. This is the point from which it is worthwhile to use the opportunities of learning from one another (horizontal learning), as before this the participant usually concentrates on why he/she cannot do the same thing in his/her situation, why his/her conditions, capabilities and opportunities are different, instead of paying attention to others' good practices.
- The attention of the participants is directed towards the impact of their activity in the last phase: how can we achieve that the change brings about more results and functions even better. At this point participants are able to perform in real professional workshops and can work out

a more perfect and more efficient solution by thinking together and sharing experience. If we consciously utilize this intrinsic motivation, the change will be sustainable and will institutionalise (Bognár 2005).

We made a mistake at the moment of commencing the research by not paying enough attention to outward communication, and to having BaBe accepted within the organisation. The most important reason for this is probably that the BaBe team was preoccupied with itself, with defining itself as a research team and elaborating on its research concept. We should have been able to communicate our research and development ideas towards our colleagues in a more thoughtful and systematic way, as communicating the vision as clearly as possible so that more people can understand it, is an important step towards successful change (Kotter 2007). The failure to do so implies real risks as, despite its intentions, the development team within the organisation is surrounded by mystic fog, gradually increasing the distance between team members and those outside the team. Cooperation, knowledge transfer and horizontal learning are enhanced gradually within the team, but simultaneously, they are increasingly distanced from the rest of the people outside the project.

2.1. Phase 1: commencement (September 2006 – July 2007)

Every member of the research team thought that the action research could have a positive effect on the cooperation of teachers; it could enhance sharing professional knowledge, could make learning from and with each other more conscious, could turn such knowledge into more explicit knowledge that had been accumulated in the Institute but could not widely spread. Our team also presumed that this 'self-examination' would result in the improvement of the organisation and would facilitate more efficient functioning.

Planned points of intervention:

- The active involvement of the widest possible range of teachers in research and development;
- Motivating colleagues who teach similar or identical subjects to discuss their teaching tasks;
- Building a closer relationship between students and teachers.

2.1.1. The active involvement of the widest possible range of teachers in research and development

At the beginning of our research we intended to avoid this survey remaining within the active but small circle of the BaBe team, so in autumn 2006 we invited all colleagues via a letter to take part in the research. We knew the fact very well from the literature that a major structural change can only happen if the number of the persons concerned reaches a critical mass from which point the change is irreversible (Fullan 1999). In the beginning it looked as though it was required that all three departments that existed at the time delegate colleagues to the team, and as a consequence relatively more teachers turned up for the first meetings. The regular weekly meetings of the research team, the numerous tasks that started to take shape and the voluntary nature of the work soon decreased the number of people who were interested in getting involved. It also became clear that it was those colleagues who were moved by the initiative, who started teaching at the new major right in its first semester in autumn, and total disinterest was demonstrated by those colleagues who did not teach at the BA training programme in Education. Very little involvement could be achieved on their behalf until the end of the process, although these colleagues became more interested every now and then due to the similarities with the modifications in the major in teaching. Finally, we decided that everyone should define the level of involvement in the research for themselves; therefore we asked them to make a declaration. We determined four levels of involvement in a way that the higher level included the preceding one. The four levels were the following:

1. *helping the research:* filling in questionnaires, participating in interviews;
2. *teacher cooperation:* regular participation in harmonising course descriptions, joining teacher workshops;
3. *reflect on the training:* creating reflections at defined intervals;
4. *research and development:* having an active role in the research.

The following graph *(Figure 1)* illustrates how those colleagues who answered the questions saw their level of involvement at the beginning of the research in autumn 2006.

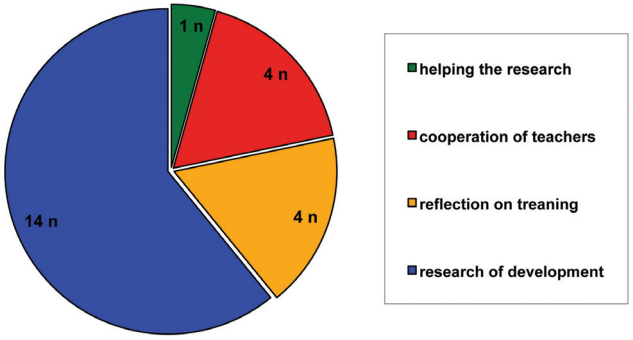

Figure 1: *The extent of teacher involvement (number of people involved)*

We were pleased to see that so many colleagues believed the starting research to be important, and this encouraged us to burden them with numerous questionnaires and workshops. We aimed at facilitating active participation and regular expression of opinions by creating the electronic interface (Moodle), where everyone could comment on the given topics and newer problems could be initiated as a topic up for debate. Relatively few people used this opportunity outside the BaBe research team, and teacher activity on the interface reached a low point by the end of year. We have data on the number of comments only from the first semester, which is shown in the following table *(Table 2)*.

Table 2: *Number of comments on the electronic interface*

	Autumn 2006	Apring 2007
BaBe researcher comments	82 pcs	38 pcs
Other teacher comments	13 pcs	1 pc

The research team attempted to halt the decline in teacher activity on two occasions:

- Tutoring and mentoring was introduced in spring 2007 *(see Chapter 7)* when teachers took on the personal support of one or two first-year students. 25 teachers undertook this task out of the 38. We believed that those teachers who undertook this rather demanding work (without any compensation) would be more committed to the success of the new training programme in Education, and the reconsideration of mentor tasks and the regular sharing of mentoring experience would result in newer discussions and occasions of thinking together.
- It is a common feeling at workplaces, and our organisation is no exception, that it seems as if it is always the same colleagues who are given tasks. We think the underlying cause may be that some colleagues may not foresee well the tasks to be undertaken, and thus unwillingly they are unable to join these efficiently. It may not be a rare case that these colleagues have the feeling that they have been intentionally neglected again. To prevent this we had created by the end of the academic year 2006-2007 a list of tasks for the next year *(see details in the next chapter),* and we asked the colleagues to indicate which tasks out of the listed 12 they would like to be involved in and which they would like to be organisers of. The following table illustrates that the questioned 26 colleagues were indeed volunteering *(Table 3)*.

Table 3: *Tasks volunteered for by the teachers of the Institute for the academic year 2007-2008*

Development idea	Would participate	Would organise
1. HolNap (meaning: Tomorrow) conference	14	4
2. Project Day (autumn semester)	11	6
3. Round table talk	14	4
4. Necessity – Requirements – Efficiency	8	4
5. Competency list	11	3
6. Subject requirements, course descriptions	15	2
7. Informing teacher trainees	8	5
8. Cooperation in MA level teacher training	11	3
9. Advanced training for the teachers of the Institute	9	3
10. Training the participants of higher education	10	4
11. Charity – lifestyle of the intellectuals	6	2
12. Reception of first year students	9	3
Sum:	**130**	**43**
Per capita:	**involvement in 5 tasks for each teacher**	**1.6 organisational tasks for each teacher**

2.1.2. Motivating colleagues who teach similar or identical subjects to discuss their teaching tasks

It was the experience of previous years that teachers often did not discuss the content and methods of courses and the forms of assessment with one another. Each course traditionally had its experienced teachers with their elaborate set of course descriptions in a curriculum that seemingly had not changed for decades. The implementation of the new training programme and the appearance of new courses was an especially good opportunity for the organisation's increased number of staff to discontinue their former practice and have closer cooperation and discourse over their work. The BaBe team endeavoured to facilitate this process in several steps and through different means.

1. First Teacher Workshop

As the first step, the research team organised the first Teacher Workshop Session (Picture 1) in the middle of the semester (7th November 2006), which was unique in the sense that the colleagues had a discussion in groups about the experience of the first two months. There were two issues in the focus of attention:

- the planning, organising, methods and assessment of courses in general and
- harmonising the course descriptions of those teachers who teach the same or similar subjects.

Picture 1: *The first Teacher Workshop Session (7th November 2006)*

The table below shows the lessons learnt from the first Teacher Workshop. The remarks of the BaBe team are in the first two columns, and present day reflections on that can be found in the third one *(Table 4).*

Table 4: *Experience drawn from the first teacher Workshop Session (7th November 2006)*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• many teachers turned up, • colleagues worked in groups for the first time at a meeting, • everyone could share their first impression, so personal professional knowledge was formulated, • **it became explicit that it is necessary to define the competencies of the programme,** • decision was made on the type of information that should be gathered each semester	• when is the teacher discussion useful (as it is too late after the semester has begun)? • how can we get those involved in the development effectively who do not teach at the programme? • can we have the teacher discussions more regularly?	• it was a very important step to make those who teach the same subject sit next to each other, and facilitating their discourse, • only the discussion of the contents and the requirements had started, and **there was no mention of competencies** or the concept of student efficiency, • we did not really think through that colleagues were involved in the structural changes to a different extent

It is important to highlight that at that time even the members of the BaBe team understood teacher cooperation narrowly, only in connection with the courses, and they did not view it as a new way of learning, or sharing knowledge at all. We carefully locked up the posters that were created during this workshop, and so these have not resurfaced ever since, but this meeting provided concrete help in achieving that the most important categories of the teacher questionnaires that were to be filled in every semester were defined through common agreement.

2. First teacher questionnaire

The teacher questionnaire that was completed at the end of the first semester can be viewed as the second step; it was completed by all colleagues who teach at the programme under examination. The main focus points of this were the following: reading lists, methods applied on the lessons, tools, homework assignments, usage of terminology, requirements. A number of important statements and suggestions were formulated by the colleagues that on the one hand referred to closer teacher cooperation and on the other hand suggested further points for the BaBe team for moving forward. Some answers to the open-ended questions of the teacher questionnaire:

- *"It seems to be an urgent task to use exercises and methods that aid the analytical work of students, or perhaps having teacher discussions in connection with this."*
- *"It would be worthwhile to harmonise the completion of individual assignments too (e.g. creating presentation which could be accomplished at a bigger scale as the joint requirement for more subjects or could be used as a method too)."*

- *"Synchronising bigger practical tasks that have to do with several courses (e.g. visiting the library, practical workshop for ICT learning)."*
- *"We should provide more tutorial help to students in processing professional texts and learning the production of such texts."*
- *"We should display in the portfolio an assessment scale that is able to measure separately and independently the level of development of the different professional language skills (self-evaluation scale)."*
- *"We may create a cross-curriculum for the whole training period for the development of the students' reading comprehension skills, library and computer usage competencies."*
- *"It would be necessary to compile the list of competencies belonging to the programme, and to synchronise the competencies to be developed and the requirements."*

(Source: Teacher questionnaires, February 2007)

The following table summarises the findings of the questionnaires completed by the teachers (Table No.5).

Table 5: *The findings of the first Teacher questionnaire (February 2007)*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• all colleagues answered who had been teaching at the BA training programme in Education for the preceding semester, • concrete, analysable data was at disposal about the training, • an analysis was completed for each topic which was presented to those who were concerned	• how to go forward? • the semester has started again, but how can we start the autumn semester more consciously based on the experience? • how can the creation of the competency-grid be supported? • how could the student needs, proposals be taken more into consideration?	• amid the several important problems the BaBe team could not create a strategy for moving forward, • the limits of the BaBe team's competency and its legitimacy within the organisation have more and more frequently been raised on the research meetings

The second semester of the first year (spring 2007) seemed to be of special significance for the BaBe team. It became clear that this type of research work requires a lot of voluntary extra working hours, thus the turnout for the regularly held weekly meetings declined and gradually a standard core developed which was a real research community. The meetings gradually became more substantial and developed into a platform for learning from and with each other, and so spontaneously personalized research directions evolved (e.g. competency-grid, mentoring, teacher cooperation, student expectations), which became explicit in the symposium of the National Conference on Education (NCE) in autumn.

Parallel to the strengthening of the research team the BaBe team was isolated within the organisation, even though that was not so clearly visible at that time. One of the possible reasons for this is that the generalisable statements of the results of the research on the implementation of the BA training programme in Education began to question the existing structural characteristics and functional mechanisms. These negative feelings gave the research team further momentum, and motivated them to present such complex results by the end of the academic year, that would prove to the sceptics the validity of the existence of the action research within the Institute and its detectable developmental effect on an everyday level. The impact of quick successes gained in the process of development can be very strong as they

- justify that it is worth making a sacrifice,
- make the agents of change feel proud of themselves,
- facilitate the refinement of the strategy,
- increase the harmony between leaders,
- undermine the position of the opponents,
- strengthen the positive attitudes to change in the participants (Kotter 2007).

The members of the research team thought that there would be a perfect occasion for this on the Conference Day marking the end of the 'new' academic year.

3. Second Teacher Workshop
(3rd July 2007 Conference Day – Institution meeting)

The research team had prepared thoroughly for this occasion. In the first hours of the conference the achievements of each field were presented. Following this, colleagues worked in groups for two rounds. In the first round the initial experience drawn from mentoring and from teaching the subjects were

discussed, then in the second round preparation started for the subsequent semester (familiarising with teacher plans, harmonising goals, tasks and requirements). This round was preceded by meticulous preparations made by the research team, as the team had discussed this topic several times at meetings before that during the semester, i.e. how to present the findings of the research to the colleagues with developmental effect, and involve them so that they support change. In order to change the pedagogic approach and practice, it is worthwhile to concentrate on how the individual can be aided within the organisation. As on the one hand they have different attitudes towards the changes (Fullan 1993), on the other hand due to the differences in their needs different forms of support can facilitate the conceptual change of the individual, and also the interests and activity of those involved in the change may change as the process advances (Bognár 2010).

In line with these we used the second Teacher Workshop to obtain information on different fields:

- We had a questionnaire completed about how informed the colleagues were about the BA training programme in Education and in the MA training programme in teacher training and on which field they would like to receive more information, so that we can focus on individual teacher needs more consciously in the following semester.
- We intended to strengthen teacher commitment by asking the teachers to sign up by their names for those 12 points of development tasks for the following academic year that the BaBe team found important.
- For yet another time the colleagues had to state to what extent they would like to get involved in the BaBe research.

The table below summarises the achievements of the second Teacher Workshop *(Table 6).*

Table 6: *Findings of the second Teacher Workshop (3rd July 2007)*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• we delivered the colleagues a detailed presentation and overview of the previous 1 year of the research, • there were many teachers present who were interested and most of them took part in the group assignment as well, • common goals were set for the autumn semester and many joint-effort tasks were volunteered for, • the harmonisation of course descriptions started, • many teachers volunteered for organisational tasks for the next year.	• what shall we do with the problems articulated by the colleagues? • *(teacher cooperation is just occasional;* • *the use of the portfolio is not fully worked out,* • *the lack of creating a common terminology)*	• the research team did not consider that the 12 development propositions they made (12 points of BaBe) were provocative even in their name, and most of them suggested corrections beyond the level of the programme that the research actually took under scrutiny and calls for structural changes and the making of decisions that should have been made earlier, • the summer break buried the fact that tasks were volunteered for in the mist of oblivion

Actually, the session worked out well, as during the discussions some sincere points were made about the successes and difficulties of training, mentoring and harmonising courses, moreover, many of the participants got really enthusiastic about finding concrete tasks for themselves for the next academic year. In the summer break the research team lost zeal too, although it carried out the assessment of the completed questionnaires, it did not consider and work out the process of presenting its findings to the management of the Institute. The effects of this will be discussed in one of the subsequent parts.

2.1.3. Forging a closer relationship between students and teachers

2.1.3.1. Involving students in the BaBe research

Even during the planning phase of the action research there was consensus about the necessity of involving students from the beginning of the research on the implementation of the BA training programme in Education, and not just as subjects of research but as active participants. This decision was supported by the concern that teaching students to become researchers can be facilitated most effectively by involving them in real research, and the investigation of their own training could induce the strengthening of a special self-reflective process. In this spirit we recruited students as soon as autumn 2006 for cooperation and for getting involved in the research:

> "We hereby offer cooperation to You and participation in a research that aims at gaining experience, analysing findings i.e. following and developing the academic training. We know that this also means additional work to You, as occasionally it may be necessary to write or talk about yourself, You have to give your opinion on the process, methods, materials and effectiveness of the training. You have to consult with your fellow students every now and then or complete questionnaires. Those who are attracted to scientific research will have the opportunity to raise problems, and seek for and find answers with teachers' help if necessary. Naturally, we count on everyone, and we would like to get all first-year students involved in this work! As every single student's opinion matters and even the smallest contribution is equally valuable if You decide to join us, we will pledge our cooperation in writing."
>
> (Extract from the announcement to Education programmes on 27th September 2006)

We also made announcements about this opportunity on several courses, but we primarily had assisting type of tasks in mind which attracted few volunteers, and even they got involved in the research for just shorter periods, and on top of that, they did not become real participants of the process.

3.1.3.2. Mentoring

In the very first term of the research, the question was raised about how we can support these new 'type' of Education trainees who entered the university in larger numbers without entrance examination, and successfully socialise them to be able to adapt to the atmosphere of higher education and its special ways of learning *(see Chapter 6 and 7).* The research team was struggling to come to terms with this, but introducing tutoring and finally mentoring was justified by the fact that this seemed to be another opportunity to increase teacher activity, and getting involved in the process of change. Teachers could volunteer for this task without any compensation, and thus a new form of teacher cooperation was established as mentors had discussions with one another every now and then and shared their experience of the term. Many colleagues became mentors who did not even teach at the programme and so they got involved in the action research and the commencement of structural change this way. Unfortunately, with the cessation of mentoring, the activity of these colleagues declined as well.

2.1.3.3. The portfolio

Most of the teachers of the Institute are dedicated to the practice of assessment that supports the students' development and studies, as a result the idea of introducing the student portfolio was raised again at the implementation of the new training programme which was supported by the action research. This had some history as during the reform of teacher training and the Education programme at ELTE PPK (Faculty of Pedagogy and Psychology) this issue was raised several times, i.e. the question of how we could support the professional development of the students more effectively, how to trace the changes in their level of development and how to aid the opportunity of reflecting on that. The possibility of applying the portfolio and the actual mode of implementing it in teacher training and the Education programme was shaped on several professional forums and institute workshops. As a result of this, several seminars formulated portfolio type of requirements for obtaining a mark, and one of the possible ways of graduating as a teacher was to submit a portfolio that is equivalent with a thesis.

We did not solely view the implementation of the portfolio as a tool in supporting the individual development of students, but we anticipated that this would create tighter relationships between students and teachers, and would indirectly 'force' the teachers to rely on and consciously interact with one another. We asked the colleagues who taught Education undergraduates to get acquainted with the achievements, papers, successes and difficulties of students with the help of their portfolio of the previous term, and they should define the personalised requirements of the course based on these. They should have individual and group discussions based on the portfolios on one of the first lessons, and this can be repeated during the term. The basic requirement of a really practical portfolio (for work or assessment purposes as well) is that it should predefine such competencies that are absolutely necessary for successful graduation, as the steps of development should be planned in line with these and development should also be controlled more consciously. This was not available at the implementation of the BA training programme in Education and not even at the handing out of the work portfolio files in March, even though two members of the BaBe team had been working on it *(Chapter 4).*

2.1.3.4. HolNap (meaning: Tomorrow) conference

It was the result of the impact of several simultaneous processes that during the academic year 2006/2007 this conference which presented the successful work and projects of teacher trainees and Education undergraduates was invented and held at the end of the year. The underlying reasons were the following:

- in the course of the new training several practical tasks were carried out, primarily in group work, and we wanted to provide greater publicity to the best ones,
- we intended to motivate students to continue to complete their tasks with excellence,

- the conference created an opportunity for undergraduates from different grades to get acquainted with one another, and presenting the winning entries of the National Student Conference of Science was inspiring many to join the SCS workshop,
- colleagues also had the opportunity to get to know students more, to face redundant tasks and discuss the course topics for the next year.

Picture 2 and 3: *The first Tomorrow Conference (5th June 2007)*

The table below summarises the experience drawn from the concrete steps that were made towards teacher cooperation and forging relationships between students and teachers *(Table 7).*

Table 7: *The experience drawn from the steps supporting the cooperation of students and teachers*

Then		**In retrospect**
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
Student involvement in the research: • some students volunteered for completing concrete tasks in the research	• how can we make more students motivated and interested? • when investigating their own programme, teachers may appear to be clueless about the BA training programme!	• it should have been important to continuously support the involvement of students, • they should have been involved in the whole action research, in the whole process from the very beginning, instead of just relying on them in terms of partial tasks
Mentoring: • many teachers volunteered for mentoring	• are all teachers fit for this task? • what should happen to the 'resisting' students? • what should happen to the information collected from or about the student?	• students are really different, so opportunities should have been offered in a more adaptive and optional way, • as for the teachers, conflicts could have been resolved by case discussions
Portfolio: • handing out the personalised work portfolios touched most of the students, • a development idea materialised	• how will this work in the absence of the competency-grid? • how can we motivate teachers to actually rely on the student portfolio in the course of the training	• this element is still in practice, every first year student receives a file, • the conscious construction of the portfolio is closely attached only to a few courses (BaBe members keep using it!), • defining personalised development tasks based on the portfolio is rare,
Tomorrow Conference: • several student pieces of work were presented, • we managed to present the NSCS papers to a wider audience, • numerous teachers attended the conference	• how can we keep a higher standard of the presented student pieces of work? • what shall be the set date for the conference? • how can we motivate teachers and students to participate?	• the organisers failed to repeatedly create a semi-annual, substantial conference of high standard, which could have become a tradition on the institutional level for students and teachers alike

2.2. Phase 2: Institutionalisation (September 2007 – May 2008)

The second year of the research can be characterised by fluctuating level of activity, and especially as we are looking back we can identify the point where the momentum of the research team broke down, and identifying with the task came to a halt. However, there were still three planned points of intervention:

- Involving as many teachers as possible actively in research and development;
- Motivating colleagues who teach the same subjects to harmonise their topics;
- Building closer relationships between students and teachers.

2.2.1. Involving as many teachers as possible actively in research and development

Teachers completed several questionnaires during the 2nd Teacher Workshop at the end of the previous semester and volunteered for tasks for the next one. We summarised and analysed these and we found that there is a relatively high level of ignorance among teachers in connection with the BA training programme in Education. Several surveys report the same situation in connection with the implementation of an innovation (Fullan 1993; Bognár 2005), and warn that information transfer must be intensified at this phase and newer colleagues must be convinced to support the change (Kotter 2007). The two reports made to colleagues on the current situation of the BaBe were opportunities to execute these.

2.2.1.1. Report of the BaBe team at the Institute meeting (18th September 2007)

Based on the above explained findings, the members of the research team looked forward to the meeting of the Institute of Education with high expectations, as according to the questionnaires, most of the teachers of the Institute were open to change, and appeared to be volunteering. First, we presented the findings of the questionnaire that inquired about the existing knowledge of the training programme. These questionnaires were completed in July and we asked the colleagues to grade the statements on a three level scale: how informed they feel they are, and which field they would like to know more about and out of these which they would like the BaBe team to deal with. The table below *(Table 8)* shows that the 23 teachers who provided answers about the BA training programme in Education demonstrated very different levels of knowledge of it; however, there is a clearly detectable lack of information in terms of three issues:

1. *The issue of graduation*: On the one hand it is absolutely justifiable that the teachers would like to know more about graduation, as the newly introduced two-cycle training (Bologna Accords), the BA degree and the new teaching assistant degree was a challenge for everyone. It is really thought-provoking however that a new higher education system could commence and a large number of colleagues could teach at a programme while they were ignorant of some of the basic issues in connection with the specific programme.
2. *Competence based development:* There is a significant gap in knowledge in terms of what competence based education means, as the TOR of the BA training programme in Education is not too detailed on this and so its curriculum is not built around the development of competencies. It is clearly visible that the majority of colleagues (18 out of 23) would like to hear the most about the topic of competencies. There is great uncertainty among colleagues in connection with counting on existing knowledge and developing competencies effectively.
3. *Students' expectations and satisfaction:* It is natural that teachers are very much concerned about how contented their students are and they are interested in getting to know the students' remarks and opinion about the course. Students at our University have long had the opportunity to express their opinion on the performance of each and every course and teacher. Initially this feedback was provided on paper at our faculty, and students completed it at the end of each course, but for the past few years it has been done electronically. It is a lot easier to process it this way; however, willingness to complete it is extremely low. Half of the teachers would like to obtain more information on this field.

We suggested development hubs to teachers as a result of the findings of the questionnaires:

- the competency-grid of the BA training programme in Education should be worked out,
- as a training institute we should initiate dialogue with the world of work, and we should search for partners that can be viewed as potential employers of our teaching assistant graduates (BA in Education),
- we should support forums where students have the opportunity to formulate their opinions about our training.

These suggestions were in line with the 12 development ideas we put forward in the beginning of summer (12 points of BaBe). On the beginning of year meeting we also presented the summary of the tasks teachers volunteered for in connection with this, and by doing so we formulated development ideas, and tasks to be carried out for the whole Institute:

Teacher cooperation:

1. *Tomorrow:* Presenting well-done masterpieces of the semester to teachers and students. Always on the first Tuesday morning of the exam period. Suggested date: 18th December (may be connected to the celebration of Christmas).
2. *Project Day (autumn semester):* All Education undergraduates should contribute to this by performing some kind of task. It could be executed in several ways: only some of the subjects are connected to it or all of them include it in their course descriptions. Topic suggestions: let's choose a specialisation field, 'pedagogic alternatives'. Suggested date: 20th November (Tuesday).
3. *Subject requirements – Course descriptions:* It would be beneficial for the teachers and students alike if requirements at the BA level were built on one another more consciously and if the Course descriptions were more unified.

Development of the BA training programme in Education:

4. *Round table talks:* organising such a professional day at the very beginning of the autumn semester, where the teachers of the Institute, the experts of the different topics and the representatives of the labour market would discuss the specialisation options in Education (structure, content, development). Suggested date: 25th September (Tuesday).
5. *Necessity – Requirements – Efficiency:* It would be beneficial to have more information on the type of requirements that are set for Education graduates on the labour market, which components of the training appear to be the most applicable and which new paths should be opened up in the training structure.
6. *Competency list – modification of the training net:* Rethinking and collecting the competencies that are required for having a degree in Education, comparing it with the present training structure, and formulating suggestions for modification.

Steps to support the implementation of the MA in teacher training:

7. *Informing teacher trainees:* It would be important to consciously reach out for students already present at the BA training programme as early as possible and arouse their interest towards the MA in teacher training and the three specialisation courses (50 credits). Promotion campaign brochures, leaflets etc.
8. *Cooperation with those who are involved in the MA in teacher training:* For the sake of more successful MA level teacher training intensive cooperation should be created with the representatives of related sciences (psychology, methodology, teaching practice location).
9. *Advanced training for the teachers of the Institute:* The net scheme of the BA training programme in Education and the MA in teacher training contains many new subjects, specialisation options and modules. Long term planning clearly shows that in some fields teachers need further training or retraining.
10. *Training higher education teachers:* In the near future there is likely to be a market demand for the specialisation and methodological training of teachers in higher education, for which demand our Institute should provide some supply.

Opening up to students:

11. *Volunteering – intellectual lifestyle:* It is worthwhile to consider that in the given framework of the Education programme, and by creating new forms how we could support the strengthening of grassroots initiatives, by participating in charitable activities.
12. *Reception of first-year students:* The 'freshmen' face a series of surprising and totally unknown situations (e.g. the campus, electronic registration system). In cooperation with the Student Council we could create new forms of supporting them, so that they can get accustomed to university lifestyle more easily.

The members of our team were satisfied with their undertakings at the meeting, as we felt that the BaBe research on the implementation of the BA training programme in Education yielded concrete results, moreover, we successfully formulated these on the level of concrete development tasks and succeeded in rendering a specific teacher to each task. It is perhaps unprecedented in the life of the Institute to have a clear list of tasks at the beginning of the academic year, with volunteers to participate and organisers who will take responsibility. We assessed this as a great achievement at the time, and anticipated the support of the Institute's management and the execution of the formulated tasks. We did not consider that:

- the BaBe team was not asked to perform this task by the management of the Institute,
- only a part of our suggestions can be deduced from the findings of the action research,
- some of the colleagues had negative feelings towards the 'handing out of tasks' of the BaBe team,
- many people question the legitimacy of the BaBe team.

We did not see that at the time. We analyse the effects of this move later on.

2.2.1.2. The report of the BaBe team on the Institute meeting about the presentation made on the National Education Science Conference (18th November 2007)

The team argued a lot at the time about how it could make colleagues more interested in the results of the research done by the BaBe team, and how we could convince them to back the development suggestions we formulated that concerned even the different levels of the organisation. There was no significant reaction to the propositions put forward on the meeting in September, there were no real changes in the following weeks and no decisions were made on the implementation of the proposed development ideas. We thought that maybe we were not clear enough, even though we know that one of the keys to successful change is that the vision must be communicated in such straightforward manner that it is understandable to the highest number of people (Kotter 2007), and so on the meeting we presented the short version of the presentation we made on the symposium of the NESC, as requested by the management of the Institute. One of the conscious goals of this event was to win over additional colleagues and persuade them to support and join the research and to obtain active colleagues for the undertaking of development tasks by presenting the complexity of the research and development process. A part of the presentation was directly about the conditions for successful teacher cooperation (Fullan 1993), the individual levels of involvement (Bognár 2005) and about the organisation as learning organisation (Senge 2002).

We interpreted the fact that a relatively high number of teachers volunteered for the different tasks defined in the 12 points of BaBe that many people in the Institute feel the urge for change. We also anticipated that the uncertainty factor accompanying the early phase of the process of change will increase anxiety, and so we proposed that the different development tasks should not be undertaken by individuals but by smaller teams, decreasing the responsibility of individuals and increasing cooperation at the same time. We highlighted in our presentation that we consciously created several levels of involvement in the development based on the CBAM model. We also presented at the meeting how teacher involvement worked out in the second year of the research *(Figure 2).*

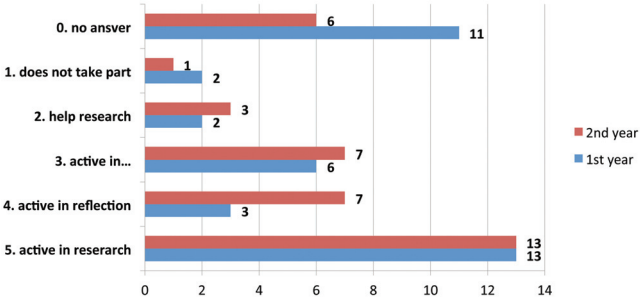

Figure 2: *Presentation at the Institute meeting showing the level of teacher involvement*

The diagram illustrates that the number of teachers who were not involved had been decreasing, the level of involvement had increased, but it was still doubtful whether we would be able to win over the critical amount of colleagues for the implementation of changes. In order to motivate them we made them face the fact that there is direct correlation between willingness for more committed involvement in the research and active volunteering for tasks *(Figure 3).*

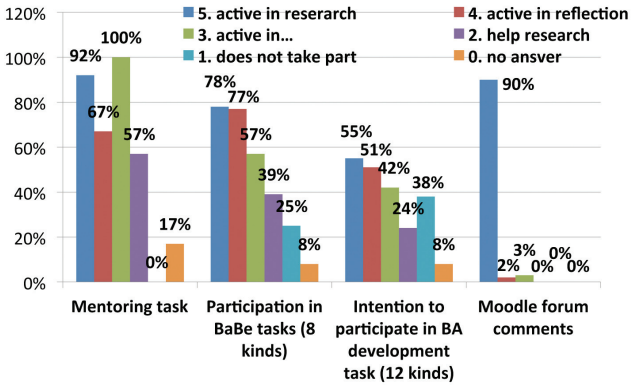

Figure 3: *Presentation at the Institute meeting showing the activities teachers volunteered for pledged in contracts*

The third component of that part of the presentation which was about teacher cooperation summarised the institutional conditions for the implementation of changes through the presentation of the learning organisation theory. This means such an organisation which continuously increases and strengthens its creativity and talent for the shaping of its future, and those who are involved in it are able to view themselves and the world in a novel way (Senge 2002). *Table 8* summarises the experience drawn from the meeting.

Table 8: *Experience drawn from two Institute meetings (18th Sept and 20th November 2007)*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• we gave feedback on the work the BaBe team accomplished, • we provided data to prove that some of the colleagues know little about the new training programme, • many teachers volunteered for the tasks of the following year, • 10 new colleagues joined the research as active members	• what will the management of the Institute do about the situation revealed by the BaBe? • which tasks will become priority? • how will the management support the successful execution of the described development tasks? • how will some tasks be detached from the BaBe team?	• we believed that we offered a constructive development scheme and we expected the management to make further initiatives, • we did not pay attention to the fact that nobody from the management was a member of the BaBe team, • we did not realise that the BaBe team became 'isolated'

Looking back, the period that preceded this can be viewed as the upsurge of teacher cooperation, followed by gradual decline. Several factors underlying this can be uncovered:

- Some members of the research team considered the initiation of change and development in the organisation as the most important goal of the action research, despite the fact that the BaBe team did not have any such authorisation.
- In spite of this, or exactly because of this, we did not create a strategy beforehand about how to implement our results.
- It was obvious from the very first moment that not just the level of involvement in the research will vary from person to person, but the members of the organisation will have different attitudes to change, and so we did not consider that in this case it is necessary that we provide different levels of support, see CBAM-model (Bognár 2005).
- By defining the effective organisation as learning organisation (Senge 2002), we unintentionally criticised the prevailing functioning of the organisation. The differences between the 'learning organisation' and the 'forgetting organisation' are illustrated well in the table below *(Table 9).*

Table 9: *The comparison of the 'forgetting' and the 'learning' organisation.*

The 'forgetting' organisation	The 'learning' organisation
Learning is interpreted as education at school	Learning is interpreted at the widest possible scope
The management tolerates individual learning	The management supports individual learning
Learning is occasional and organised from above	Learning is continuous
Tasks are accomplished, and then they turn off	During and after the accomplishment of tasks they analyse and look for conclusions
Experience becomes personal knowledge and remains covert	Conclusions are shared and a common knowledge evolves

Based on SETÉNYI (2003)

- According to some scholars most of the Hungarian organisations are at level 'zero' in terms of system consciousness, i.e. the organisation itself does not know the system it functions in, moreover, even the idea of thinking in terms of a system is not raised (Stocker 2004). As a consequence of the undertakings of the BaBe, our organisation had surpassed that level by that time.
- We did not consciously prepare for considering the factors that possibly hinder the process of organisation learning (Szatmáriné 2010):
  - excessive competition within the organisation, which is against information sharing, and results in secrecy,

- rigid organisation hierarchy, poor communication between department levels and working groups,
- bureaucracy and rigorous control,
- the indisputable nature of established procedures ('we have always done it like this')

- It is important to review to what extent these hindering factors are present in the structure of the university, how these can be resolved and how we could build on supportive factors instead of the hindering ones (Szatmáriné 2008):
  - following economic, social, political, technological processes,
  - constructing and using external and internal networks and informational systems,
  - sharing values and the visions of the future of the organisation with colleagues,
  - rewarding initiatives and innovations, continuous aspiration for improvement,
  - resistance to red tape and internal fights,
  - creating a culture that facilitates learning: the right of feedback, accepting open communication, supporting cooperation, team work and taking responsibility,
  - providing opportunities for regular learning, building up systems for internal training,
  - regular revision and renewal of the knowledge we transfer.
- Our research team expected the immediate breakthrough from the management of the Institute, and disregarded the correlation that the more complex the change is, the harder it is to force it through. Regulations may change some things, but they do not have an effect on what is really important (Fullan 1993).
- In spite of all this we anticipated that the conscious process of organisational learning would definitely begin in the whole Institute, as the results and development suggestions of the action research showed the way towards organisational learning and transformation (Tynjälä 2008):
  - organisational learning is always created in the interaction between members of the community,
  - individual goals and ideas and common goals are in harmony with each other,
  - the members of the community are willing to share their knowledge with one another,
  - and the prerequisites for knowledge sharing are trust and cooperative atmosphere.
- We had had the feeling for the second consecutive year that as members of the BaBe, we were taking part in a special learning process, as the personal ideas and opinions integrated into the common knowledge of the team through the regular weekly meetings, discussions and debates. However, we did not realise that what we were doing actually demonstrated features of the learning organisation by operating such a learning team where individuals are continuously enriched by the multitude of inspiring impressions and opinions that facilitate their individual development as well (Senge 1998). The enabling attitude of the management proved to be insufficient: doing voluntary research landed at the end of the list of tasks to be undertaken, meetings were held less frequently and no new suggestions were put forward for the development of the organisation.
- At the time we had a feeling of failure, as we considered the emergence and establishment of tighter cooperation between colleagues and the renewal of our organisation as the main goal and desired result of the action research. We did not become aware of the fact during autumn 2007 and spring 2008 that the BaBe research team created a 'learning professional community' within the organisation of the Institute (Gaskó, Kálmán, Mészáros & Rapos 2010). Which meant creating a team of such people who support one another, work together and think that it is important to join communities, to create a common approach to learning and who seek opportunities inside and outside their immediate community to examine their own practices, and to internalise new and better methods together that could make the learning of their students more efficient (Stoll et al. 2006: 5) *(see Chapter 9).* Realising this could have strengthened the team and could have provided it with further professional ammunition.

2.2.2. Motivating colleagues who teach similar topics or the same subjects to discuss their educational tasks

At the beginning of the semester it seemed (BaBe 12 points) that during the 2007/2008 academic year there would be plenty of occasions, workshops, forums that would further strengthen teacher cooperation and would force teachers to have professional discussions. However, the planned project day, the Teacher Workshop, the round table talks, the internal training were all cancelled. The main reason for that was probably that as a consequence of the increased workload of teachers, there was little energy left for the non-compulsory tasks that they volunteered for. Discussing course topics took place in line with the individual needs of teachers, but a common workshop was not organised for this. The teacher questionnaires were still completed at the end of the semester with respect to previous traditions, but they were not processed. At the end of the year the questionnaires were not even completed.

From the BaBe team's point of view it was a success that two members of the research team were asked by the Institute to work out the competency-grid of the programme *(see Chapter 4)*. Many teachers completed the diagnostic questionnaire concerning this, but there was little professional discussion in the Institute on the material that was prepared as a starting point for debate. Beyond the general overload of teachers this could be explained by the above mentioned lack of knowledge uncovered in connection with the field of competency development. The opposite tendency developed within the BaBe research team. The colleagues who were assigned with the task of constructing the competency-grid continuously brought new knowledge into our professional community, extending our existing sphere of knowledge. In the course of this, teachers envisioned an education based on learning outcomes and a higher education built on learning output. The spread of this idea in the Institute was slow, but the shift of teachers towards this approach is visible from a distance.

2.2.3. Building tighter relationship between students and teachers

The methods and practices initiated in the previous year were continued to be implemented (e.g. mentoring, creating a portfolio, Tomorrow conference), but the acceptance of this support system had become volatile among students and teachers alike. Fewer people came to the meetings, and in many cases this relationship turned into mere formality. There were similar difficulties in organising the Tomorrow conference due to the lack of both student and teacher activity.

As a reason for this we pointed out that it is difficult to organise a conference every semester that would come up to the same professional standard, and a decrease in standards would make the most talented students and the most qualified teachers stay away from the event. It is important to note that the teachers' level of motivation and the mistakes made during organising the conference resulted that this event could not become a tradition. The formal handing out of portfolios took place in spring this year as usual, but accompanied by a student briefing where besides presenting and interpreting the competency-grid the optional specialisation courses were also introduced. Many students were present but teacher presence was mostly maintained by members of the BaBe team. The usage of portfolios as a method of assessment started to spread among teachers and students, but supporting the development of competencies and supporting individual learning were characteristic of only a limited number of courses. Teacher awareness varies greatly in this respect as well, especially in terms of the competency-grid and the portfolio's supportive role in learning. The effective use of this makes teacher cooperation indispensable, and we could observe a successful example of this in the following year *(Table 10)*.

Table 10: *The experience of student-teacher cooperation*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• working out the competency-grid for the programme adds new momentum to teacher cooperation, • mentoring continues and involves the first-year students which entails teacher cooperation, • the Tomorrow conference was held on two occasions during the year	• how can the competency-grid be created professionally and with teacher consensus? • how can teaching methods that are based on the competency-grid be spread successfully? • how can teachers who carry out mentoring be supported? • how can the place and function of Tomorrow conference be found?	• few colleagues understood that role of the competency-grid, they hardly participated in working it out, • the competence based planning that aimed at changing the traditions of our university education fundamentally aroused negative feelings, • at the time the content and form of the Tomorrow conference became hollow

2.1.3. Phase III: ending (September 2008 – June 2009)

Most members of the research team started the new academic year with low motivation and numerous doubts. The action research that had been planned to last for two years brought little sense of achievement in its second year, out of the suggestions that were proposed to the Institute only a few were started to be implemented. We had a lot of debates about whether we should end the research now or continue until the end of the academic year when the first BA students graduate. All logical arguments were in favour of the later one, and probably this is why we decided to continue. But the activity of the BaBe team that year could not be compared to the intensity of the first year. The lack of understanding within the Institute, the missing real sense of

achievement and the lack of support that was expected from the management deteriorated the energy of the research team that had been organised on a voluntary basis and that worked without financial resources. All this was only enough to wind up the work in progress with the usual questionnaire. We present the intervention points by phases:

- The active involvement of the widest possible range of teachers in the research and development;
- Motivating colleagues who teach similar or identical subjects to discuss their teaching tasks;
- Building closer relationships between students and teachers.

2.3.1. The active involvement of the widest possible range of teachers in the research and development

Although we did not ask for the declaration of intent any longer in the following year, there were still new people joining BaBe, while some other colleagues could not be present actively due to their babies being born. As we hit a low point, we could not provide the newcomers with really good tasks, and we could not aid the successful execution of their sub-tasks.

2.3.2. Motivating colleagues who teach similar or identical subjects to discuss their teaching tasks

Really special individual paths can be traced in terms of teacher cooperation. On the one hand the need that could be sensed earlier about harmonising topics and course descriptions declined extensively among teachers. The most important reason for this could be that in the first times colleagues had to teach new subjects, in a new field, often parallel to one another, which spontaneously led to discourse and cooperation. But by the third year this had changed as most of the teachers had at least one trialled course, which eased the initial stress and uncertainty, and parallel to this the curiosity towards the ideas of other colleagues and the desire for 'learning from the other' declined. Two of the newly joined colleagues volunteered for organising a series of teacher interviews or focus group discussions to study this problem, but these did not take place.

A further opportunity for teacher cooperation could have been provided by the acceptance of the grid for the programme in Education by the Institution management, but eventually this did not result genuine teacher cooperation as every colleague was allowed to decide for him/herself to what extent he/she would like to build the development of competencies into his/her own teaching activity, and how he/she contributes to the development of the competencies of teaching assistant undergraduates on his/her own courses *(Chapter 4).* Experience showed that most of the teachers continued to focus on the content while planning the course, and ignored the competencies that were defined as output goals, and also they neglected the assessment methods that are organically connected to these *(Chapter 9).* Even the introduction of the compulsory, standardised scheme of course descriptions, which required the description of competencies to be developed (first in 2009) did not generate teacher discourse. The teachers matched the content they intended to mediate with definitions of competencies without any discussion, harmonisation or debate.

Within the Institute it is possible to find some good examples of teacher cooperation of a completely different level. The relationship of the education theory subjects and the assistant competencies to be developed were systematically reconsidered at the Department of Applied Educational Studies. Within the framework of the Department of Education Theory colleagues attempted to attach the tasks in connection with the student portfolios and the overview of competency development to a prioritised course of the given semester or year. In addition, in terms of graduation (final exam) the subjects that the department was responsible for agreed on focusing on developing, supporting the presenting of one targeted competence area. The members of the BaBe team were behind these two apparently successful pieces of professional cooperation, led by the two colleagues responsible for the creation of the competency-grid.

2.3.3. Building closer relationships between students and teachers

The established practices of student support were applied this year as well. It had become generally accepted in the life of the Institute that every year at least once a forum is organised for all students in connection with the current tasks (competency-grid, portfolio, selecting specialisation, internship, final examination). Mentoring that year was still underway, but there was no draw to match mentors with the first year students anymore, and the experiment ended with drawing conclusions *(Chapter 7).* The Tomorrow conference, which helped in publicising outstanding student achievements, was not held at the end of either semester.

Two new elements appeared in connection with forging a more efficient relationship between students and teachers. The '*Útravaló*' student guide booklet for Education majors and teachers had been compiled by the beginning of 2009. The booklet was created by the BaBe team primarily to highlight and clarify the connection between competence based education and personal professional development for the readers. It summarised for the students and for the majority of teachers the conceptual changes in teaching this programme, and also the shift towards a learning theory approach built on new foundations. Although the layout of the booklet was professionally designed, there were no financial resources for the printing

and dissemination of it. So we resorted to electronic access, however, a material that was designed for offline publishing is difficult to handle in an online form. We tested the booklet in the first semester, and we found that it did not become known among teachers.

The other innovation was also introduced as a reaction to student and teacher requests. The employment prospects and the labour market value of BA graduates in Education has been an issue since the commencement of the programme. In the new training net the importance of practical courses and professional internship increased, which entails that it is necessary to reorganise this field too, as the number and type of positions for interns cannot cater for the increased demand. The BA degree was unknown to the labour market, and so was the professional knowledge of our senior students. There were several arguments for the initiation of communication between representatives of teachers, students and apprentice employers (labour market). The person who coordinated this task in the Institute joined the BaBe research team, and besides others' it is the result of this person's efforts that the internships have been reformed and that the 'Trademark of our profession' event is organised annually. Both fields induced teacher cooperation, especially among teachers who deliver these courses and are responsible for professional internships *(Table 11).*

Table 11: *Findings of the last phase (year 2008/2009) that was analysed in terms of teacher cooperation*

Then		In retrospect
Perceived as an achievement	**Interpreted as a challenge/ dilemma**	
• the competency-grid that was accepted by the Institute became part of the thinking of the teachers, • in terms of some courses the idea of building on competencies appeared in some course descriptions, • some teacher teams initiated professional cooperation along the development of the students' competencies, • we made the professional and paradigmatic foundations of the new training explicit by the 'Útravaló' (meaning: Guide) booklet, • a renewed relationship system and novel professional discourse commenced with the 'Trademark of our profession' event	• how can we spread the LeO approach among colleagues? • with what methods can we make sure that competence based training is not present just formally? • how can we present to the Institute the professional cooperation ('good practice') that appeared among colleagues? • how can we make the assessment methods of the teachers serve the development of competencies? • what type of division of labour can be effective with the colleagues of internship places?	• we did not expect that some of the teachers would consider competence based education just a fashionable trend against the traditional practices of higher education, • we did not consider that approximately the same amount of time and energy is needed for the institutional implementation of the competency-grid, as the creation of it required, • the cooperation activity of teachers teaching courses of similar or identical fields lasted only until they gained routine in the new course, • those BaBe members were the most active who found their own research and interest field in the common action research.

3. SUMMARY

This study summarises some of the elements of the BaBe action research on the implementation of the bachelor training programme in Education, i.e. the achievements and problems of teacher cooperation, and the peculiarities, controversies and dilemmas of the development process. The research team evolved into a professional community of collaborating teachers and colleagues, and in the meantime it was possible to detect the classical steps of group formation from storming to dissolution. In this chapter we summarise the achievements in the three examined fields, the problems that emerged, the dilemmas that were formulated by the research team, and finally, we highlight the most important findings that are relevant for generalisation.

3.1. Achievements in the field of cooperation

Teachers enthusiastically volunteered to join the research process in the beginning, with differing levels of involvement though, but still, they supported the action research accompanying the new programme formed as a result of the Bologna Process. The research team consciously made an effort to give immediate feedback on results to colleagues (moodle interface, teacher workshops, Institute meetings), which resulted in further teacher activity and commitment. As a consequence of this, the practice of competence based planning; the feedback for development approach and the need for the application of portfolios have been spreading among colleagues. We managed to organise events that provided professional publicity for the presentation of the work of BA students. Even though the mentoring of students functioned only temporarily, partly due to this

we managed to involve some students in the research for some concrete tasks.

The action research started out from teacher cooperation, but we also had some previous experience of the functioning of the organisation. It was an important step that in connection with the implementation of a new programme we motivated teachers teaching the same subjects to have continuous discourse, and discuss their course descriptions and teaching activities. These discussions and facilitated sharing of experience in small groups did not start easily; some of the colleagues were reluctant to join them, as this type of working method had not had any tradition beforehand in our Institute. Thus this form of sharing experience did not become general practice during the active two years of the research, however, in the past few years the continuous formation of beginning and end of term meetings of colleagues can be observed at some of the programmes. While in the first years fewer colleagues needed these kinds of meetings that facilitate discourse, knowledge sharing, information obtaining, now it has become the demand of the majority and a form of work organised autonomously (irrespective of research field). The regular written feedback the teachers were made to write about their own activity in the framework of the action research had a detectable effect on the standardisation of the course topics, on the competency orientation of the course descriptions and on the spread of a more unified teacher approach. Some teacher teams started professional cooperation which reached beyond department levels, along the idea of developing student competencies.

3.2. Problems emerging during the activity of the research team

It soon became clear that teachers needed more information in the case of new programmes and developments, and the action research had limitations in providing this. It was also immediately detectable that teachers found those research and development tasks attractive which were more concrete and easier to foresee as a whole. As a result of these findings 12 activities (the 12 points of BaBe) were defined for which we searched for organisers and implementers. At this point the research team stepped beyond its role and became an institute level, unauthorised 'strategy creator' and 'task assigner'. The benevolent but not thoughtful enough sequence of steps unwillingly confronted the research team with the management of the Institute, the organisation. Probably it can be put down to good personal relationships within the Institute that there was no real conflict, however, only a fragment of the planned 12 tasks were executed due to the lack of support. The reasons for this situation are probably the following:

- In the beginning our research team had a teacher's approach, and in this sense we expected teacher strategy creation (planning, concentration of resources, pursuit of efficiency) of the management of the Institute. This was primarily connected to our approach to our own role, so we kept the planning and realisation of teaching in our forefront. In the meantime, the organisation applied adaptive strategies, and attempted to solve the problem of change by the minimisation and resolution of conflicts and stayed away from any large scale changes.
- Presumably, there was a difference in what the research team and the management of the Institute considered as problems, and so they wished to focus resources and support somewhere else:

Identifying problems	
BaBe research team	**Management of the Institute**
"all teachers struggle on their own, even though if they were to collaborate, training would be more efficient"	"there aren't enough research and international relations in the Institute, so the position of the organisation within the department is not stable enough"
"the goal is that the 'users' of the graduates are satisfied"	"the commitment of the teacher must be strengthened and this is how he/she can be won"
"we cannot teach the same way as we used to"	"if I cannot pay the teacher well, I cannot ask for extra work"
"change is a challenge that strengthens the position of the individual"	"some colleagues experience change as a menace, and they fear that they have to do extra work"

Tasks	
enhance teacher cooperation	establishing international relations
expecting competence based course topics	motivating research
supporting mentoring	getting involved in international research projects
assessment for development, use of portfolios	motivating foreign language publication

- We chose to do action research because we wanted to promote change, but we have also learnt that along the way, i.e. we were only researcher-teachers, and only now, *at the end of the process has this evolved into 'action research'.*

3.3. General learning points

In higher education it is also necessary to shadow the implementation of a programme or programme with action research. Beyond the direct impact of this (e.g. the creation of a concrete database about the students attending different years, educational methods and tools) it uncovers sources and facts about the functioning mechanism of a given organisation, and provides an opportunity for learning and personal development to the organisation itself and its members. The factors that facilitate the success of this process are the following:

- *Conscious organisation development* is necessary in higher education as well.
- It is important to *clarify the legitimacy and the limitations of competency* for a research team within the organisation that examines its functioning, as in the absence of this developers could unwillingly confront the management of the organisation and become isolated.
- *The delegation of a representative of the organisation management* in the research team strengthens the team in its examination of the efficiency of the organisation, and thereby bottom-up organisational development can be effective as well.
- In terms of the findings of the research it is important to extend the organisation's traditional practice of *sharing knowledge and experience* to the field of training and education.
- It is necessary that the management of the organisation *consciously inspires* and supports the *formation and activity of professional communities.*
- Teachers have different attitudes to change, and differ in terms of the intensity with which they become involved in certain developments, thus *a personalised, adaptive form of support is ideal on behalf of the management.*

Factors that hinder teacher cooperation in higher education:

- the *archaic, traditional functioning* of departments and the higher education as a whole,
- the existing traditional education practice in higher education is far from the *output approach*, as it is a tradition that defining the curriculum is part of the autonomy of the teacher,
- *it is difficult to change the planning and assessment practice of teachers*, and it is a perceivable danger that competence based training exists only formally,
- *teaching activity* in contrast to research activity *is not acknowledged* in higher education,
- *there is no genuine tradition of the implementation* of developments, innovations within higher education organisations.

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CHAPTER 4
THE DEVELOPMENT OF A COMPETENCY-GRID AND THE STUDY OF ITS EFFECTS

ORSOLYA KÁLMÁN & NÓRA RAPOS

This chapter's study is about the constant re-thinking of the development and changes of a competency-grid[1]*. The authors – if they talk privately about the history of this development – re-live those recurring moments, when they were re-reading and discussing the same competencies over and over again; when they were preparing for institutional meetings over and over again, having the same doubts: whether the colleagues would understand, highlight the emphatic problems and questions the right way; and, when introducing the competency-grid, they met the interested, but averse looks of the employers and students over and over again. This cyclical experience, in which both the logic of development and the involvement of the developers can be traced, leads to a systematic line of thinking, in which the effects, results and problems of the development reach a new depth with the help of the new viewpoints. Thus, we will do our best to re-tell the development of the competencies of the bachelor training programme in Education from different viewpoints*[2]*: 1. highlighting the history, the steps and dynamics of the development and inserting our own narratives in it; 2. focusing on the theoretical approaches of the learning outcomes-based higher education and 3. emphasising the effects of this development and the competency-based approach on different levels, the effects on the students, the teachers and the institution/organisation (Figure 1).*

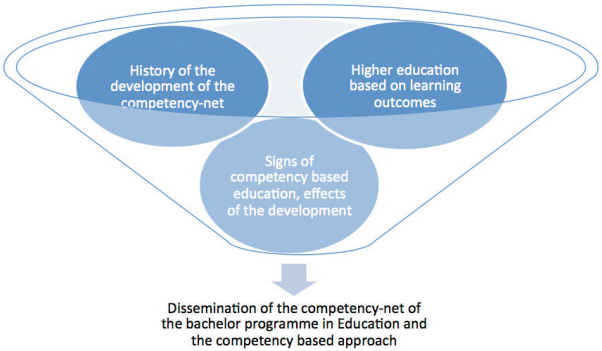

Figure 1: *Structure of the study: Interpretations of the competency -grid development*

We expect that the re-thinking of the story from different aspects points out the problems, results, possibilities, questions of the developments connected to learning outcomes in a way that is both professionally valid and connected to everyday practical matters, this way effectively helping the developers and teachers working on different fields of higher education. We think that while the first approach about the dynamics of development can be especially useful for the programme owners and directors of higher education institutions, the theoretical approach on the learning outcomes-based higher education can help the developers themselves. The third approach is recommended to all stakeholders in higher education, especially to the teachers, students and managers involved in Education training.

[1] The detailed competency-grid and the principles of its creation of the bachelor training programme in Education can be read in the Appendix. Furthermore, the explanation of the expression competency-grid (as opposing to the more generally accepted competency-list) can be found in sub-chapter 2.2.3 entitled 'The grid-like alignment of competencies'.

[2] In connection with research about experiencing the stories, re-living them, telling, them, re-telling them, see (Clandinin–Conelly 2010) and *Chapter 2.*

1. THE HISTORY AND STAGES OF THE DEVELOPMENT OF THE COMPETENCY-GRID FOR THE BACHELOR TRAINING PROGRAMME IN EDUCATION

The preparation of a competency-grid seemed a single and well-defined institutional task, although it presented many unanswered questions. Being creators of this framework we were convinced of the need for it, as well as that this work will contribute to the professional foundation of the training. In retrospect, and consciously re-thinking the history of development, today we believe that the development process and its effects gained a much wider spectrum than we previously thought. However, it is this systematic retrospective that helped us to realize such aspects that did not become clear to us during the process of development.

The history of the development of the competency-grid cannot be described only as a linear process, since it had many connecting points with the development process of the BaBe research, and its effect-system was also diverse. Today, we can identify four major thematic nodes of the earlier seemingly terminable task of development: the antecedents of the development, the period of situation analysis, preparation of the competency-grid and the phase of integration *(Table 1).*

Table 1: *Periods of the competency-grid development*

Periods		Activities and their results
Antecedents/ Situation analysis	October 2006	• BaBe survey about the expectations of first year students about the training programme in Education (SQ-1.)[1] • BaBe's questionnaire survey about the first teaching experiences along the following themes: literature, definitions, tasks, requirements, tools (TQ-1.)[1]
	May-November 2007	Analysis of competencies and their development in Hungarian and international training programmes of teachers and teaching assistants
	September 2007	Assignment from the head of the institution for the creation of the competency-grid
	October 2007	Teachers' debate about the principles of the teaching assistants' competency-grid and its development, based on: • Teachers' questionnaire about the scope of activities of the teaching assistants (TQ-3.), • Creation of a database based on the teachers' questionnaire about the scope of activities of the teaching assistants • Employers' questionnaire about the possible scope of activities of the teaching assistants
The preparation of the competency-grid	May-October 2007	BaBe questionnaire designed for teachers about the planning and teaching experiences of the courses started within the bachelor training programme (TQ-1.). As a result of this: • Lecture at the *NCE (National Conference on Education)* symposium about the articulation of requirements (Kálmán, Lukács & Rapos 2007) • The presentation of the findings on an institutional level, too (source: Bakács et al. 2007)
	November 2007 - February 2008	The developers, who are simultaneously institutional staff and members of the BaBe research, create the first version of the competency-grid.
	February 2008	Based on the department-level discussions and on the final conciliations of the teaching assistant competency-grid the competency-grid of the teaching assistant and principles for application is presented (Teacher and student version)

[1] For the codes of the research-tools of the research and their more detailed explanation see *Chapter 2.*

Periods		Activities and their results
Integration	Spring Semester 2008	• The distribution of the teaching assistant competency-grid to all teachers • The application of the teaching assistant competency-grid for the creation of some course descriptions (not compulsory) • *Providing information* and discussion for students about the usage of the competency-grid and portfolio and about optional specializations. • An experiment carried out within the confines of the subjects of education theory to prepare a development portfolio based on the professional competencies and to present it at the comprehensive examination • Consideration of the output competencies in the creation of the thesis, *the formation of the criteria for a portfolio-type thesis* • Consideration of the objectives of the competency-grid in the creation of the cumulative exam. • An opinion-poll about the teaching assistant's competencies among students within the BaBe's complex questionnaire survey of students (SQ-4.) • Report about the developments taking place based on the competency-grid during the institutional meeting (source: Kálmán 2008) • Suggestions for the institute for the timing of further assignments connected to the development of the competency-grid (source: Kálmán & Rapos 2008)
	Autumn 2008 – Spring 2009	• The re-thinking of the competency development in apropos of the course descriptions of the education theory subjects • The preparation of a student's guide for the usage of the competency-grid and for the creation of a portfolio, testing of it, feedback from students • Supervision of two portfolio-type thesis • First meeting with employers (special workshop): presentation about competencies, introduction of specializations. This event is held once a year since then.
	Spring 2010	The revision of the bachelor training programme in Education in connection with the review of the bachelor degree on a university and faculty level (RBA-taskforce): • The analysis of the training material of the bachelor training programme in Education in terms of content and form • Compilation of a new training and course structure • Actualisation of course descriptions in consideration of the competency-grid.

1.1. Development antecedents

1.1.1. Focus search

It is difficult to trace back the history of development, and even harder to connect it with specific activities. The era of antecedents can rather be interpreted as a kind of data accumulation, which led to the articulation of needs by the participants of the research: it would be necessary to define a coherent, professionally supported system of output requirements. Thus, the formulation of the competency-grid was not articulated as a clear aim at the start of the BaBe research. The focus was on the research of the training itself, we consciously wanted to follow the development, achievements and problems of the teaching of the new programme from the first academic year of the bachelor training programme in Education. Although the research carried out between the autumn of 2006 and spring of 2007 were given an important role in diagnostic work of the competency-grid later on, but they were not carried out with this aim.

This accumulation of information and data were grounded on two BaBe investigations primarily: the first student queries (SQ-1.), aimed at identifying expectations of students about the Education training programme, and the first teacher questionnaire (TQ-1.), where we tried to form a clearer picture of the initiated training along the themes of literature, concepts, tasks, requirements. Based on these studies, the impression was reinforced in the research group that the development and introduction of an accreditation material took place in such short notice that there was not enough time to lay the foundations of a coherent and objective set of criteria and to interpret the new training output of the teaching assistant. As a result, the teacher colleagues in the initial training struggled with serious uncertainty, and had very different interpretations of the training output. Although it is a natural

consequence of the researches, that the research and development process holds some uncertainty and openness to changes in itself, it has been amplified in our case by the fact that the research subject itself, the Education BA's output requirements presented countless unanswered questions.

1.1.2. Institutional embedding

The success of a development is fundamentally influenced by the working environment it is started in. The formal start of the creation of the competency-grid can be connected to the moment when the team was able to articulate the deficiencies and problems of the training requirements, and communicated the data of the teachers' uncertainty connected to these problems towards the institutional management. The assignment from the head of institute for the development of a competency-grid even pointed out this development among the many activities of the BaBe research, since it has grown into the first concrete task that was started out as an 'official' development within the organization based on the data of researchers. The assignment was given to three colleagues, who each represented a department of the institution, thus ensuring that the development started would be connected to the whole organization as fully as possible. Today, however, we believe that the core difficulties of the integration of the competency-grid lie in this initial period:

- The BaBe research group and its findings were not fully integrated into the operation of the institution, the preparation of the competency-grid was most fully approved by the research team itself;
- the numerous newly started training programme and development tasks (Education BA, pedagogy MA and the teacher master training, etc.) demanded the very diverse attention of the colleagues, the completion of the urgent tasks distracted them from the strategic objectives;
- The unsettled social and professional disputes related to the Bologna process, eminently the teacher training slowed down developments connected to the new training braches, because the uncertainties arising (for example, what is the teaching assistant qualification good for?) appeared rather as a counter-argument against development, than as a professional difficulty to be solved.

The development was started in such professional environment, in a somewhat isolated way and this isolation was further intensified by the fact that the development team, ultimately shrinking to the size of two, spent the next semester away from the everyday life of the Institute.

1.2. Situation analysis

The situation analysis period is not a uniform, well-defined time period, but its content can be still defined as *the phase of collection, conscious assortment and processing of data*. At this stage, we had three main activities:

- The re-interpretation of previous data from the viewpoint of the formation of the competency-grid. This approach shed new light on existing data, and partly highlighted that a more focused data collection is required for the development.
- The collection of new information particularly focusing on the contents and tasks of activities of the teaching assistant.
- All these activities were accompanied by the processing of professional literature, which served to discover the experiences and particularities inherent in the regulations in practice in Hungary and in other countries.

1.2.1. Reflective re-analysis – Data from a new perspective

The initial development could rely on two completed research materials: the survey questionnaire (SQ-1.) investigating the students' motivations and expectations about the training, and by that time twice-recorded teachers' questionnaires that processed the experiences connected to the readings, concepts, tasks, requirements and tools of courses (TQ-1.). The primarily available analyses were connected to a particular person responsible for the topic in all cases, thus the knowledge of data and results of one specific topic were not equally known within the research group despite the professional consultations.

In retrospect, we believe that despite the re-interpretation, the analysis of the students' expectations only determined peripherally the development of the competency-grid. It was mostly two of our previously existing general impressions which were justified by the data from this study. On the one hand, that the career and programme choices and motives of the incoming first students at the autumn of 2006 also affirm the lack of informedness regarding the content and perspective of the programme *(see Chapter 6).* On the other hand, that the problems related to the requirements are common in the student opinions (individual work 27%; no clear expectations 7%; high requirements 4%; a total of 38% of responses). The analysis of the teachers' questionnaires showed a much more direct connection with the development of the competency-grid. Even during the processing of the first data collection we came to the conclusion that it would be necessary to develop a competency-grid

Suggestions:
- it would be necessary to compile a programme competency-list, and
- to harmonize the competencies for development and the requirements more tensely.

(Source: KÁLMÁN & RAPOS, TQ-1. analysis, 2006)

Among the causes of these suggestions were arguments that during the first semester the colleagues set a wide variety of developmental objectives for their courses, but these were not really organised, pointing in one direction, and the articulated requirements were not competency-like. The analysis of the second data collection coincided with the period of re-interpretation, so it was much more focused on capturing the change.

The requirements articulated in the second semester turned particularly competence-like, that is why their structural examination could take place […] Although quantification is not the best guideline to analyse requirements, but is it still worth noting the structural and content elements our attention was drawn to:
- We predominantly concentrated on the development of reading and writing techniques among the development of skills in the second semester.
- Still, we paid most attention to the delimitation of content knowledge and by its content elements; the image of a socially sensitive, collaborative, general intellectual type is shaped.
- So we are principally thinking in terms of this content knowledge, and at least in terms of views/attitudes.
- Our way of thinking was defined by the competency-list of the teachers, but it is the shortcomings that are worth looking at (because this is where the programme-specifics may be found). The need for the Education programme's competency-grid can be sensed at the same time.

(In: KÁLMÁN, LUKÁCS & RAPOS, NCE presentation, 2007)

The definition of a teaching assistant's scope of duties, and the examination of the requirements supporting the preparation for it were in our analyses' foci back then. As a result of this conscious process-interpretation we could already see that the articulation of requirements is knowledge centred, the content of the competencies does not outline an accurate picture about the field, and that the content elements of the teachers' competencies radiate on this programme. This lack of content focus and the disproportionate approach of the components of learning outcomes confirmed that new surveys were also needed. We believed back then that with the help of the old and new results it would be possible to determine, on the one hand, what it means to become a teaching assistant. On the other hand, we assumed that a well-defined competency-grid makes the need for the development of knowledge, skill and attitude elements more balanced.

In retrospect, apart from the above, the reason for the greater effect of the analysis of teacher questionnaires on the formation of the competency-grid all along is because it was more in the centre of interest within the research group, too. The main reason for that was the team's unconcealed intention during this period, partly based on these questionnaires, to enhance the effectiveness of cooperation among teachers.

1.2.2. Involvement of stakeholders

Even during the period of situation analysis we were aware how important it was to involve as many participants into the process of development as possible. The main direction of the new data collection was to determine the profession and scope of duties of the teaching assistant in terms of content; the strongest effort was made to involve teachers.

The compilation of the teacher questionnaire already had the primary purpose to prepare the competency-grid, and the respondents themselves were well aware of this goal (TQ-3.)[3]. Still, it was difficult to decide based on the responses whether the teachers connect the teaching assistant's scope of duties to the new tasks in public education or rather identify it with a permanent helper/assistant scope of activities. The respondents considered each function identified in the questionnaire as important, which suggested that they could still hardly define the specific content of the field. The interpretation of the three specializations of the bachelor training programme in Education, however, showed some differences. The employees of the institution were able to specify the scope of activities of the educational research assistants most accurately, in which the decisive elements were the administrative, preparatory / teacher-supporting pedagogical activities in the background (poster preparation, equipment preparation, etc.). The teaching assistant's functions were more clearly linked to school activities (tutoring, test correction, preparation of work sheets, etc.), while the teaching assistant's activities were vague, with an addition of extra-curricular activities, thus it became the least identifiable specialization.

Despite the fact that all teachers have completed the questionnaire, the results did not become part of the organizational knowledge. Today we believe its main causes to be the lack of any other organised framework than the web interface on the one hand, which could help to insert the knowledge about the content of the teaching assistant training in the explicit institutional-level knowledge, yet we were satisfied with only publishing them on the online interface, and on the other hand, the interpretation of the role competencies played in the training. Discussions of topics like these also remained rather informal in nature. All this could have been the result of a narrow interpretation of tasks by the developers, and perhaps by the

[3] The questionnaire was filled by all the teachers (N=53). The activities related to the specialization tiers (education, teaching and research assistant) had to be assessed along closed-ended questions.

principals, which only meant the preparation of the competency-grid, and not the elaboration of learning outcomes and output requirements of one of the major training programmes of the institution.

One of the most obvious aims and benefits of the Bologna process is to approximate higher education and the world of work. This aim also came up during the preparation of the competency-grid, so we made attempts to visit the employers' side as well. Despite the small sample, the main lesson of the analysis of the employers' survey was that they found it difficult to separate the bachelor training programme in Education from the one of the teachers, even if it basically covers assistant functions. The failure of this study, however, is due largely to the fact that the higher education system, especially *programmes which are not directly market-oriented, have no real, operating contact networks with the professional environment*: their operation, their developments are not known to employers. This study could not break through these barriers, either, thus the outreach to this group was not very successful either.

During this phase of the development data collection has become the most determinative, and the involvement of various players was not successful at this point. The most visible evidence of it was that a survey for the students was included neither in the planning, nor in the examinations.

1.3. The preparation of the competency-grid

The development of the grid itself and the coordination of the cooperation linked to it can be considered as the next pillar of the development process, the second great period. The defining input of this work was gained through the analysis of domestic and international experiences and literature. We considered the analysis of the existing regulatory environment to be relevant within the international experiences, such as the Dublin descriptors (Dublin Descriptors, 2002) inserted into the European Qualifications Framework, the special education competencies known by the Tuning project by then (Education Sciences - Tuning Project, n.d.). Furthermore, we reviewed the overall experience of such national developments where the competency-based training of the field had more significant experience:

- Competencies of the English teaching assistant (Professional Standards for Higher Level Teaching Assistant Status, n.d.)
- The definition of learning outcomes and the examples of competency-based training development of higher education (Kálmán & Rapos 2007a),
- The development of teachers' competency and the process of support of the implementation - in relation to the Netherlands' and England's practice (Kálmán & Rapos 2007b).

It was important to understand the regulatory environment in the domestic environment, too:

- the training and output requirements for the master and bachelor training programmes (15/2006. OM),
- the teacher's competency list (*Teacher Competencies*, 2006, 15/2006. OM),
- the NQR training of teaching assistants and its professional requirements (16/1994. MKM Regulation)
- the ongoing work of the National Qualifications Framework at the time (*conception of the National Qualifications Framework*, 2006).

The profession of the teacher and the analysis of the teacher's competencies was an essential part of the analytical work all along, as this period also happened to be the period when the reform of teacher training took place, which became the dominant context of the development of the bachelor training programme in Education as well.

We will highlight some of the basic questions that determined the development below, which were discussed among the members of this institute on a common online platform. We will not cover the scope of questions regarding the definition of learning outcomes; it will be discussed separately due to the significance of the topic.

1.3.1. Does a competency-grid have principles?

Despite the low degree of professional involvement, some major points of discussion crystallised for the definition of the competency-grid: for example, the independence of teaching assistants, or the synchronisation of output requirements of the teaching assistant and other trainings. As a result of the professional discussions on the online forum, we believed that even at this early stage of development the formulation of principles is necessary, which distinctly determined the direction of the joint development at the end. We considered the following as such principles:

- The competency-grid is designed to serve as a basis for the *planning of personal professional development*.
- We are thinking about such a competency-grid in the case of the learning outcomes of teaching assistants, which shows the differences, specificities and depth between specialization tiers.
- The application of the principles of the Dublin descriptors in the competencies of teaching assistants. Our target BA training equals to level 6, which requests *a great deal of independence and autonomous responsibility* from the individual.
- The starting point of the competency-grid is determined by the possible professional scope of activities.

- Due to the teaching assistants' determining social and professional responsibility we find it important to display the *opinions, attitudes, acceptance of values* in the competency list.
- The competency-grid aims to create a *common professional language* among students, teachers and the players of the labour market.
- The competency-grid needs *regular monitoring* and multiple aspect (e.g., educational, labour market, student, graduate, etc.) assessment.

1.3.2. How many competency-grids can describe the multiple specialization tiers of one programme?

According to the agreement of the consortium of institutions which grounded the bachelor training programme in Education the teaching assistant training meant three specializations: educational, teaching and educational research assistant. This externally determined situation generated one of the most controversial elements of the development: the definition of the quantity of the competency-grids. We will display some of the opposing arguments of the teachers below:

Common list with few special characteristics	Strong emphasis of specializations, several lists
• "The scope of activities and competencies could be set together for all three specializations, outputs, and only the emphasis and depths would need changes." • "A common list with the change of emphasis. Probably the labour market will not be able to demand such a differentiated expertise. " • "All the three specializations' competencies should be determined together with the change of emphasis. In the case of each specialization, we must prepare them to carry out different emphasized activities according to the different topics, meaning that aspectual priming is a must. For example, in the case of a teaching assistant the organisation and strengthening of a teacher + parent + child relationship. Teaching assistant the preparation for the teaching-learning. Research assistant stronger qualitative knowledge, etc. "	• "If there is no separate, well-distinguishable competency list, why do we have specializations?" • "It is worth setting the different scope of activities for each specialization and the competencies based on them, as it is easier to structure them according to the 3 fields." • "If there is no difference among them, then why should, or based on what should the students choose?" • "Different scope of activities is needed. A more differentiated description would benefit the organization of the training, it would help the choice of the student and would make the program more marketable."

(Source: TQ-3. analysis, 2007)

In the realized grid, the aspect that the emphases on specializations should not be blurred in accordance with the training became a major concern, but the common elements have been also highlighted – meaning that one competence-grid was created, but within it the special focal points of specializations also appeared. This direction of the talks stalled later on, the curriculum content and requirement of specializations was not analysed by the Institute in more detail. However, this kind of separation contributed to the formation of the identities of the individuals responsible for the specializations, and this was reflected in the identity formation of the students later on.

1.3.3. How to insert a new training programme in the existing training profile?

The following discussion point is related to the reform of teacher training, and was looking for the relationship between the special education modules (SEMs) of the teaching assistant qualification and teacher training. The so-called 40-credit point SEMs for which one can enrol as a second teacher training programme overlap in several points in content and activity with the teaching assistant's scope of activities (e.g., learning and career guidance teacher, leisure-time teacher, talent nursery teacher, etc). At the end, this became the area where not many satisfying answers could be found. Although we thought it to be relevant to think about the relationship of MA-level SEMs, we felt that during the development we could determine the scope of competencies and activities of the teaching assistant formulated for the BA-level in relation to the assistant profession and our already existing content of training. At the same time, we could feel the tension arising on the side of the training and programme supply, the unresolved problems. To resolve this issue, the involvement of higher level consultative forums would have been necessary, the development of the competency-grid only revealed the unresolved problems otherwise present on the level of higher systems.

Overall, the development of the competence-grid was a *gradual, step-by step development*, which bore the *problems of the unsynchronised levels of institution, teachers and students*.

1.4. The steps of integration

The third major pillar of development, in addition to the situation analysis and the preparation of the grid, was the integration of the competency-grid into the training, the support of the incorporation of the competency-grid., This process, on the one hand, closely locked up again with the BaBe-group's other development activities, making it difficult to separate the results on this field from the results of other areas of the BaBe research; on the other hand,

it is hard to isolate it from the institute's usual daily operation, practice. The activity system composed of many elements *(see Table 1)* still served the consciously set purpose of making the post-formulated output requirements an integral part of the training *(Figure 2)*.

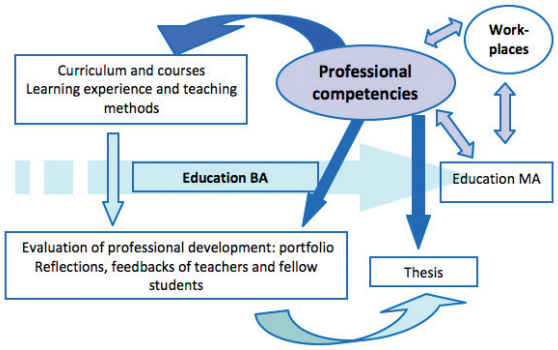

Figure 2: *Competence based training at the bachelor programme in Education, based on the material prepared to students entitled 'Útravaló' (Kálmán & Lénárd 2009)*

The foundation of competency-based training did not follow the traditional logic, meaning learning-teaching activities (with content, methods together) and the evaluation system of the training have not been developed based on the intended learning outcomes (cf. Biggs & Tang 2007: 50-63.). The competency-grid preferred by the institution was formulated after the training content had been developed. Yet, since then we can talk about the period of the spread of competency-based education within the training, since the generality of the competencies formulated in the TOR and the rapid launch of the bachelor training programme did not provide the adequate conditions.

The unorthodox planning and build-up of competency-based training produced problems and possibilities in the bachelor training programme in Education. We believed and still believe the main problem to be that 1. the training objectives, learning outcomes, 2. the teaching-learning activities, tasks, methods, and 3. the evaluation system were not formed and developed in a synchronised way, and therefore competency-basedness did not reach the system level, or become a consciously planned, coordinated process. For example, the completion of the competency-grid also amplified and made the students aware of those teaching-learning activities, that were planned to develop the competencies of the bachelor training programme in Education within several courses, but these teaching-learning activities connected to some of the courses did not correlate, were not settled on programme level.

We thought the thesis evaluation system, which was waiting to be developed just then, to be our biggest chance. This institutional development work has been put on the agenda after the completion of the competency-grid, so the tasks of the development of the objective and evaluation system were very close to each other in time, which increased the strength of their interference. The competency-grid did not only become part of the objective system of the thesis and the cumulative exam, but also appeared as a type of a thesis, a portfolio presenting personal professional development closely connected to competency-based training.

Possible types of thesis:
a) Theoretical, historical and / or empirical research of an educational problem;
b) Educational Development (development and testing of an equipment, curriculum, program, project, etc.);
c) **Conscious- systematic self-reflection, in the form of an evaluation / development portfolio.**
(Source: The thesis types of the bachelor training programme in Education)

All this has greatly enhanced the appearance of competency-basedness on a programme level, even if out of the first graduates, obviously due to its obscurity, and due to its slower incorporation of support in the training – only two chose this type of thesis.

During the phase of integration three major groups were regularly addressed, too: students, teachers, employers. In all cases, along with information the *joint interpretation of competencies* and the discussion of their usage and roles were emphatic, too (student information, faculty workshop discussions *(see Chapter 3),* the event entitled 'Trademark of our profession' etc). Although the joint interpretations and discussions intentionally served the purpose of the most complete incorporation of the competency-grid's understanding and usage in the life of the organization, this was less deliberate at this stage than it was during the preparation of the competency-grid. In the case of teachers, information, joint interpretation and discussion all prevailed during the development, experimentation and the testing of activities and evaluation types for the development of competencies came to the forefront at this stage.

2. (HIGHER) EDUCATION BASED ON LEARNING OUTCOMES

When we started the competency development of the bachelor training programme in Education at the institute, we felt that were aware of many of the theoretical considerations of competency development, and we

discussed several problems, questions with our colleagues. Now, after the creation of the competency network and at the systematisation of the results of the BaBe research, we still think that there remained certain aspects that we were not aware of, we did not take into consideration back then, and which maybe made the incorporation of the competency-grid difficult into our institutional work.

The major questions, aspects of *learning outcomes-based higher education* are presented to the reader in a way that we

- continuously reflect on the theoretical starting points of our developmental project, and
- raise those concerns which, if made conscious, based on our present experience, can contribute to the success of the development of the institutional programmes.

2.1. Blurred concepts and differing approaches

During the preparatory work of the competency-grid of the bachelor training programme in Education we strongly relied on the theoretical and content considerations of the ELTE material titled *Teacher competencies* (2006), because of the direct developmental experience we had about it, and the two fields also had many common points in terms of content. Today, we believe that this meant a professionally valid starting point on the one hand; since a large amount of research results and experience has been gathered about the development of teacher competencies on international level (cf. Falus 2006). On the other hand, it obscured such theoretical problems which had already been fairly settled in connection with the teaching profession, but which needed further clarification in the case of planning programmes in higher education, for example, the connection between competencies and learning outcomes; the interpretation of learning outcomes; the recognition of preliminary learning outcomes / knowledge acquired outside higher education; the comparison of training output; the quality assurance system for training programmes.

The concept of learning outcomes has an older interpretation, not so much related to current competencies. This approach was based on the pedagogical consideration that during the design, organisation and assessment of the teaching processes, the focus must be kept on the broadly interpreted, consciously planned learning outcomes that the students need to achieve. In other words, it is necessary to consider the attitudes, values, world views the students must have at the end of the teaching process (Biggs & Tang 2007). This kind of pedagogical thinking is based on the desirable changes happening to students, and primarily places the support of the learning process for these changes in the centre. The *European Qualifications Framework* (EQF), launched in 2005 by the cooperation of the EU member states differs somewhat from this aforementioned pedagogical approach in its objectives and foci, even though it obviously incorporates some of *Biggs and Tang's* (2007) theoretical reflections. The EQF also expects the qualifications' cross-national comparability, transferability, the encouragement of student and worker mobility, the support of LLL, the recognition of informal, non-formal learning from the learning outcomes-based approach of the training-educational services (Radó 2008a). The EQF interprets the learning outcomes as follows: "learning outcomes express what a learner is expected to know, understand and be able to do as the result of a learning process" (Radó 2008a). They set eight levels of learning outcomes linked to the qualifications, and the learning outcomes are fixed on each level to a generally defined set of competencies to be acquired. The EU policies, consultations and co-operations focus primarily on the development of the assessment of qualifications, their evaluation criteria, and measurement (cf. Derényi 2006), which, of course, indirectly also promotes the transformation of the learning organization. We did not pay enough attention to the interpretation of learning outcomes during the development of the competency-grid, but we felt that a student-centred teaching approach has become more and more powerful within the institutional practice, that *considered the promotion of students' learning activities as essential*. In comparison, the additional goals appearing in the EU policy such as labour market mobility, measurability, transferability, etc. left the everyday practices and way of thinking of the teachers, and even the process of the development almost intact. During the development, for example, *the question for determining the standards*[4] *did not even come up*.

Output-based education is a broader concept than learning outcomes-based education. It may be contrasted with the input-based regulation of higher education: while in the case of input regulation the process of teaching is expected from the regulation of the curricula, in the case of output regulation it is expected from the completion of output requirements, of learning outcomes (cf. Vass 2007). While in the case of a higher education practice built on input regulation and planning, the type, programme, curriculum, duration, institution etc. become important, and these are in the focus of the evaluation and comparison, too, in the case of a higher education based on output regulation and planning the evaluation of the outcomes is considered the fundamental basis for quality. These output outcomes, however, may greatly vary: they can be based on output requirements, learning outcomes, or on the satisfaction of the labour market,

[4] Standards are the measurable variations of competency, which represent different levels of competence.

society, students, etc. as well; they can be qualitative indicators (see learning outcomes), but quantitative indicators as well (e.g., the number of degrees awarded). And just by involving these many types of output outcomes in the evaluation of education-training, outcome-based education becomes a broader concept than learning outcomes-based education, which is just one, but a determining type of the former. During the development work of the competency-grid, *we did not deal with the systematic analysis of the qualitative and quantitative indicators of the training output at all*, although this type of data collection and analysis may have helped us answer such questions as the clarification of the relationship between different types of programmes. For example, the questions about the interdependence of the bachelor and master training programme in Education, or the connection of the bachelor training programme in Education with the special education modules of the teacher MA training mentioned in section 1.3.3.

Although many people use competency-based education almost as an equivalent of learning outcomes-based education, in most cases it appears that learning outcomes-based education does not necessarily mean thinking in competencies. For example: "These [learning] outcomes are *generally* [but not exclusively] defined in terms of knowledge, skills or attitudes." (Kennedy 2007, italics by us). Overall, the more accentuated the measurability and comparability criterion in the interpretation of the learning outcomes, the more typical it is that the learning outcomes are formulated as competencies and standards.

However, we must be aware of the fact that 'behind' a particular action, behaviour, beyond the competencies, there are additional psychic 'layers', which all contribute to the performance. According to (Korthagen 2004: 80; quoted in Falus 2004: 367–368), for example, the following psychic formations provide the construction of professional accomplishments: competencies, beliefs, professional identity, mission. Obviously the more difficult to assess, measure the resulting changes, the deeper we get into the layers of personality. But still, these changes can also be part of the learning outcomes in the broad sense.

We basically started the development of the competency-grid on the competency interpretation connected to the definition of the output requirements of the master programmes in teaching, which increasingly seems to take root in Hungarian educational science, teaching policy and also slightly[5] in higher education practices. "The competency is such a complex system of psychic formations *(knowledge, skills, attitudes)* that allows one to successfully operate in a particular area." (Falus 2009) The EQF and the National Qualifications Framework (NQF), prepared according to the EQF on a national level, adds an additional component to the concept of competency: the descriptor of *autonomy* and *responsibility* (Gaskó 2010), which was the most important theme of the institutional discussions accompanying the development of the competency-grid.

We tried to clarify the concept of the learning outcomes-based education system in *Figure 3,* which illustrates the fundamental difference between the blurred concepts.

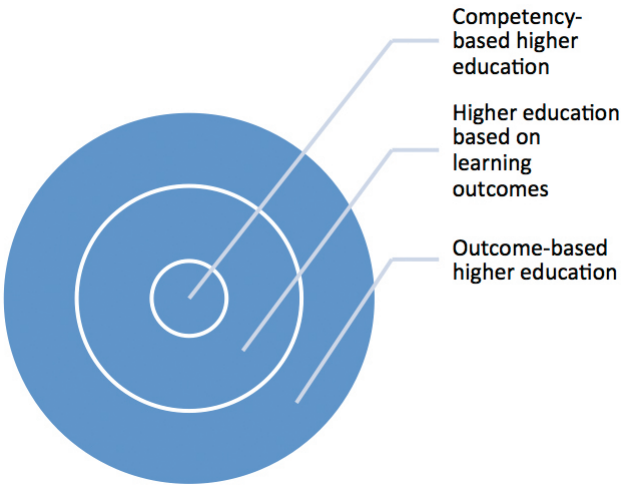

Figure 3: *The related concepts of the learning outcomes-based higher education system*

Thus we can look at the learning outcomes-based education on the one hand along the interpretation of the similar concepts of output, learning outcomes and competence, and in this framework, the output factors influencing the training and education differ in their field of specialization. The outputs can be quantitative or qualitative results, not necessarily connected to the teaching-learning process, as opposed to learning outcomes. Learning outcomes may not only be competencies, but also views, values, viewpoints, etc. And the way we think about developments in higher education, influences our question-formation, can widen or narrow our training-teaching goals. Today we believe that during the development of the competency-grid of the bachelor training programme in Education, although we definitely started the development based on competencies, we struggled with the relationship, correspondence and the scale of independence of views and competencies all through the development process. In this sense it would have been worth

[5] The 2010 study of the Hungarian higher education across still shows that only 22% of teachers surveyed are aware of this definition (Vámos 2010).

choosing a broader interpretation framework of the learning outcomes as a starting point of the development.

On the other hand, at the beginning of the development processes it is also necessary to clarify what kind of goals, approaches we had in mind regarding learning outcomes-based education. The separately interpreted concepts are not necessarily linked to separate approaches otherwise, but many may overlap in this case, too. Now we can arrange the most important pedagogical approaches of the learning outcomes-based higher education around the following, not mutually exclusive trends and tendencies:

- student and learning-centred approach of education, as opposed to the content and teaching-centred approach
- training based on the knowledge and skills students can acquire instead of education emphasizing and building on content and specialization
- focus on learning outcomes reachable by all students, as opposed to the education of gifted students
- the trend of institution-level effectiveness, which is accompanied by the development of top-down strategies (e.g., EU, national education policy, institutional strategy), and higher education quality control and comparison systems.

These goals, educational approaches were not so clearly understood at the start of the development of the competency-grid for the bachelor training programme in Education, and the elaboration of the competencies, discussion with the various stakeholders also covered the importance of this task. Some problems of the implementation period of the development and the integration of the competency-grid into the training were certainly due to the fact that neither we, the developers, nor the institutional leadership were able to see exactly these goals and the tasks resulting from them. Thus, very thorough professional debates seldom emerged, and these goals and opportunities remained completely unreflected by the teacher community. Now, looking over the starting points of the competency-grid development of the bachelor training programme in Education, we feel that basically the first two trends (e.g., the student-centred approach implicitly present in the institute; the activity and problem-oriented titles and content of a fair number of the courses; openness to methods promoting the students' activity) influenced the developers and teachers of the institution, but these did not become discussed, mutually agreed goals. The third and fourth direction did not even come up at the beginning of the development process, although it is certain that there was some kind of a general, not otherwise specified need for the increased efficiency in the bachelor training programme in Education through the competency-grid development, and of course in a wider sense through the BaBe research.

During the development of the higher education programmes and learning outcomes the *clarification of the achievable aims through the learning outcomes-based education, the reflection on development opportunities*, the discussions of managers and teachers on the objectives, opportunities and the related tasks and responsibilities are undoubtedly crucial for the success of implementation.

2.2. The content and structure of learning outcomes

The description and interpretation of learning outcomes does not seem simple and clear, neither if done by developers, teachers, researchers or students, nor if by programme or institution managers, or education policy makers, despite an emerging consensus on several points. What are these common starting points?

- We are talking about changes occurring in the students (in the psychic formations of students).
- Qualitative changes are assumed.
- The changes are described along several components. Along knowledge and skills or otherwise, along declarative and procedural knowledge (Csapó 1992), and usually along a third component, which covers the personal attitudes and professional ideas, behaviours (Golnhofer 2010).
- All of these components are considered professional competencies achievable through specific higher education training.

For us as developers, these widely accepted common points seemed to be insufficient to develop the output of a given level of training in a given field. Even at the beginning of the development we were aware of several questions that needed discussion, and because we felt that they would fundamentally influence the work of the competency development, serious efforts were made to make them explicit to ourselves and to the institution looking after the programme. We thought the following to be such conceptual key issues of development:

1. How and with what intensity do the views, attitudes appear besides knowledge and skill components within the professional competencies?
2. What degree of professional independence, autonomy and responsibility may characterise the teaching assistants?
3. What kind of relationships do we assume between different areas of the learning outcomes and competencies?

Our aim was to record our professional choices, decisions about the principles related to the competencies of the teaching assistant in a section,

based on the theoretical exploration and processing of questions, and the opinion and joint professional discussion of the institution's teachers. The ways of professional thinking and decision-making are to be presented below along the three main theoretical issues, and we try to evaluate them based on our present experience and knowledge. Overall, we can anticipate that deeper problem areas, relationships emerged in case of each question, which went beyond the limits of the competency-grid development. More time and further research, development and assessment work is needed to find satisfactory answers to them, in the field of theoretical education, in connection with the higher education structure, by the follow-up on graduates and on their success, by long-term systematic data collection and assessment on stakeholder needs and satisfaction.

2.2.1. Views and / or attitudes?

As developers, we thought that the teaching assistant profession is a job dealing with people and their development, in which, besides the practical competencies, a special role is given to the values, dedications, responsibilities or hidden attitudes chosen by the assistants. This direction was also supported by the programme content of the bachelor training programme in Education, in which the exploration, realisation and modification of views of students starting the training played an essential part (see the subject entitled 'Educational experience and views) *(see Chapter 8).* However, the teacher questionnaires (TQ-1) showed that the development of views and attitudes hardly appeared in the course requirements; and, in partial contradiction with this, many courses stressed the blurry image of a reflective, consciously thinking and value-choosing intellectual in their curricular objectives and requirements (Kálmán, Lukács & Rapos 2007). Due to these unclarified questions and contradictions we thought it important that the teachers of the institution adopt a professional resolution of the issue, but this was precisely the theoretical question that elicited the least interest in online discussion forums. Overall, the instructors were supportive of the importance of the roles of attitudes and views, thus as developers we stated the following on the principles of the competency-grid: "Due to the determining *social and professional responsibility* of the teaching assistants we find it important to display, besides the knowledge and skill components, views, attitudes and value-acceptance in the competency-grid. Due to their determining nature, the latter have been fronted in the order of components."

We are not settled in our professional thinking even today about the theoretical question, what kind of content this competency component exactly means: is it professionally better supported, if we call them attitudes, or views, or if both theoretical constructs are used, as in the final text of the competency-grid. There are many common elements in the two concepts, and the differences are rather connected to degree in nature (see Golnhofer 2010; Kálmán 2009). Perhaps the most significant difference is visible in the fact that while attitude is primarily an assessment approach (Golnhofer 2010), views act rather as an explanatory system (Falus 2006). The pros for the use of views include the fact that the training programme in Education targets to develop (i.e. promotes its coherence, elaboration, validity) those personally organized professional view systems, which are related to the major tasks of a relevant subject area (e.g., education, teaching, learning, children, etc.). However, it might be a problem that it is hard to raise awareness to and shape mainly implicit views. Support for the use of attitudes implies that a more coherent system for the description of attitudes evolved due to the multitude of psychological research and theories; but the openness of the organisation and system of attitudes (which means that we can have an evaluative approach towards anything) renders the precise formulation of the contents of professional competency more difficult. Based on the experience of grid development, today we believe that the thorough consideration and solution of the theoretical issues is rather the responsibility of the developers. The academic community is interested in determining the main directions, for which the developers need to provide the right information and explanations. However, we still wonder whether it is worthwhile, it is necessary to leave open questions, such as the interpretation of views: does it help or hinder the personal interpretations and commitments of teachers?

2.2.2. Professional autonomy and responsibility

In our Institute one of the most significant debates broke out about the extent of professional independence. As one colleague suggested:

> "We should also pay attention not to let them apply based on their specialization for jobs requiring training in education. I do not understand what kind of expertise education assistants could perform. " (Source: TQ-3., 2007)

The debate back then, the arguments against each other can be basically collected around two well-defined nodes: on the one hand, around the contradictions of international trends and domestic practice, and around the rigid structure of the teaching profession and the tensions of employee expectations in knowledge societies on the other hand. The Dublin descriptors defining the output levels of higher education, which appeared as levels in both the EQF and in NQF, forming in Hungary at that time (Falus 2009), bind the bachelor training programmes to level 6. This level 6 means a high degree of autonomy and responsibility, including the individual solution of unpredictable, complex problems, administrative planning, responsibility for funding and team, creativity in project planning,

initiative for leadership (*Proposal for the lifelong* ... in 2005). In contrast, in the definition of the outputs of the bachelor training programmes in Hungary there was a strong demand to differentiate from the traditional university, future master level training, which resulted that after the completion of the bachelor training programme, graduates were only capable of holding a not fully autonomous and responsible assistant position. The interpretation of professional autonomy of the bachelor training programme in Education was even further complicated by the fact that in the training content before the development of the competency-grid, a relatively high degree of professional independence characterised the students' professional activities implicitly. Moreover, we also had to face the fact that the rigid system of conditions for public education employees did not support the appearance of a new kind of expertise of teaching assistants. Not even if we prepare our students for workplaces characterized by continuous change, complexity and uncertainty (cf. Tynjälä et al. 2006), or if our students can provide the currently 'missing' expertise in public education (e.g., use of ICT, support of integration), or if international comparisons also show that in public education, it is the assistant staff helping the teachers, which is mostly missing. Furthermore, the dispute was also brought towards reducing the autonomy of teaching assistants by the appearance of the need for the rigid separation of jobs, despite the overlap in educational activities, together with the Institute's more precise training separation attempts. Finally, the international tendencies, the training content and last, but not least the need for distinction from the institute's NQR teaching assistant training turned the scale towards a greater degree of professional independence, autonomy and responsibility.

However, today it is still obvious that the professional independence issue goes well beyond the definition of the competencies of teaching assistants. We feel that on the one hand, compared to the European trends our national higher education is more afraid to think in terms of professional independence and responsibility development, which may have cultural reasons; on the other hand, it does not want to take on the uncertainties, tensions resulting from the facts that in today's knowledge-based societies there are more programmes training for the same job and that the training outputs, learning outcomes can not be clearly connected to a particular job. We think that these attitude changes occur slowly, but nevertheless it would be necessary for higher education institutions, training programmes to think about how much responsibility they are willing to take for certain decisions, about the way the potential labour market needs to be contacted. The institution had several such attempts: an unsuccessful attempt for negotiation with the Ministry of Education, and the more successful initiation of dialogue with potential employers (see our special faculty workshop for future employees and graduates entitled 'Trademark of our profession').

The understanding of the teaching assistants' professional autonomy may be further supported by the more thorough development of the autonomy and responsibility competencies specified during the NQF works. Within these competency specifics the following main areas were identified: individual engagement in activities; self-regulation, self-governance; self-reflection, analysis of own activities; self-development, conscious professional identity formation; constructive engagement in social situations, cooperation; responsibility for their own or other people's actions; observation and constructive formation of rules and norms (Gaskó 2010). Today, we see that in this field such new information and aspects were gathered that could support the realisation of our formulated principle according to which there is a need for the regular and multiple aspect (e.g., academic, labour market, student, graduate, etc.) review and assessment of the competency-grid.

2.2.3. The grid-like alignment of competencies

During the development process we found that the national and international literature on learning outcomes, on the alignment of professional competencies is less discussed than content issues. Developers most often use the concept of competency *list*, which evoked in us the image of a well-focused inventory waiting for finalisation. We, however, perceived even at the beginning of the development work, how difficult it is to sharply separate the individual areas of competencies from one another, and that are not only minor overlaps, but the individual areas of competencies assume one another *(see Figure 4)*. For example, *continuous professional self-development and responsibility for the support of personal development* are difficult to interpret without each other, since on the one hand, only the right kind of self-knowledge can ensure the participation in the support of other people's development. On the other hand, this responsibility requires, directs the continuous professional self-development as well. This has resulted that we formulated in the competency-grid-related principles the side-by-side nature, the grid-like alignment of competency areas, and specifically explained the meaning of the grid. Later, the students' own reflections on their competency development confirmed that it is often hard to distinguish these areas of competencies in practice. For example, when they produced their work and development portfolios, they found it difficult to decide which area of competencies is most evidenced in the given work.

Today, we believe that the alignment of competencies should be more thoroughly dealt with, mainly because little is known about how the individual teaching assistant areas of competency develop relative to each other or in correspondence with each other. Moreover, it would be determinative for the competency development to consider the relationship and progression opportunities seen in these professional or specialized

competencies and the key competencies. Firstly, "the key competencies cannot be dispensed on the road towards special competencies" (Vámos 2010). Secondly, at the beginning of the students' university studies the professional competencies are approached from the interpretation of key competencies, for example, in the competency of continuing professional self-development emphasis is placed on the existence of the self-knowledge key competency, which is important to all people (SQ-3.). Thirdly, the development of a professional competency area is often hindered by the insufficient development of a key competency. Students in the bachelor training programme in Education had relatively many difficulties with the reading literacy key competency, which hindered the development of the *recognition, examination and scientific analysis of educational phenomena and problems* professional competency as well. Fourthly, the exploration of the correlating structure of key competencies and professional competencies and the analysis of the development correlation of individual areas of competency can enhance the effectiveness of support of the students' personal professional development.

3. THE PHENOMENA RELATED TO THE INTEGRATION OF THE COMPETENCY-GRID

3.1. Organizational / institutional issues of the development

The learning outcomes-based education, the appearance of competency-based training is a clear imprint of the changes resulting from the socio-economic processes. The social need for this change is a challenge for any organization, and it must definitely be addressed. As international analyses also show (*Innovating schools*, 1999) the innovation or reform representing the changes may come up against a number of difficulties in education, too:

- "national education policies need to open up towards insecurity, towards multiple and often unpredictable solutions,
- comprehensive reforms may collide with change initiatives induced by local needs, which may badly affect the individual institutions or even a network of collaborating institutions" (Bognár 2008),
- the individual can focus attention even on the level of the organization on previously unknown, new tasks,
- dynamism, renewal and critical questioning are needed on a daily basis.

Many items of these phenomena are reflected in the competency-grid development, too.

The introduction of the competency grid and the learning outcomes-based education in our country is linked with the politically burdened history of the Bologna process. This context presented serious difficulties on the level of institutional developments, too, as it masked the real professional reasons for the changes, such as the scientific results of the formulation of learning and learning outcomes.

However, the reform associated with the transformation of higher education also strengthened professional commitment towards the development of the teaching assistant competency-grid, since many of the institution's teachers played a significant role in the reform of teacher training and in the formulation of the competency list related to it. It cannot be stated, though, that the members of the organization were involved in the formulation of competencies and in the strengthening of the competency-based training to the same extent and in the same way. As it is stated in *Chapter 3,* which is about co-operation, it is a known fact in organization development literature (Hall-Hord & Hord 1999; cited in Mertens, Van Os & Petri 2006; Bognár 2005), that members of the organization do not relate to the change itself or its various content elements in the same way and to the same extent, the degree of commitment is varying. During the competency-grid development we neither considered involvement to be a necessity; most activities related to the development steps or data provision were voluntary. In addition, however, *we always paid attention to information, to dredge personal opinions and experiences to the surface, but we did not put enough emphasis on raising awareness, reaching conclusions and on personal rethinking.* The institute members' degree of involvement also varied both in the development and integration periods, but no conscious treatment of the matter characterised our work, despite the fact that the support of teachers' cooperation was a key objective of the BaBe team.

As the makers of the competency-grid we expected a faster, institutional level integration of the grid in the fever of development. We now understand that *a rather broad acceptance of the competency-grid is not enough for the system of objectives of the competency-grid to get incorporated in teaching*. Without the competency-grid gaining personal meaning and significance for individual teachers, it cannot become part of everyday practice. The plan for the institutional re-assessment of the competency-grid was too rapid and too hasty as well, since even the incorporation and consolidation has not happened. The first institutional re-assessment was planned for the spring of 2009, and we thought the following tasks, topics to be worthy for further assessment:

- "How can the master trainings build on the learning output of the bachelor training programme in Education?
- The review of the teaching assistant's possible scope of duties that constitute the basis of the competency-grid and the formulation of indicators for the areas of competency based on it.

- The (re)negotiation of the labour market and the training institution in relation to the learning outcomes of the bachelor training programme in Education. "(Source: Kálmán & Rapos 2008)

Although the institute did not reach the stage of re-assessment, organizational and individual involvement increased nevertheless. One consequence of that was, after the research was completed, the start of the content restructuring and the renewal of the course descriptions of the bachelor training programme in Education, now based on the objectives of the competency grid (*see Chapter 8*) that is, the improved competency-grid has become definitely a part of the accreditation material as an *official, binding, written document*. Almost all of the teachers of the institution participated in the preparation of the revised curriculum for the bachelor training. Thus, professional co-operation reached the institutional level.

Another institutional feature of the competency-grid development was the process embeddedness, which was consciously planned, especially until the phase of elaboration. During the preparation of the competency-grid, our goal was not only to draft, but to strengthen learning outcomes-based education. The path leading to this was defined as a professional *collaborative process*. "Wierdsma and Swieringa also emphasise the process-like nature in their model about changes and improvements" (quoted in Mertens, Van Os & Petri 2006: 54). They allege that the very core of change is the journey itself (tourist model), the acceptance of different routes, the progress, the process, in contrast to the change model compressed in the metaphor of travelling, where the objective is to arrive. The motto of the tourist model could be: we do not know exactly where we are, where we will arrive, but I/we choose our direction, and stand behind it" (Gaskó, Kálmán, Mészáros & Rapos 2010: 73). Relying on the cooperation and joint professional work bear special interest to us because in this innovation we not only wanted to ground new knowledge, ways of thinking, but also new attitudes, new behaviours and actions (e.g., reflectivity, contact with the labour market actors, etc.). The process embeddedness of development was further supported by the fact that we were trying to create *dialogues*, interpretations, re-interpretations with the preparation of the competency-grid, to create open discussions between teachers and students, training and labour market. Unfortunately the discussion, explicitation and awareness raise of the other, similarly important connections were neglected, meaning that neither the relationship between teachers and teaching assistants, nor the connection between the output competencies of the bachelor and master training programmes in Education were reconsidered.

It is still a major question for us today, how to properly reconcile people with different levels of preparedness for change, and the system supporting these individual paths with the fact that the development process always finds new problems, intentions for change, consequences and means the continuous re-assessment of results (see tourist model).

3.2. Teacher initiatives

The most extreme yet dynamic area of the competency-grid embedding was the individual teacher's work. During the development of competency-grid teachers could constantly discuss, evaluate the teaching assistant competencies. This often facilitated the individual level teacher acceptance of the competency-grid. However, all teachers could decide for themselves to what extent they would be willing to build in the competency development in their teaching activities. The way the teachers' courses (could) contribute to the development of teaching assistants' competencies was also decided on an individual level. In the spring and autumn semester of 2008 some *bottom-up initiatives* already emerged, which were linked to a subject block, specialization tier or department.

Recent research (Vámos 2010) has shown that thinking and practice in terms of learning outcomes is the least embedded in planning; evaluation is also problematic in most cases, it has only slightly changed in recent times, but the learning organisation is developing fruitfully. The practice of the Institute of Education, in comparison, evolved differently for several reasons: the institutional developments of the teacher training had a positive impact on teachers' learning organisation and assessment for some time, the teachers were dealing with education in their research work, too, student and learning-cantered education has longer been present in their approach, they are fundamentally committed and they have also made it explicit in relation to teacher training that they teach according to modern learning-teaching culture. In addition, the specific dynamic of competency-grid development and competency-based training also contributed to some areas of teaching, particularly evaluation obtaining a more important role (cf. Section 1.4).

After the completion of the grid the competency development of teaching assistants prompted teachers most powerfully to rethink the practice of evaluation, and in a slow pace, but left its mark on the entire programme design as well by the spring of 2010. Compared to this, learning organization took a different path, because on the levels of the curriculum, the courses and teaching alike could already be characterised by a practice-oriented pedagogical culture based on student activity (Kálmán & Lénárd 2008). Perhaps this is why the changing and re-formation of this area was loosely linked to the spread of competency-based training in the Education training programme.

We believe that one of the main results was that *formative evaluation became more emphatic* in order to develop the competencies of teaching assistant students, especially with the support of the students' work and development portfolio, and with the strengthening of teacher feedback associated with it. Although *many innovative teaching practices appeared, faculty collaboration, division of labour did not become unambiguous*: how can appropriate points be found for formative evaluation in the training, because it seemed impossible to produce a personalized feedback on every competency of every student at every course in addition to the normal teaching workload. Such initiatives were started that tried to connect all tasks related to the students' portfolios and to the review of competency development to a special course of a particular semester / academic year. These courses were chosen due to their thematic connection (e.g. Planning and Evaluation course), or due to their prominence (e.g., the introductory course for the third year specialization). In relation to their initiatives the teachers primarily faced the following practical problems:

- to what extent should the teachers' and student's feedback and self-evaluation linked to the teaching assistants' competency areas, and to some student activities, tasks?
- what should the proportion be between oral and written feedback?
- how should these evaluation forms supporting learning and development be connected with the course-ending summative evaluation?

The practice of evaluation was also affected by the initiative, where the head of three theoretical training courses agreed regarding the joint output evaluation (exam) on a targeted competency area development and its support of presentation and evaluation as an add-on to the content of the training.

> Presentation, interpretation and assessment of the products of the identification and scientific analysis of the educational phenomena and problems competency area, according to the development portfolio and the topic of the comprehensive exam. The aim is that the student is able to reflect on his/her previous professional results in relation to the theme chosen. The committee also deals with the evaluation of professional development opportunities. [Source: GOLNHOFER, KÁLMÁN & VÁMOS (2008): Differential education comprehensive exam requirements.]

During the analysis of the experience from this initiative, the teachers involved found that the new type of evaluation and teacher cooperation gave students the opportunity to demonstrate their personal knowledge of what the students evaluated absolutely positively. They found it problematic, though, that the evaluation criteria were not sufficiently clarified and the more traditional part of the evaluation (theme presentation) could not be properly aligned with the introduction of personal skills and competencies (Source: KÁLMÁN 2008). It can be seen that establishing connection between developable competencies and academic content is one of the most difficult tasks for teachers.

The new development of the thesis requirements is also linked to the evaluation, of course inseparably from the questions of content, where the portfolio presenting the evolution of competencies appears as an alternative form of the thesis.

Changes in *planning* primarily meant that teaching assistant competencies began to infiltrate into course descriptions. For example, teaching assistant specialization took competency-grid as a basis for the *preparation of course descriptions*, even the key points of the faculty curriculum were modified during the planning: the specialization committed itself to strengthening the competency of *responsibility for supporting personality development*. The Department of Applied Education Theory considered competency development in course planning. It became explicit in these cases for both teachers and students what skills the course is intended to contribute to. However, we still regard it to be a problem that it was not aligned to what extent the deve lopment of certain competency fields is covered by the totality of courses. In addition, since courses do not ensure full development of sub-elements of one competency field, teachers and students often felt uncertainty about the success of competency development. It was hard to rely on the former support of competency fields or even consciously expect courses to strengthen the same competencies (particularly for skills and attitudes).

Beyond evaluation and planning there are also changes in *learning organization,* at least partly as a result of the integration of the competency-grid in training. Based on student feedback (SQ-4. question 2.1.) we interpret the fact that second year students compared to their first year counterparts were able to give multi-element personal interpretations about the interpretation of the seven competency-fields with more professional language in which the skills and attitudes are more powerful and sophisticated to be an (indirect) result of the learning organization supporting competency development. While for instance first year students emphasize only the importance of self-knowledge, continuous learning and reflection in the *continuous self-development in the helper/assistant profession* competency area, second year students perceive this competency broader, reciting more skill elements:

> "It is clear for ourselves, where we stand in the training, where we are now and where we are going. For me, it also means setting targets for the future."
> "Conscious task selection, alignment of theory and practice, consciousness, consequence."
> "Sufficient self-knowledge, accepting our values while enhancing our (optional) professional knowledge, exploring and improving shortcomings." (Second-year student responses to SQ-4 survey, question 2.1).

Despite the clearly positive effects of the institutional pedagogical culture focusing on student activities and exercises the fulfilment of the competency-based training was difficult since teacher consultations, joint discussions, reflections and collaborations were less applicable in this field. Also, learning organization continued to operate within a certain course, connected to a certain teacher. Due to the closed nature of the learning organization, fulfilment of the competency development training programme is even more complicated.

The initiative entitled 'Útravaló' (Guide) may be linked to evaluation, planning and learning organization but functionally is related more to *support student learning, personal professional development through trainings, providing information and setting basis for dialogues* (Kálmán & Lénárd 2008). The note was compiled by the BaBe team. 'Útravaló' consists of two main parts in terms of content: competency-based education and personal professional development. Following short explanatory introductions, the main questions and concerns of students are summarized in a personalized question-and-answer structure. We still find the preparation of 'Útravaló' crucially important since it makes the relationship explicit between *competency-based education and personal professional development*, emphasizing it for students as well. As the feedback of students and the experience of working together suggest, students are primarily affected by their personal development, and through this, competency-based education becomes a 'reality', a substantial factor. As one student put it: "The feeling that I have done so many good works makes me proud and gives me strength sometimes" (student feedback about the portfolio development). It is therefore particularly important that 'Útravaló' emphasizes the importance of student awareness development, autonomy and responsibility. The publication was initially used for supporting graduate students preparing for their thesis but it would also be important to be used as support at the beginning of the training. Students arrive with very uncertain, imprecise professional expectations and international experience also outlines that the clarification of professional goals shall be made early, as it may help to support the personalized learning paths (Honkimäki & Kálmán 2011).

For the time being, survival and spread of the above described bottom-up initiatives and good practices remains an open question. It is definitely an important supportive power that they are linked to, as communicated, institutional priorities which help their survival (cf. Hénard 2010). At the same time, an inhibiting factor is that teacher initiatives could not actually outgrow departmental groupings, their close professional areas. A further task is the preservation of the motivation and involvement of active, innovative teachers, for which regular reflection, appreciation and support of their own work are of key importance (Hénard 2010). In our opinion, this is why it would be important to analyse the individual grassroots initiatives of the competency development in the bachelor training programme in Education re-evaluate the signs of competency-based education in a systematic way.

3.3. The student side of the development

In the analysis of the student side we cannot rely on activities directly linked to the introduction of the competency-grid. One reason for that is the lack of cooperation with the student side (cf. Section 1.2.2). However, acceptance of the competencies defined in the grid, relevance from the students' perspective and partly the personal evaluation of these competency developments may be examined.

It can be seen as one of the main results of the competency-grid development that both examined year-groups (SQ-4. question 2.2.) found the specific competency areas important *(Table 2).* Also, the same areas came up in the most important groups i.e. *…pedagogical perception, ... creation of continuous self-development, co-operation activities, organization* ... competencies. One exception is the *helping-supportive, reinforcing communication* which is the most important for the first year students but only the third most important for second-year students (difference between the two grades is barely significant: $F = 19.278$, $p = 0.049$;'' $t = 2.023$, $p = 0.049$). The competency areas ranked as first typically include key competence elements (communication, cooperation, self-development) and the most significant and most "traditional (?)" activities of teaching and education (see: pedagogical situations, creation and shaping of learning environments). The least important competencies for both grades were *pedagogical development ... detection and investigation of pedagogical phenomena and problems*. Interestingly, these areas are specifically professional, unlike *continuous self development*, which may be part of the competency-grid for many professions, and primarily include pedagogical activities related to new tasks (development, scientific inquiry). Although these areas also fall between the *very important* and the *rather important* interval, these data confirm that students do not have a well structured,

clear picture about the teaching assistant role *(see Chapter 6),* unfortunately neither do labour market actors. Obviously in parallel with that, the less industry-specific competencies are held more important *(Table 2).*

Table 2: *The opinion of first and second-year teaching assistants on competencies*

Teaching assistant competencies	1st year students (n=26)		2nd year students (n=21)	
	Importance (average/ deviation)	Preparedness (average/ deviation)	Importance (average/ deviation)	Preparedness (average/ deviation)
Continuous self-development in the helper/assistant profession	3.81/0.49	2.62/0.75	3.75/0.44	2.52/0.81
Responsibility for personal development support in various social, cultural and market context	3.56/0.51	2.12/0.88	3.60/0.50	2.67/0.86
Educational phenomena and problems detection, investigation and scientific analysis	3.48/0.77	2.04/0.82	3.55/0.61	2.86/0.73
Pedagogical perception, creation and shaping learning environments	3.84/0.37	2.35/0.75	3.80/0.41	2.95/0.81
Pedagogical developments, innovations, project developments	3.31/0.74	1.81/0.90	3.25/0.64	2.14/0.85
Cooperation activities, organization of communities, different social actors	3.81/0.40	2.54/0.76	3.75/0.55	3.00/0.80
Helper-supporting, reinforcing communication	3.92/0.27	2.73/0.60	3.70/0.47	3.00/0.78

Our students are much less unified about their level of preparedness in the particular competency fields (*see the high standard deviation values in Table 2*). Still, it can be interpreted as the success of the competency-based training scheme that second-year students find themselves significantly better prepared than first year students in the following three competency areas: *responsibility for supporting personality development* ($F = 0.389$, $p = 0.536$;'' $t = -2.189$, $P = 0.034$), *detection and investigation of pedagogical phenomena* ... ($F = 0.924$, $p = 0.342$, t'' $= -3.567$, $P = 0.001$) and … *recognition and creation of pedagogical situations* ... ($F = 0.001$, $p = .970$, $t =$'' -2.676, $p = 0.010$). However, even for second-year students only the average of four competency areas out of seven are closer to the value *I consider myself rather well prepared*, which raises the issue of effectiveness of competency-based training, since it is only a three-year training and the big deviation of average values show that for many students the situation is even worse. This confirms that *programme-level steps are vital to the development of personal professionalism and competencies (cf. Section 3.2)*, and that additional information, experience and feedback should be collected about the development pace, method and individual development characteristics of the particular competencies.

4. LEARNINGS AND DEVELOPER REFLECTIONS

As indicated in the introduction, this study is about the continuous rethinking of a competency-grid development. We are aware of the content limits of our development, as BA-level teaching assistant training is a narrow cross-section of Hungarian higher education. However, this multi-criteria analysis also revealed that this development has even more general learning points that have not been evident for us so far and their declaration may be inspiring for other development teams as well.

In our evaluation three main perspectives are involved, so we review the remarks (1) deriving from the analysis of the *development process*, (2) expressed during the *preparation of the competency-grid* and (3) resulting from the *integration of the competency-grid*. Along all these three aspects we review both the elements that helped, supported and those that inhibited the development and integration process. Following this consideration, we aim to form conclusions reaching beyond the output requirements of a particular training programme.

The development covered a very long period, as the explicit demand for the competency-grid arose one year after the launching of the training programme *(see Table 1).* By planning and starting *systematic data collection* and *conscious situation analysis* the research process monitoring the

introduction of the training programme contributed to the articulation of this need together with other development tasks. Already the first investigation data indicated the uncertainty of both students and teachers and revealed some contradictions between the course requirements and the qualification content. One important feature of the development launched to resolve this dilemma, the elaboration of the competency-grid, was *gradual development in small increments*. This allowed *thorough orientation*, disclosing *teacher* and even at times *student opinions*, and literature review. The development in small steps gave an opportunity to integrate the development results, providing more opportunity for involving the colleagues. The BaBe team expressed their intention of widespread and deep involvement of teachers in other projects but it was articulated with regard to the competency-grid development as well. Therefore new forms of teacher co-operations started, such as organizing workshops for institutions to meet the requirements of lecturers having the same courses, which resulted not only in the definition of requirements with more consensus but also affected the personal relationships of the individuals within the organization in a positive way.

However, it must be noted that the development process affected only a narrow circle in the organization. The reason for this was the lack of consciously formed dialogues that resulted in the *misalignment of institutional, staff and student needs and objectives,* even despite the testing of new cooperation forms. For example, the number of courses and associated credits were often set by personal teacher interests. As a result, the trainings consisted of numerous small subject units. A further inhibiting factor was that the evaluation of the development results did not become systematic despite the fact that the activities of the BaBe team started at the very moment the training programme was launched. The results of the research team, including the reasons of the competency-grid development were analyzed occasionally within the institution, many times as a campaign. Within the organization the introduction of the competency-grid was relevant, rather than its common interpretation and discussion. Finally, during the retrospective analysis the fact had to be faced that the courses were formed individually, so *relations with other specific training programmes could not be reviewed in a conscious way*. In our case this sharply emerged in the relation of the MA in Education and teacher training.

Based on the above, we believe that *reflection has a decisive role* in the successful development process because it may provide an opportunity for the *institutionalization of development* and the increase of *stakeholder involvement.* Another lesson is that cooperation between *higher education and the labour market* needs to be encouraged in order to define common standards at BA-level courses in particular, because it was an explicit goal in this field when training programmes started. For instance, forums that might seem unusual in the world of higher education should be established for organizing events where students have the opportunity to demonstrate their own personal competencies.

The *preparation of the competency-grid*, meaning the definition of output requirements in the form of competencies did not mean that focus on learning outcomes has become general within the institution. Its progressive interpretation and spread is still ongoing, in which the transformation from a competency development material into an *official document* of the organization has played a significant role. We emphasize, however, that the transformation to being official happened *gradually,* in several stages, leaving teachers room for internalisation: development material, presentation of the material to departments, a document recommended for designing course descriptions, the dimensions of review, requirement adopted officially at institutional level. Gradual development also maintained a favourable environment for more accurate and thoughtful responses to *fundamental theoretical issues voiced by the developers and communicated to the institution*, such as:

- How and to what extent shall views and attitudes be displayed beside knowledge and skills components within professional competencies?
- What level of professional independence, autonomy and responsibility may teaching assistants have?
- What are the relationships assumed between learning outcomes and the different competency areas?

Although a final standpoint could not be taken in each theoretical question since at some points there is no consensus on scientific forums either, raising these topics had an inspiring effect on the institutional dialogue by structuring it and influencing it from both a content and a structural perspective. As a result of these discussions the role of professional independence and views became more important in expressing competencies, and became a general principle in the final text.

However, the creation of the competency-grid was significantly inhibited by the *unclarified objectives and opportunities of the training based on learning outcomes and competencies both on organizational and individual levels*. Therefore, some dialogues did not cover the specific competencies and their content but the reasons and necessity of expressing them. Unfortunately, these did not become a part of the development framework neither on organizational, nor on individual teacher level. It means that the content description of learning outcomes shall be preceded by the institution and its teachers becoming aware of the causes, consequences and opportunities of learning outcomes-based higher education. This is probably inevitable for other local courses and institutions, even if the terms are already

known by stakeholders. Therefore, we consider essential the launch of a comprehensive analysis of how much the *training programmes developed during the Bologna-process were integrated in the training structure* may be carried out at national level. In relation to this topic, *requirement systems of the courses are to be analysed, particularly with regard to their approach to learning outcomes based thinking*.

The *integration of the competency-grid* was an objective during the development process above but its operative plan was not finalized by the initial phase. In spite of this, several factors supported the organizational embedding. Although it was not of determining importance during our development, innovative bottom-up teacher initiatives in the fields of planning and developing of competencies and formative evaluation were important by *making the development more personal among our colleagues*. However, these initiatives should have been supported more consciously. The several attempts for *connecting the personal professional development of students and competency development* were similar processes: the compilation of new publications, introduction of portfolio evaluation, conscious application of formative evaluation aiming competency development in several courses, etc.

Despite the tangible and definitely effective results of the development, the fact that *output requirements were defined after completion of the course accreditation* resulted in misalignment in terms of learning outcomes, learning-teaching activities and the evaluation system. Although prior to accreditation each course had its outcome requirements (TOR), these have turned into symbols. *They were too general and contained requirements that were not coherent with the training structure as a whole.* A further inhibiting factor was that the classical system of higher education focusing on subjects and subject units struggled to accept the expectation that by the establishment of course structures expectations and the contents are determined consequently in terms of learning outcomes. As a result, the *competency based approach is impeded* by the attachment to courses and professional areas.

In recent years, reforms taking place in higher education like the transition towards competency-based education raised the need to *develop new roles and functions*. We believe that *competent persons are needed* even at the level of training programmes to ensure a *professional approach of competency development.*

The transition to competency-based training has raised similar questions in the case of training programmes operating before or starting due to the Bologna process. An important feature of this conversion was that the primary driver was a political decision requiring fast adaptation and placed severe administrative burden on the developer teams. Such a rapid change did not allow the relevant actors (teachers, students, employers, education policy makers, etc.) to initiate effective dialogues with each other, thus mostly development teams and teachers influenced its content and objectives. This was the reason why we summarized our own experience together with our results and problems in order to support others when analyzing their work.

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CHAPTER 5
LEARNING IN HIGHER EDUCATION

KRISZTINA GASKÓ & ORSOLYA KÁLMÁN

We both remember well how thrilled we were when my colleague and I entered the room of the first class we held together for the very first students of the new bachelor training programme in Education. We had a lot of ideas and prepared exercises for the class that would reveal the pedagogical conceptions and experience of the students, and we planned to discuss these in the group. When we first caught sight of our students, they were sitting at desks arranged in rows one behind the other, neatly, silently, with their notebooks in front of them and pens in their hands: ready to learn?

1. STUDENT LEARNING: EXPERIENCE, THEORIES AND THE ACTION RESEARCH

It is an important precondition to the success of a training programme to implement such methods with which it can get to know its students and their learning experience validly, and on the other hand whether it builds on these research findings in the formation, regular assessment and rethinking of the programme and if it does so, in what way. After the conclusion of the BaBe action research we endeavour to contemplate about and reconsider these aspects in this study.

1.1. Learning and us

It would be difficult to formulate where and how our special student, teacher and researcher experience in connection with learning started, but some key conditions must be mentioned in advance. We do so because for the interpretation of the findings, development and research results processed in the study we think that our personal starting points are also important.

As young researchers we both centred our research around the topic of the pedagogical aspects of learning. One of us started to study the learning of higher education students and the transition of this, while the other dealt with the question how we could think more subtly about learning competency, and based on this what development opportunities and directions can be outlined. Furthermore, before the implementation of the training programme with some colleagues we created a resource material for students for the *Effective learning* course (Nahalka 2006). These researcher motifs and partly the fact that we had relatively fresh undergraduate experience led the two of us to start teaching collaboratively the *Effective learning* course in the first term of the new bachelor training programme in Education. Parallel with this the BaBe action research commenced and we were both members of it from the very beginning. The importance of getting to know student experience and opinions was mentioned again and again on the meetings of the action research team, which obviously related to our research and teaching activity, so we were keen on dealing with this topic within the framework of the action research as well.

What we have experienced for the past years and what we consider as one of the most important learning experience is how our research, teaching and development activity could develop in close relationship and interaction, and to experience that some of our activities have a fruitful effect on the others. This long term cooperation and also the initial team-teaching helped a lot in the first phase of our career: in becoming a higher education teacher and in understanding our teaching activity more in the bachelor training programme in Education, and to be able to support the studies of students entering this programme as successfully as possible.

1.2. Student learning and theoretical approaches

When we started to teach the Effective learning course at the bachelor training programme in Education, we already had some ideas about how to get acquainted with the new students and about how to support their

learning. However, during the past years our way of thinking has become more sophisticated along these directions, partly as a result of a deeper study of learning theories and higher education teaching literature, and partly due to our teaching experience and the team discussions and reflections on the results of the BaBe action research. Thus in this chapter we describe the starting points of our thinking as collected around a few questions, and then we also add our present interpretations.

1.2.1. How did we think about the students before, and how do we now?

Because of our relatively fresh undergraduate experience we presumed that starting higher education studies is an important event in the lives of other students, and it also means a significant change in their lives. We were also aware of the fact that we should not think about the new students as a homogeneous group, as our previous student experience also showed that students enter the training programme with a variety of life stories and experience.

These starting points were clearly underpinned by the higher education literature later on. Arriving at the doorstep of adulthood *the learning activity and the personal and social characteristics of the lives of students change significantly*. It is typical that they make an effort to uncover and clarify the possible directions of their future lives (Arnett 2000), and seek answers to such questions as: is this education appropriate for me; what job opportunities will I have in the future; will my choice ensure contentment in the long run? Besides, the expansion of higher education greatly increases the diversity and *heterogeneity of student groups* and also the ways in which the changes in this period of life are experienced. The BaBe action research endeavoured to get to know more extensively the students of the bachelor training programme in Education from a few prioritised aspects (see: student expectations, contentment at the major, student well-being, difficulties in learning,[1] characteristics of learning).

As a consequence of all these, even when we were teaching the first students of the programme at the *Effective learning* course, we put an emphasis on *developing self-knowledge*, primarily *in relation to the self-image of students*, which helped in understanding the significant changes of that period of life. In order to be able to adapt to the heterogeneity of students, we followed the *principle of personalisation* in organising learning activities. We tried to create situations where students had to make a choice and support them in that (cf. Miliband 2006); to make them more conscious of the characteristics of the process of *self-regulated learning* (Pintrich 2004; Vermunt 2003; Molnár 2002; Réthy 2003), and aid them in becoming more independent in terms of the planning, regulation and assessment of their learning. *(We describe the course and its changes in part 2.2. in detail.)*

1.2.2. What did we think about learning problems before, and what do we think now?

We definitely wanted to break away from the attitude that is so prevailing among higher education teachers, which claims that 'these new students are not the same as the old ones'. Naturally, this did not mean that we thought that the incoming students had no problems with higher education learning, or that we did not wish to deal with this. Nevertheless, we wanted to have a more complex interpretation of the issue of learning problems, to approach the students with a more tolerant attitude, and concentrate more on supporting their development than on their learning problems.

Dealing with the *first-year experience*[2] of students has been a significant trend in the international literature of higher education teaching for a long time now (McInnis 2001), and this underpinned the usefulness of our research. Concentrating on the first-year experience instead of the learning problems of students has the following important effects on attitudes:

- we pay attention to all incoming students, not just to the few 'more problematic' student groups;
- we do not primarily focus on the existing problems of the students but we consider what the initial higher education experience of the student is like, and what type of relationship or perhaps tension is formed between student experience and the higher education learning environment;
- we view learning problems as development opportunities, as individual and differing paths of learning, and we think that problems are informative only in terms of supporting learning and development;
- we interpret the characteristics of students and the learning environment more comprehensively.

The development that was attached to the course obviously had the drawback that it could not aspire to interpret the learning environment widely, and that student experience was interpreted primarily in connection with learning and the professional field.

[1] For more details, see *Chapter 6*.

[2] One of the biggest resource collections for this topic: National Resource Center for the First-Year Experience and Students in Transition (http://www.sc.edu/fye/).

1.2.3. What does it mean to teach an introductory course in higher education?

Based on the interpretation framework of the constructive approach to learning (Nahalka 2002) we found it to be definitive from the beginning that we teach students who have just entered higher education, and that the *Effective learning* course is one of the introductory courses of the bachelor training programme in Education. As students interpret the new higher education environment based on their existing conceptions in connection with learning and teaching, which were primarily shaped by their secondary school experience. Getting to know these conceptions is therefore an important element of introducing students into higher education, as the students' *learning pattern*[3] could transform along these and the experience gained in the new higher education environment, and along the tension between these two kinds of experience (cf. Vermunt 1998; Vermunt & Vermetten 2004). Furthermore, the interpretation of this early experience is influenced by the emotions and affective attitude of students as well, and as a consequence these have a direct impact on the direction and intensity of the change in conceptions. The existing conceptions in connection with learning and teaching are so strongly attached to the previous formal school learning experience that even those adult students who have a longer gap period before they enter higher education stick to their secondary school conceptions and expectations (Richardson 1994; Vermunt 1998).

During the implementation of the bachelor training programme in Education we were thinking about the introductory course and about supporting the learning of students predominantly from a pedagogical point of view. The problem of dropping out emerged only later on, in the framework of the BaBe action research, and especially in connection with the mentoring programme[4]. Even though, based on exactly this constructivist learning theory framework, the initial, transient period of higher education is recognised by the management of the Institute as more and more valuable these days, because data shows that this initial period (usually this means the first academic year) has the most influence on whether the student remains in higher education or drops out (McInnis 2001).[5]

1.2.4. How can we support the learning of students entering higher education?

During the implementation of the training programme we basically considered that if students interpret their university studies and experience based on their existing, mainly secondary school conceptions about learning, then primarily we have to deal with making them more aware of these, and with shaping these conceptions. This is how making students aware of their student image, conceptions about learning, the experience of university studies, and supporting the discussion of interpretations were placed in the centre of the course description.

We still believe that these starting points are important, however, today we think that in the beginnings it should have been worthwhile to systematise the factors that influence higher education experience, i.e. the elements of the *learning environment*. We could have focused on involving more factors that way, and we could have exerted more targeted support in making students aware of their conceptions and in reflecting on learning and the learning environment. In the first graph we demonstrate the complex interpretation and the impact of the experience in connection with the higher education environment, with the remark that all this should be considered as filtered through the conceptions and interpretations of students.

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[3] Learning pattern is the multi-level and multi-factor model of learning characteristics, in which conceptions are the most decisive components, followed by learning orientation, regulation and processing strategies. Students' learning pattern does not change easily, and the road to change leads through changing conceptions. For conceptions to change, a variety of experience is necessary that challenge their adequacy (Kálmán 2009).

[4] For more details, see *Chapter 7.*

[5] For more details, see *Chapter 6.*

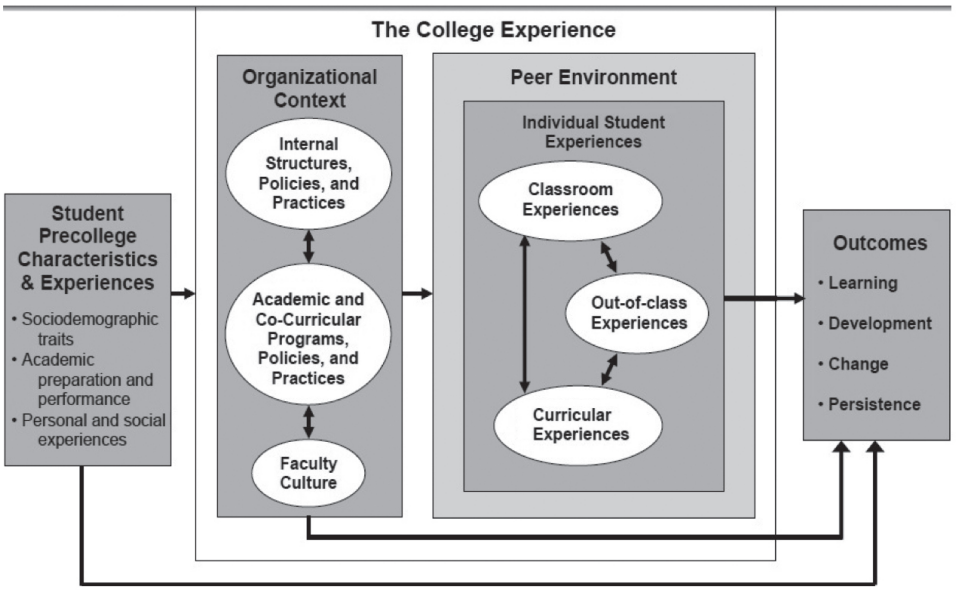

Figure 1: *A comprehensive model of influences on student learning and persistence* (Terenzini, P. T. – Reason, R. D. (2005): *Parsing the First Year of College: A Conceptual Framework for Studying College Impacts.* Center for the Study of Higher Education, PennState. http://www.ed.psu.edu/educ/parsing-project/.pdf%20documents/ASHE05ptt.pdf)

Naturally, it is quite rare that a higher education institute is able to put all elements of the learning environment consciously in the service of supporting first-year students. There are four support programme directions that seem to take shape: (1) introduction and orientation programs (2) enhancing a sense of belonging; (3) developing academic skills and (4) pedagogical arrangements (Honkimäki & Kálmán 2011). As teachers and researchers we had the learning support programme in mind from the very beginning that we intended to embed in the professional subject matter content.

1.2.5. What could the learning support programme mean?

In short: a lot; as we could already see at the start of the bachelor training programme in Education. As a consequence it is unavoidable that learning support programmes and courses explicitly interpret the concept of supporting learning in higher education. Among some of the important questions that emerge are: what is the approach of the learning support programme, how does the higher education programme build on the fundamental goal of effective, autonomous learning competency set in public education, which fields of learning to learn are incorporated in the training programme, and whether these contents are intended to be embedded in the study of the professional field or it should be dealt with separately.

In Hungarian public education and higher education learning to learn is commonly conceptualised on the basis of the behaviourist approach, which generally means nothing more than learning methodology books, tips and lessons (e.g. Schlögl 2000; Metzig & Schuster 2003; Dudley 2011). However, those learning support programmes that are based on the cognitive approach that focuses on the ways information is processed are widely accepted and dominant nowadays (e.g. Balogh 1997; Mező 2004). By comparison, when we openly advocated that in the framework of the *Effective learning* course we are going to base learning to learn on the constructivist approach, we anticipated that this would be a novelty to our students, and that they had not come across this approach previously in the course of their secondary or higher education experience.

According to the more subtle interpretation of the key competency of effective and autonomous learning (Gaskó 2009) several learning competencies can be identified, and supporting the development of these may result different priorities in education. In the bachelor training programme in Education we think that the constructivist interpretation of learning is fundamental, as a consequence, out of all the learning

competencies we put an emphasis on developing the *conceptions in connection with the learner and learning*, which also are the central topics of several courses (e.g. Educational experience and conceptions; Effective learning). In addition to this in the implementation phase of the training programme and in the framework of the Effective learning course, taking the needs of the students entering the training into consideration, we paid more attention to the development of the characteristics of autonomous and self-regulated learning and to reflecting on learning, and due to this out of the learning competencies we considered the competencies of *planning and organising the learning process, and the assessment of the learning process* as the most important goals.

1.3. Examining the learning of the students of the training programme in Education – questions of the action research

One of the main directions of the BaBe action research was to get to know and support students who majored in Edu cation. Getting to know the students' expectations and motivation in connection with the major, their learning problems, contentment with the programme and well-being is part of this as well, which we are going to discuss in detail in another study[6]. That chapter is closely interconnected with this chapter as both studies deal with the presentation of the 'students' voice' (Miliband 2006). We must also highlight that our topic, which is getting to know and supporting the learning of students, has many connections to the study on the mentoring programme that aid the integration of the students entering higher education,[7] as mentoring was designated to support first-year students' learning. It was also in the framework of the action research that getting in touch with dropouts started, but unfortunately this was not fully realised eventually. We also consider the *Guide* booklet to be an important product of the action research (Kálmán & Lénárd 2008) which supports the students in their individual professional development, and which endeavours to give answers to and help in terms of special questions about studies at the major. All in all we exerted a range of efforts in order to get to know our students, but unfortunately these directions were not integrated consciously, which probably made their role in developing the training programme and the new courses more difficult. Primarily, we ventured to collect such information about the students that is connected to their learning and can help in creating and rethinking the training programme as well. Accordingly, we dealt with the following questions in our inquiry:

1. What are the characteristics of the learning of the first-year Education majors from the aspect of learning conceptions, self-regulation, motivation, and flow-experience?
2. How can we develop the incoming students' thinking and self-knowledge in relation to learning within the *Effective learning* course, and how can the findings of our research be utilised in developing the course?
3. What type of higher education experience do the Education undergraduates have in terms of autonomy, sense of success and experiencing support?
4. What kind of conclusions can be drawn on the basis of all these in connection with the training programme and the its (trans)formation?

1.3.1. Our research methods, tools and samples

We carried out the research on four major fields connected to student learning by surveys and the analysis of documents. The data of the applied measurement tools and research samples are summarised in *Table 1*.

Table 1: *The methods, tools and samples of the research in the fields connected to student learning*

Researched field	Research method, tool	Researched class	Participating students
The characteristics of the learning of first-year students	Flow questionnaire (Oláh 2005)	2008	44 pers. (52.4%)
		2009	40 pers. (47.6%)
	Learning pattern questionnaire (Kálmán 2009 based on Vermunt 1994)	2006	37 pers. (25.2%)
		2007	19 pers. (12.9%)
		2008	45 pers. (30.6%)
		2009	46 pers. (31.3%)
Higher education experience of undergraduates	Complex student questionnaire (SQ-4.)	2006	21 pers. (44.7%)
		2007	26 pers. (55.3%)
Developing the introductory course titled Effective learning	Analysing the course description documents TQ-1. *The first findings of teachers* – the questionnaire of the Effective learning course among the 2006/2007 questionnaires Reflective discussions about the course	2006 2007 2008	–

[6] For more details, see *Chapter 6.*

[7] For more details, see *Chapter 7.*

We briefly present the questionnaires that surveyed the characteristics of the learning of first-year students, as these were not developed in the framework of the action research. Students completed both questionnaires three or four weeks after entering the training programme, as part of the tasks of the Effective learning course.

By utilising the Flow questionnaire that was adapted by *Attila Oláh* (2005), we were able to get to know and compare the flow-experience connected to learning, and the feelings of boredom, anxiety and apathy. This is a so-called situation-reaction questionnaire, which intends to survey the experiences one goes through in the course of the activities one pursues in a well-defined environment (e.g. school). The questionnaire examines the flow-experience and three antiflow-experiences: anxiety, boredom and apathy. In our survey we used that version of the Flow questionnaire which was designed for the school environment.

The Learning pattern questionnaire (Kálmán 2009 on the basis of Vermunt 1994) was created by Orsolya Kálmán by adapting and supplementing the learning style questionnaire of Vermunt, which, besides other things, enabled us to examine the conceptions and regulatory strategies connected to learning. The learning pattern is the multi-level and multi-factor model of the characteristics of the students' learning, in which the most determining components are conceptions, then learning orientation, regulatory and processing strategies. In this study we present certain metacognitive factors of the learning pattern: (a) *learning conceptions*, which include the student's interpretations in connection with learning, the goals, tasks and processes of learning, and (b) *regulatory strategies* that refer to who controls and regulates the learning process and certain learning activities.

2. RESEARCH FINDINGS

2.1. Characteristics of the learning of first-year students in the training programme in Education

In getting to know the characteristics of students' learning we by all means wanted to involve such factors as the subject of our survey that are key factors at the initiation of university studies, as they have an influence on whether the student stays in the training programme or not, on the success of their studies, and provide relevant information directly for the development of learning support on a course and programme level as well. This is why we decided to choose: the *learning conceptions* of students that are subject to change more or less continuously due to the new challenges in higher education; emotions in connection with learning in the programme that are fundamental starting points for the planning of the training programme and the courses; and the *learning regulation strategies* of students that are strongly connected to the special learning organisation of higher education, as these examine in a simplified way how autonomous students are in organising their learning.

2.1.1. Results of the Flow questionnaire: flow-experience, anxiety, boredom, apathy

The findings of the Flow questionnaire show that students enter the training programme with rather positive emotions towards learning, the high value of the flow-scale shows this (x=3.46; s=0.67), and anxiety (x=1.85; s=0.48), boredom (x=1.66; s=0.45) or apathy (x=1.58; s=0.51) are less characteristic of them as it can be observed in *Figure 2*. The low dispersion underpins that students are a homogeneous group in this respect. Besides this, one of the most important observations we made was that no significant differences can be detected between the examined years in terms of any of the factors, so the results prompt us to draw the conclusion that these characteristics are generally true for all first-year students in the training programme in Education. This means that in each and every year teachers can build on the students' positive emotions in connection with learning in the framework of the training programme in Education.

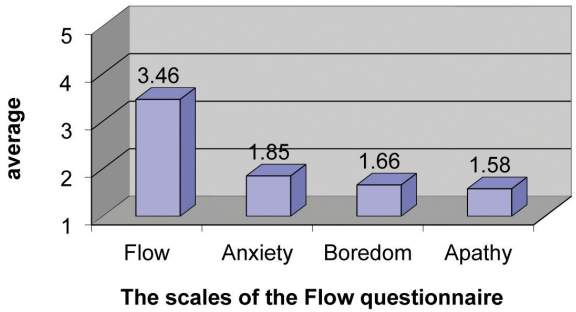

Figure 2: *Average points given to the scales of the Flow questionnaire examining the whole sample*

2.1.2. The results of the learning pattern questionnaire: learning conceptions and regulation strategies

The results of the learning pattern questionnaire *(see Figure 3.)* show that of the learning conceptions, right in the beginning of the training programme, *use of knowledge* (x=4.16; s=0.55) is the most characteristic

of the students, this is followed by learning interpreted as *social interaction* (x=3.72; s=0.77), and as *knowledge construction* (x=3.63; s=0.56). Based on a survey extending to several fields (Kálmán 2009) we can state that the conception of knowledge application is the most popular among students regardless of their professional field. The conceptions of knowledge construction and social interaction are the most accepted primarily among Education, Psychology and Andragogy majors. All this means that the conceptions of Education majors harmonise well with the goals and approach of the training programme.

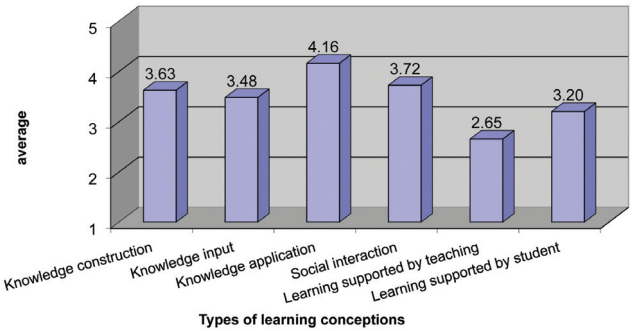

Figure 3: *Average scores given to learning conceptions in the full sample*

Our survey has also highlighted a problematic area with respect to the training programme. Learning as *social interaction* and *activity triggered by peers* demonstrate strong correlation (r=0.653; p<0.001) which means that students judge the role peers play in their learning without much differentiation: they view peers as external motivators and mutual partners in the learning process, and think that these aspects are equally important. In our opinion, there are contradictions between these two interpretations of the role of peers, and it would also be an important task of the training programme to make students aware of these.

As we can observe in *Figure 4* the average values of regulation strategies are really low, which suggests that students do not think that this aspect of learning is so characteristic in the beginning of the training, which is understandable as at the beginning of their training they may be uncertain of their learning goals and unsure about how to regulate their learning in order to reach their goals. However, these results suggest the training programme that it should provide students with more tasks and activities that enable them to experience the self-regulation of their learning and may become more conscious in terms of this. The low average was characteristic of other professional fields as well in the research carried out in Hungary (cf. Kálmán 2009), based on which it seems that Hungarian higher education is less capable of supporting raising awareness of the regulation of learning.

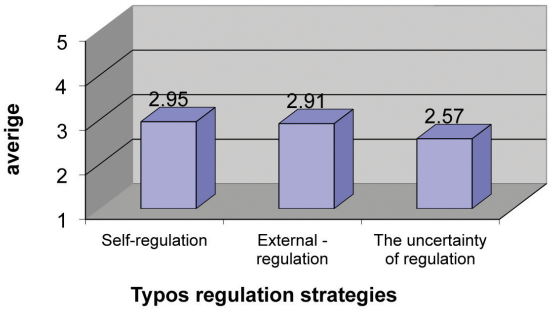

Figure 4: *Average scores given to regulation strategies in the full sample*

These results raise some problems in connection with the regulation of learning. The strategies of self-regulation and external regulation go hand in hand (r=0.248; p=0.002) which prompts us to conclude that when students make an effort to regulate their learning, they are not conscious enough as they apply internal and external regulation similarly or even simultaneously. And in connection with the *uncertainty of regulation* it turned out that it has a weak but detectable correlation with the conception of *knowledge construction* (r=0.179; p=0.030). One explanation for this can be that students are uncertain of experiencing knowledge construction, they have questions in connection with several aspects of the new learning experience, but they do not have concrete goals or solutions, and this uncertainty could appear in connection with regulation as well.

2.2. Utilising the findings for the development the course titled Effective learning

2.2.1. Utilising the questionnaires on the lessons

Students had to complete the Flow questionnaire and the learning pattern questionnaire as part of the assignments of the Effective learning course just three or four weeks after entering the training programme. Our goal with this task was to *make students aware of how they think about their learning*. We prepared a personalised feedback sheet for every student on the results, and we had a group discussion about the outcome. The main focus of these discussions was individual interpretation and reflection on

one's own learning, however, naturally we did not deal with this in a way that we highlight a few students based on their results, but we provided certain aspects for the interpretation of the data and we discussed how they related to the group's average.

2.2.2. The goal of applying the questionnaires

The goal of our survey was to get to know our students' learning characteristics better, their uniqueness and pattern and to recycle the findings in the course of planning the course and into the whole training programme itself. Especially in terms of the Flow questionnaire which aided us in understanding the individual feelings of students through the personal dimensions it measured. For instance, when we realised that a student scored a relatively higher point on the apathy scale compared to other scales and the group's average, we knew that we have to pay more attention to that student in terms of the possibility of dropping out. Furthermore, if a student had an extremely high score on the anxiety scale, we made an effort to encourage this student with our feedbacks and affirm his/her self-assessment so that the student would be able to combat situations that might cause anxiety with more success. Obviously, in the case of a course in the framework of which we meet our students once in two weeks for one and a half hour, we cannot speak of a really systematic, personalised support (this goal was intended to be reached by the system of mentoring; *for further details see Chapter 7),* nevertheless, we had the impression that we could successfully utilise the Flow questionnaire in identifying 'endangered' students and in understanding them.

2.2.3. Utilising the findings of the learning pattern questionnaire in the development of the course

The findings of the learning pattern questionnaire, besides helping us in understanding how individual students think about their learning, were better utilised by us in developing the course as they drew our attention to the critical points and issues in connection with the goals and topics of the course. In order to demonstrate these changes well, we present, with the help of *Table 2*, the main goals, topics and activities of the course and we compare these on the basis of our 2006, 2007 and 2008 course descriptions[8].

It is clear from the course descriptions that the assignments and learning activities of the first term were the first to change and they changed the most, and these changes had an effect on the goals and also the topics in the third year. The main changes in the introductory course were induced by the data obtained from the learning pattern questionnaire and the interpretations of it. On the basis of this the three directions of change are: strengthening the support of cooperative learning, rethinking the support of self-regulated learning and further strengthening of the knowledge construction learning process. All these were confirmed by the teacher workshop discussions organised by the BaBe group about the experience the teachers had in connection with the courses in the given year.

The idea of *strengthening the support of cooperative learning* was especially justified by the findings we quoted above *(see part 2.1.2.)* which shows that students view one another as extrinsic motivators and mutual partners as well in the process of learning, and we can discover some kind of uncertainty and contradiction between these two types of interpretations of the role of peers. As a consequence, cooperative learning became dominant on the level of assignments and working methods in 2007, and then, in 2008, it appeared as an autonomous goal and topic on the course (parallel to this it was included in the literature we used to a higher extent). In terms of student activities and tasks it could be traced well that they support group and cooperative learning more, partly in the form of working methods, and partly in the form of reflecting to these. As *Table 3* shows, the answers to the teachers' questionnaire completed in autumn 2006 on the applied methods and tasks indicate that the need for the more emphatic role of cooperative learning activities and for its more refined realisation emerged as early as the first year of the implementation of the training programme.

Our course descriptions have also changed in terms of tasks and learning activities in connection with self-regulated learning, due to, besides other factors, the findings of the questionnaires. In the first academic year, the task that was intended to aid the self-regulation of learning *(table titled: 'My plans for the term')* did not come up to our expectations as it proved to be a too complex, impenetrable and uninterpretable task for our students.

[8] Even though the action research covered only the first two years, we still think that the examination of the course description we created in 2008 is important as it reflects in its content the experience of the preceding two years.

Table 2: *Comparison of the course descriptions of the Effective learning course in terms of goals, topics and student assignments*

	Goals	Topics	Assignments
2006	Facilitating the process of becoming a conscious and successful student. Developing thinking about learning and the learner. Getting to know the special characteristics of learning at the university.	What type of learner am I? What is learning? How shall we learn at the university? How shall we assess learning?	Keeping account of plans in a **table titled My plans for the term** (a table in connection with the courses taken, based on 11 aspects, aiding the planning and regulation of learning). Completing questionnaires about learning (Flow questionnaire, Learning pattern questionnaire). Completing an interview or collecting cases in pairs (conversation with an undergraduate or graduate student in Education or with a teacher of the Institute about one of the following topics: the good lecture, seminar, individual work, examination). Written opinion on the basis of on one of the freely chosen chapters of the coursebook titled Effective learning (along guiding questions).
2007	Facilitating the process of becoming a conscious and successful student. Developing thinking about learning and the learner. Getting to know the special characteristics of learning at the university.	What type of learner am I? What is learning? How shall we learn at the university? How shall we assess learning?	Active participation in group work, continuous documentation of the group's in-class and out-of-class work. Completing a questionnaire about learning (Learning pattern questionnaire[1]) **In groups**, completing a mini-interview of app. 10 questions with an undergraduate or graduate student in Education or with a teacher of the Institute about what they think good cooperative learning at the university is like. Reconsidering the learning process of the term and reflecting on it in writing with the help of guiding questions in two papers titled: Learning and Me, and **My Work in the Small Group.**
2008	Facilitating the process of becoming a conscious and successful student. Developing their thinking about learning and the learner. Experiencing cooperative learning. Getting to know the special characteristics of learning at the university.	What type of learner am I? What is learning? How shall we learn at the university? How shall we assess learning? Cooperative learning.	Completing two questionnaires about learning (Flow questionnaire, Learning pattern questionnaire), a**nalysing the results and incorporating them in the reflection.** Active participation in group work, collecting materials and the assignments completed in groups or individually in the folder. **Processing the compulsory literature**: writing at least 3 questions for each chapter and writing an explanation of one of chapters to an imaginary person. Taking notes individually about a study discussing cooperative learning based on the set criteria and processing it with the group. Reconsidering the learning process of the term and reflecting on it in writing with a help of guiding questions in a paper titled: Learning and Me.

[1] It must be mentioned here that we decided to neglect the completion of the Flow questionnaire that year because one of us (who was in charge of processing these questionnaires) was not working as a teacher at this course and was pursuing studies abroad due to a scholarship.

Table 3: *Our answers given to question no.9 of the teacher questionnaire completed in autumn 2006 about the methods, assignments applied on the course*

Method, assignment applied	Its popularity among students	Its effectiveness (in terms of e.g. working on tasks, ability to work individually, success in learning)	Opportunities for further development, further steps ahead
List of personality traits	+	+	
Creating common rules for working	+	+	
Metaphor analysis	+	+	
Completing and interpreting questionnaires	+	– (it was difficult to relate this to ourselves)	it would be beneficial to have time for personal discussions about the questionnaires – according to individual needs
Analysing an extract from a film	+	– (it worked only with some help from the teacher)	setting one's own observation criteria, with the help of the teacher

Processing a text	–	+ (even though they did not enjoy it)	
Cooperative learning	**+**	**+**	**more intensive incorporation of reflecting on cooperative learning in the course**
Creating graphic organisers	+ (but they had become boring by the end of the term due to excessive usage)	+ (we put great emphasis on these, and it seems that we could enhance their analytical skills more or less)	more types of graphic methods
Analysing interviews together	+	+ (but the task, the method of the interview was not understood by everyone at once)	more intensive facilitation of making the interview
Explanation, discussion	+	+ (they needed these badly and were keen on taking part in the discussions)	
Debate	+	+ (their argumentative techniques should be developed)	developing argumentation and the ability to consider several aspects at the same time
Illustration (that we created)	+	+	

> 'Most students do not yet feel that joint and individual learning process as 'real' learning in the course of which their student conceptions and methods can be shaped and can become more conscious, thus for example they did not take the completion of the table titled: *'My plans for the term'* so seriously. They did not think it was important enough, rather, they just wanted to 'complete' the task they were given. Generally they did not do it continuously, so from this time on, as teachers we must support this task in a better way during the term.'
>
> (Quoted from our answer provided to question no.16 in the teachers' questionnaire of autumn 2006)

According to the data gathered by the questionnaire on self-regulation we detected it well that students need substantial support in this respect, however, it seems that we have been unable to render an ideal task to this so far, and we rather trusted the external (teacher's, task level) support. So we in order to support the development of self-regulation we made an effort to give smaller assignments to students during the term instead of one or a few major ones, and in addition provide more aspects and aid for the interpretation of the concept and content of reflection and self-assessment, and generally we intended to give personalised feedback on each of their tasks. We tried to support *students' reflective thinking* also by asking them, from year 2008, not to simply 'accept' the results of the questionnaire, but to use them in interpreting their conceptions of themselves as students.

We were contented with the results of the Learning pattern questionnaire, as the conception of knowledge construction was accepted among students, however, the questionnaire pinpointed that this conception is accompanied by the uncertainty of regulating learning. All this could mean that even though students are open to knowledge construction, they are unsure of how to execute it. As a result of this, in the course description of the academic year 2008/2009 we made an attempt to support the process of intelligent, interpretative learning more: primarily in the *interpretative reading of the literature*. We wanted students experience what it means to learn through constructing knowledge by accomplishing real tasks. Several learning methods that help construction served this purpose: *posing questions* that were not aimed at gathering information but interpretation and meant formulating such questions that helped in thinking on; the method of *writing an explanation to a fictitious person*; and *taking notes* for which students learnt methods and got hints at another course (Fundamentals of Library Informatics and Statistics).[9] The accomplished assignments of students that were creative and also showing signs of constructivity in their content proved to us that at the introductory course it is important to support not just the conception of knowledge construction, but its process too by experiencing and practising minor learning methods.

Based on all these we believe that the course could successfully support students in terms of interpretative, constructive and cooperative learning both in the activities and in the form of reflecting on them. However, the question emerged whether *in the framework of this course we could motivate students more to learn in a self-regulated way* and to contemplate on this.

[9] We consciously made an effort to connect courses not just along matters of content but in terms of the interrelation of concrete student assignments and activities as well.

2.3. The opinions of students about teaching

In the third focal point of our research, which is exceeding the context of the Effective learning course, we examined with the help of the BaBe questionnaire: how our students experience the training from the aspects of sense of success, independence and teacher support. We were interested in these fields as we thought that with respect to supporting learning these opinions of the students could be the most important in revising and shaping the training programme. Getting to know the opinions students formulated about the training programme appeared to be useful as we thought that these provide us with important feedback on the Effective learning course, and we can get to know how our students learn later on, and what affects their learning in the period following their completion of the introductory course. In addition, we believed that the three factors we examined in connection with teaching (sense of success, independence, received support) would also provide us with important information considering the self-regulated learning of students, and reviewing this self-regulated learning through a longer period of learning may help us in understanding the initial difficulties that may arise in connection with this, and by doing so, in rethinking the goals and activities of the introductory course. For the sake of all this we analysed the set of questions in connection with learning in the BaBe questionnaire *(question 4.2. in questionnaire SQ-4)*.

2.3.1. Success experienced in connection with learning assignments and activities

In this set of questions students had to judge first on a four-point scale how much success they generally experience during the completion of the different learning assignments and activities of the courses of the training programme. Out of the given 23 activities we highlight only those in *Table 4* below in which students felt they were the most or the least successful (the table contains the data of both years that were surveyed).

Table 4: *The relative frequency distribution of the answers given to the question: 'How much success do you experience during the completion of the different learning assignments and activities?' in the full student sample (indicating the assignments and activities judged as the most and the least successful)*

Learning assignments and activities	Answers in %			
	1	2	3	4
observation during visits to institutes	0	2.1	53.2	44.7
preparing presentations	0	4.3	53.2	42.6
planning and organising work on the field	0	11.1	57.8	31.1
participating in pair or group work	0	14.9	42.6	42.6
delivering a presentation in pairs or in groups	2.2	13	52.2	32.6
writing an essay	2.1	14.9	44.7	38.3
writing self-reflection	2.1	17	38.3	42.6
creating a portfolio	4.3	17.4	50	28.3
preparing for oral examination	2.2	19.6	47.8	30.4
…				
creating a research plan	10.6	42.6	31.9	14.9
developing the Moodle interface	23.9	32.6	28.3	15.2
creating web content	23.4	27.7	38.3	10.6
developing digital content	21.3	38.3	23.4	17

The results suggest that students encounter a number of learning assignments and activities in the course of the training in which they can experience being successful, moreover, there are four such activities in the case of which none of the students thought that s/he was totally unsuccessful. With reference to the results we presented before it is an especially important set of data for us that students *felt they were successful* during *cooperative type of tasks* ('participating in pair or group work', 'pair or group presentation'). This implies that the support and feedback they received from the training could effectively aid students in developing their characteristics in connection with cooperative learning. The main reason for this is probably the fact that activities that build on cooperative learning are frequent in the entire bachelor training programme in Education, as one of the graduation competencies of Education assistants that is to be developed is *cooperation and organising activities with the different members of communities and society*, and furthermore, making students more conscious of cooperative learning was really emphatic in the introductory *Effective learning course*.

According to the results, students experienced the least success during assignments in connection with research and ICT tools and the fact that they were having difficulties was confirmed by their personal remarks, partly by data obtained from questionnaires and the reflections they created during the course *(for more details see Chapter 6)*. One of the reasons for the difficulties was presumably that students could not gain experience in these two fields beforehand, and so they had to face the tasks expected to be completed during the course as utterly new challenge. We think it is also possible that as teachers of the training programme we assumed that students had already possessed more knowledge, or their could have been greater individual differences in terms of this than we assumed, and so they felt that they received less support from the training programme and consequently

experienced less success in this field. Considering all these, we think it would be worthwhile to strengthen the training of students for these activities during the introductory courses, however, we also see that this would have exceeded the framework of the *Effective learning* course.

Examining the differences between the two years by using the chi-square test we found that the second year students (2007) sensed more success *(see Table 5)* during writing self-reflections ($p=0.021$) and creating the portfolio ($p=0.035$), which indicates that the training could support these activities more during the second year. We had already experienced during the preceding academic year that students find it difficult to understand what self-reflection and the portfolio mean, and even if they understand the concept, they hardly know the goal of applying and the method of implementing them. Besides the intentions of the teachers in reaction to these difficulties (recurring clarification of the concepts on each course, preparation for the process of creating the portfolio during the courses etc.) that student booklet has been created (Kálmán & Lénárd 2008), in which we tried to provide practical answers to the questions of students about self-reflection and the portfolio among other issues.

Table 5: *Relative distribution of answers provided by the students of two years on the sense of success in connection with writing a self-reflection ($p=0.021$) and creating a portfolio ($p=0.035$)*

Learning activity, assignments	Answer options	Percentage of students who answered	
		2006	2007
writing a self-reflection	I do not have a sense of success at all in this	4.8	0
	I feel unsuccessful rather than successful in this	19.1	15.4
	I feel successful rather than unsuccessful in this	57.1	23.1
	I have a great sense of success in this	19.1	61.5
creating a portfolio	I do not have a sense of success at all in this	4.8	4
	I feel unsuccessful rather than successful in this	14.3	20
	I feel successful rather than unsuccessful in this	71.4	32
	I have a great sense of success in this	9.5	44

2.3.2. Autonomy experienced in connection with learning assignments and activities

We also asked the students in connection with the same 23 learning assignments and activities which three they would select as the ones during which they felt to be the most autonomous. The answers indicate that students think they are the most autonomous when creating presentations, but they also indicated in similarly high numbers writing an essay, preparation for oral examinations, writing a self-reflection, observations during visits to institutions and preparation for written examinations *(see Table 6).*

Table 6: *Relative distribution of answers in the sample provided on the experienced autonomy in connection with learning activities, assignments (the activities and assignments that were selected by the most and the least number of students are highlighted)*

Learning activities, assignments	Percentage of students who answered
creating presentations	34
writing essays	29.8
preparation for oral examinations	23.4
writing a self-reflection	23.4
observations during visits to institutions	21.3
preparation for written examinations	21.3
…	
developing the Moodle interface	2.1
creating web content	2.1
developing digital content	2.1
delivering a presentation in pairs or groups	0

It is an interesting result that none of the students thought that s/he is autonomous during 'making a presentation in pairs or groups', which we may explain in a way that students simplified the concept of autonomous work to some activity that is done alone. However, if we have a look at the answers provided on 'participation in pair or group work', we find that only 17% of the students think that they are autonomous in those assignments. So besides the simplified understanding of the concept of autonomy the possibility arises that students really feel that they need more external support in terms of these activities. This can be easily related to the findings we quoted above (*see part 2.1.2.*) saying that students interpret the role of peers in learning ambivalently as they view their peers as extrinsic motivators and mutual partners as well. As consequently, if they do not think clearly

about the role of their peers, it is hard to expect them to take part in these assignments confidently and feel autonomous. Finally, we must highlight that there are hardly any students (2.1%) who feel autonomous during assignments connected to web contents and their development, which did not really surprise us in the light of the findings in connection with the sense of success (*cf. part 2.3.1.*). Moreover, it supported our notion that these activities are critical fields for the students in the course of their studies, and that especially in the beginning of their studies the training programme should pay more attention to preparing students for these activities.

2.3.3. The teacher's support experienced in connection with learning assignments and activities

With the BaBe questionnaire we also intended to examine how students think about the support they received from their teachers. For this reason we asked them to select those 3 assignments and activities out of the same 23 mentioned above in connection with which they received the most and the least support from the teachers in the course of their studies that far. The answers of the students *(see Table 7)* indicate that they experience the most support in connection with the creation of their research plan; however, they classified creating research methods and tools as activities in which they sensed the least amount of support from the teachers. This ambivalent result can hardly be interpreted without the in-depth analysis of the research methodology courses, but we are also aware of the fact that although creating a research plan is present among the activities of several courses, probably only the research methodology seminars are able to provide help in creating the concrete methods and tools. The question can be further elaborated by considering that the results also indicate: that there is a significant difference between the two examined years in terms of the amount of teacher support ($p=0.036$) they experienced during the creation of the research plan, as a significantly larger group of students (43%) of the first BA year (2006) marked this activity in terms of support while less students (15%) marked it from the second BA year (2007). This result on the one hand draws our attention to the fact that it would be worthwhile to reconsider what we did differently, in connection with the creation of the research plans for the first BA year what we as teachers invested more energy in; and on the other hand it points out that supporting such learning activities that are key elements of the development of the output competencies as well (see *Recognition, examination and scientific interpretation of pedagogical phenomena and problems*) cannot be considered only in the framework of one course without the other courses that are concerned.

Table 7: *Relative frequency distribution of students' answers concerning those learning activities and assignments in connection with which they experienced the most and the least support from teachers*

Most support			Least support	
creating a research plan	27.7%		creating web content	29.8%
planning and organising fieldwork	25.5%		developing digital content	29.8%
writing self-reflection	21.3%		creating research methods and tools	21.3%
			processing the literature	21.3%

Preparing for fieldwork is also an activity where students experienced more support from the teachers and this is probably due to the meticulous preparation for the practices at institutions. It is important to see that planning and organising the fieldwork is a learning opportunity for the students where they really feel successful (cf. part 2.3.1.) which indicates that the efforts made by the teachers to prepare the practices successfully support the related competencies and self-evaluation of students.

Writing a self-reflection appeared among the positive results in terms of sense of success and autonomy *(see parts 2.3.1. and 2.3.2.)*, and this is further underpinned by the fact that one quarter of the students firmly believe that they received the most support from the teachers in connection with this. This result is an important feedback to us, as supporting self-reflection is an essential element of the constructivist approach of the training programme; moreover, it shows that according to the students we as teachers were able to react well to the problems in connection with writing a self-reflection detected at a really early phase.

Students experienced the least amount of support in connection with the activities related to web and digital contents as almost one third of them think that they received the least amount of help in this respect during their studies. This is an extremely important feedback from the training programme's point of view, and becomes especially problematic considering the fact that according to the results (*cf. 2.3.1. and 2.3.2.*) students feel that they are the least successful and the least autonomous in this role.

Processing the literature is also an activity where most of the students lacked the support of their teachers. Utilising and comprehending professional texts is a learning process that poses difficulties for students in any training programme, so we do not consider this result surprising in itself. However, we must highlight that during the teachers' discussions about the formation and transformation of the training programme the dilemmas in connection with the utilisation of the literature have regularly emerged

(the comprehension and utilisation of how much and what type of literature can be expected of the students), which called our attention to the fact that the teachers in the training programme think differently about the possible workload and learning competencies of the students. We assume that this ambivalent attitude of the teachers is reflected in the result that students sensed little support from the teachers in this respect. However, in the third year of the *Effective learning* course (2008) for example, we already had targeted development and support of the students' comprehension of the professional literature, which also demonstrates the training programme's ability to transform rapidly.

We detected significant difference between the two examined BA years in terms of two learning assignments, activities; in connection with the above already mentioned creation of a research plan and the creation of the portfolio ($p=0.026$). The data show that students of the first year experienced more support than the students of the second year during the creation of the portfolio. If we compare this result with the sense of success in connection with learning assignments and activities *(see part 2.3.1.)*, we can claim that as we paid more attention to the difficulties of the first year students concerning the creation of the portfolio, we provided more support, as a consequence, they felt more successful in this respect as second year students. So this result is another important and positive feedback on the training programme.

3. SUMMARY

We intended to utilise the findings of our research in connection with the learning of students on different levels, and made an effort to take advantage of their interrelation. However, in retrospect we see that we did not thoroughly consider a lot of aspects, so in this chapter, besides the findings of our research in connection with learning, we would also like to sketch the possibilities for moving forward.

In summary, the objectives of our research in connection with learning among students of the training programme in Education were the following: 1) to support the students' self-knowledge in connection with learning, their thinking about learning and in becoming more aware of their learning processes; 2) to get to know those learning characteristics of incoming students that are relevant in terms of the training programme and the course; 3) developing the course *(Effective learning)* that supports the learning competencies of Education majors; 4) getting to know and assessing the effectiveness of the bachelor training programme in Education in terms of organising learning. Today we conceive that we were less conscious in attaining the fourth goal, and we made less steps towards that direction; however, it is also true that attaining that goal needs the most time and data collection.

3.1. What did we get to know about the learning of students, and how did we develop the introductory, learning support course?

The findings of our research demonstrate that students enter the training programme with rather positive sentiments towards learning, and anxiety, boredom and apathy are less characteristic of them. Their approach to learning is one that aims at application (the conception of knowledge application). They do not find the regulation strategies of learning so relevant at the beginning of the training programme; the mean values for these scales are low. Nevertheless, in terms of the formation of the regulation strategies we found that strengthening the conception of knowledge construction is a key factor, as a) the conception of knowledge construction is related to the uncertainty of regulation which means that students realise the problems that emerge in terms of regulation at the beginning of the training programme; b) only the conception of knowledge construction is positively related to self-regulation. Based on all this, in the framework of the *Effective learning* course 1) we made an effort to provide personalised support to the small number of students who could be characterised by anxiety or apathy, and formed the most risky group in terms of the continuation of studies; 2) in connection with the problems emerging in the field of self-regulated learning we gradually chose less and less complex learning activities that could be more easily grasped by the incoming students; and finally, 3) for the sake of the indirect support of self-regulated learning we also strengthened knowledge construction learning activities, e.g. by elaborating the aspects of reflective, self-evaluating learning activities, by collecting learning methods for the comprehensive reading of professional literature.

In addition, the findings of the Learning pattern questionnaire also demonstrate that the role of peers in terms of learning conceptions is undifferentiated, i.e. the students do not isolate behaviours when their peers play a role in knowledge construction, in interaction or as external aid. As this field has a fundamental connection to the output competencies of students and their learning activity throughout the training programme, on the *Effective learning* course we provided more and more learning activities, content and professional literature in support of making students conscious of, and practice for cooperative learning. Even though during the next phases of the training programme they gave account of a sense of success in terms of activities where cooperation was necessary, we think that it would

be important in the programme to plan the role of peers in learning more consciously and reflectively (e.g. in a way that the activities that require cooperation gradually become more difficult and build on the preceding one), mainly because in the case of such activities students do not feel that they receive substantial support.

In summary, we think that the questionnaire based research of the students provided aspects that are well interpretable and useful for the prompt reactions, development and reconsideration of the bachelor introductory course, however, this very focus may have made developments more difficult. Especially as we attempted to solve problems in the framework of the introductory course which were beyond its scope (e.g. supporting self-regulated learning).

3.2. What kind of lessons can be drawn from the aspect of developing the programme?

Based on the questionnaire-based research and the results of the continuous development of the course we conceive that it is necessary to reconsider the functions of the introductory course(s)[10] in the training programme. Our introductory course mostly paid attention to the previous educational experience of the incoming students, and focused on making students aware of the tensions between higher education and their previous learning experience. In the light of this the course sought connections with other introductory courses (e.g. Library-informatics and statistics; Learning, communication, society), making an effort to support the introductory phase of university studies as complete and coherent as possible. However, the introductory phase received few conscious and systematic feedbacks from the next phases of studies, and unfortunately we did not transmit our results either to the teachers of the courses in the upper years. All in all, we still think that it is highly important that in higher education there ought to be a kind of *introductory phase which comprises several courses and activities, and supports the learning of students by raising awareness of and reflecting upon the learning characteristics of the given course, in addition, it supports and makes students practice these new types of learning activities*. On the other hand, *it is necessary to directly build on this introductory phase during the subsequent studies*, otherwise this introductory phase does not become an organic part of the training programme. Today we think that this tighter relationship can be strengthened by further accumulation and interpretation of data in connection with students' learning characteristics and communicating results to the teachers in the next phases of university studies, and also, if we connect the fields developed by the introductory phase more organically to the output competencies of the major. That is if we connect such key competencies as the ability to learn or cooperation in a targeted and well-elaborated manner, and if we build on one another by the development of the competencies of the major.

We consider it as a further result of the development connected to the introductory phase that we *regularly collected data* on the learning of incoming students, which can be utilised for the well-grounded development of the training programme. According to our results, in the consecutive years (the two examined years) the affective and metacognitive characteristics of the students entering the bachelor training programme in Education did not differ significantly, which means that *the programme can base its developments on relatively constant learning characteristics*. On the other hand, the results justified that *the training programme could react to the learning experience of students in a flexible and adaptive way*: the second year sensed more success in connection with writing self-reflection and creating the portfolio, which indicates that the training programme reacted effectively to the initial problems of the first year, as we made an effort to support these apparently critical activities in the case of the second year. Nevertheless, we could detect this prompt reaction only in connection with some critical learning assignments which can be explained by several factors. On the one hand, we did not collect such comprehensive set of data on the students' learning experience as we did in the case of initial learning characteristics; on the other hand, the research results were not thoroughly and widely discussed, which was beneficial as we could implement changes in the case of problems that could be grasped clearly and solved easily. We think that now there should be another way of obtaining information about students' learning experience in the training programme, as such more difficult learning organisational problems like supporting self-regulated learning or planning the interrelation of key competencies and learning results cannot be investigated with the help of the present questionnaire (SQ-4). We continue the research in connection with learning characteristics in the framework of the training programme, this way we are going to have results about every year and about the possible differences between years, which would be worthwhile to share with members of the Institute, and also to suggest that on the institute meetings about training and education we may build on these results.

Although now we think that our investigations could have been incorporated more firmly in the development of teaching at the bachelor training programme in Education, the course-level developments we provided as an answer to the research results are pioneering and well-grounded in our

[10] During the reconsideration of the content and subject structure of the training programme the *Effective learning* course itself melted into other courses, into the *Introduction to higher education studies* on the one hand, and *Education experience and conceptions* on the other hand. For more details, see *Chapter 8*.

opinion. As the *course-level prompt changes and reactions could test such directions and practices on a small scale*, that, in case they work out well, can be extended to the whole training programme (e.g. the constructivist learning theory approach to reading professional literature; assessing, reflecting on learning). Nevertheless, there are such fields of student support (e.g. self-regulated learning, supporting cooperative learning) *the success of which was weakened by being attached to the introductory course*, and it would have been worthwhile to reconsider the whole training programme in the framework of a comprehensive learning support system in the very beginning. Without that, the individual course-level developments remained incidental, they did not support one another, they did not interconnect and did not jointly build on the findings of the research.

We supported the students' self-regulated learning on the introductory course by learning methods, by providing aspects for self-assessment and by discussing these together, but we failed to aid the students in the gradual process of becoming more autonomous in planning their learning, as that exceeded the limitations of the half-year course. On top of that, with the implementation of the training programme several intentions emerged in the first hand that focused on self-regulated learning: e.g. the mentor system, supporting the creation of the portfolio, the recurring clarification and interpretation of the concept, purpose and content of reflection on several courses. Moreover, it also appears to be a step ahead that students experienced the most support from the teachers in terms of assignments that can aid self-regulation: research planning, fieldwork planning, organising, writing self-reflection. But these good practices did not build on one another, and thus one of the basic conditions for successful learning in higher education, which is supporting self-regulated learning, could not become a structural-level strategy.

Finally, in terms of the introductory learning support programmes we cannot neglect the aspect of *extending support to every student*, and parallel to this the aspect of *personalisation*. The support programmes of the introductory phase appeared in higher education in order to support every student so that they do not drop out from the training programme. For this reason, for the students, who arrive with various learning experience and characteristics, besides providing support in becoming more conscious in their learning, in the development of their self-knowledge, we provided personalised feedback in connection with their learning (e.g. discussing questionnaires, written assessments). However, we should have traced the members of the most risky group of students (e.g. students feeling anxiety or apathy) for a longer period of time, even beyond the course. But for such a long term, personalised support, a consciously constructed, programme-level strategy is needed, which can be initiated mainly along the mentor system, the support of the creation of the portfolio and the harmonisation of the introductory courses.

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CHAPTER 6
STUDENT VOICE

GABRIELLA DÓCZI-VÁMOS,
KRISZTINA GASKÓ & JUDIT SZIVÁK

"I had the impression that the Education majors entering the training programme are curious and scared. I held one of the first courses titled: Learning, communication, socialisation with two of my colleagues. We were all beginners in the new Bachelor training programme in Education. In the course of planning the training programme we paid special attention to make sure that the course functions well in terms of shaping the approach of students, and that by building on the prior experience of students we can shape their personal and emerging professional convictions to a more conscious level. The introductory course appeared to be a perfect setting for this, as we elaborated on the most important concepts determining Pedagogy with the intention of approaching the professional terminology from a student perspective. There were difficulties in starting up the conversation. They were sitting neatly in rows, ready to take notes and I had the feeling that they were really looking forward to learning Pedagogy but they did not understand what we were talking about had to do with science. Similarly, they did not understand that their own knowledge was going to be the most important starting point." (Personal experience of a teacher)

1. THE CONTENT JUNCTIONS OF THE CHAPTER

In this chapter we present three of the inquiries we made in the framework of the action research. What they have in common is that all three place students in the centre of attention. Although these three parts could make separate chapters, we handle them together as each inquiry follow a logical line starting from the prior expectations of students, through the difficulties they have in connection with learning, to the subjective feelings and status (well-being) they experienced at the training programme. The research team clearly focused on the opinions of students in connection with the training programme, and to that end it conducted questionnaire surveys, asked for reflections, and organised focus group interviews among students. Initially it was not called like that but now we identify all our findings that present the opinions of students, be it data obtained from questionnaires or a reflection written during a course, with the expression *student voice* (Miliband 2006). As *Robinson* and *Taylor* (2007) in addition to *Fielding* (2006) put it in connection with the expression "student voice", it is an umbrella concept and in a wider sense *it includes all the activities and routines of schools that involve students to some extent in the development of the institute, in decision making and in all practices that result in changes in the school.* Our intention harmonised with this as we wanted to get to know those opinions of students that are relevant for the effectiveness of the training programme: expectations in connection with the programme, the students' motivation and their image of the professional career, difficulties of university studies, the level of contentment and well-being of the Education majors. By the continuous interpretation of our findings we intended to make the Reader clearly understand those correlations and conclusions that we ourselves understood as well in the light of our findings and that paid an important role in the course of the revision (RBA[1]) of the training programme *(see Chapter 8)*.

2. "STUDENT VOICE" AS TOPIC AND APPROACH IN ACTION RESEARCH

We agreed even at the planning phase of the research that students must be viewed as active participants of the action research. Getting to know the

[1] See the glossary of the special terms of the book at the end near the *Timeline*.

voice of students developed continuously *(see Chapter 2)*: it was possible to detect throughout the research the interaction of students and researchers, those research tools were always present that aimed at getting to know the opinion of students, but we started to use the term "student voice" later on.

2.1. The interpretation of "student voice"

"Student voice"[2] or "pupil voice" is not widely discussed in the scientific literature and has been used rather as an umbrella notion in the past twenty years (Fielding 2006; Edwards 2008). It is exactly because of this that we think it is important to briefly discuss the interpretation of this notion and the research conducted in connection with "student voice". According to the English terminology "pupil voice" stands for primary school pupils while "student voice" indicates those in secondary and higher education (Robinson & Taylor 2007). In the context of Hungarian education the terminology is slightly different and in this study we use "pupil voice" for primary and secondary schools, "university student voice" for higher education and "student voice" is generally used for all levels of education. In the latter case we summarise those factors that can generally characterise research that build on "student voice" regardless of where it was conducted: in primary, secondary schools or universities. In the second part of this chapter the term "university student voice" is used as the target group consisted of BA students in Education.

The "student voice movement" is connected to the UN Convention on the Rights of the Child (1992), which called attention to the performance and development of children and to social justice. *Edwards* (2008: 13) *Fielding*, *McIntyre* and *Rudduck* highlight the model of social justice that emphasises the more intensive involvement of students in the discussions and decisions about their learning and social well-being. According to *Edwards* (2008: 13) the way to such tightly cooperating communities is painstaking and slow, and it has an effect on the traditional structures and relationships of the institute, which needs a transformed and new type of relationship between teacher and student.

2.2. Examining "student voice"

We can highlight two studies from the scarce Hungarian literature on the investigation of "student voice": the research of *Éva Balázs and Irén Vágó* (2005) focused on getting to know the opinion of secondary school students, and *Orsolya Kálmán* (2009) used this approach in mapping the learning pattern of university students. In the international literature it seems that the research of "student voice" appears in the form of case studies about research conducted in educational institutes. The highest number of research was conducted in secondary schools (Mitra 2006, 2009; Byrom & Gates 2007; O'Boyle 2009; Roberts & Nash 2009*;* Demetriou–Wilson 2010; Seiler 2011; Mitra & Gross 2011), somewhat less in higher education (Asmar 1999; Foster 2008; Campbell & Li 2008; Hawk–Lyons 2008; Rae & Cochrane 2008; Kaufmann 2010; Zepke & Leach 2010; Morales*,* Herrera & Murry 2011), even less in primary schools, and even that was carried out in cooperation with a higher education institute (Jarrett & Stenhouse 2011). The cooperation of higher education and secondary schools appears in many studies (Doyle & Feldman 2006; Rubin & Jones 2007; Yonezawa & Jones 2007; Frost & Holden 2008; Garlick 2008), mostly with a focus on secondary education. It is clear that this research field is in its infancy from the fact that in proportion to the number of published case studies the amount of literature that systematises research that specifically involves "student voice" and its goals, reasons and impact is low (Mitra 2005; Robinson & Taylor 2007; Edwards 2008; Mitra & Gross 2011).

When we address students with a questionnaire or during an interview, our goal is also to get to know the opinion of students, but when we are examining "student voice" we apply a different approach in reaching out for the topic and the research methodological aspects. The Hungarian and international literature we found and quote here share the feature that they did not "just question" the students in the course of the research, but they consciously built the research on them and involved them as fellow researchers in the development of the institute, the curriculum, or a given course, or in solving certain problems, regardless of the education level. According to *Thorkildsen* (1994), *Kushman* (1997), *Ruddock* & *Wallace* (1997), *Levin* (2000), *Fine* et al. (2007), and *Edwards* (2008) the research that aims at development through involving students in discussions signals that the research itself and the researchers are open to the special knowledge and viewpoint of students, and admit that these cannot be known without making them speak. This way students join the research as researchers and in this role they may contribute to the psychological, social and academic well-being of students in the institute. As *Ramsden* put it (1988, quoted by *Hearing the Student Voice project*, 2009) "*good teaching means seeing learning through the learner's eyes"*.

Although we did not immerse in the literature connected to "student voice" at the beginning of the action research, we were sure to view students as partners in the research, so we consciously made an effort to get to know their opinions along each research question. Later on we used the

[2] 2,800,000 results in Google search (1st November 2011)

expression "student voice" in connection with those findings that revealed the students' well-being at the BA programme Education, their expectations and motivations in connection with the training programme, their learning characteristics, difficulties and personal development, needs. Now we think that the intention to get to know the "student voice", that has become more and more conscious, signals a transformation in our own researcher approach, and can be traced in the impact it had on the revision of the training programme *(see Chapter 8)*.

In the research connected to "student voice" different levels of student involvement are detected. *Mitra* (2005) describes the possibilities of student involvement in a secondary school context in a pyramid model *(see Figure 1)* where the first level is *listening to the students*, the second level is *cooperation with the adults* working in the given institute (the goal of which is solving a problem and/or developing the institute), and the highest level means that in the framework of the research or development students acquire the ability to *join decision-making connected to the management of the institute*. According to *Mitra* & *Gross* (2011) the most "student voice" research was done on the second level, and the British, American, Australian and Canadian pieces of research all proved that significant research and development results can be achieved by involving "student voice" at that level. We know about a lower number of research that aimed at involving "student voice" at the highest level, however, these proved that this type of research and development have a positive effect on individual and social development, strengthen the ties between the students and the institute, and students become more committed in their social life and learning as well (Fielding 2001; Levin 2000; Mitra 2004).

Although at the beginning of the action research we did not know about the literature connected to the levels of involvement of "student voice", now we think that basically we could involve "student voice" in the research on the second level. The highest level of involvement shown by *Figure 1* was not possible during the development, but it is also true that it did not formulate this as a goal. However, based on our findings and experience the question emerged: to which level is it possible to involve "student voice" in the development of a training programme in the Hungarian higher education context, and which are those traditional (structural) factors that make it easier or more difficult to have the in-depth and more conscious involvement of students in some higher education development. With this study we intend to inspire those who are interested in higher education developments to think about these issues and initiate newer research and development for achieving the highest level of involvement of "student voice".

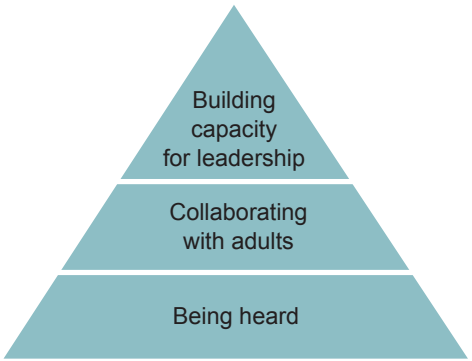

Figure 1: *The pyramid-model of Mitra (2009; cited by Mitra & Gross 2011:523) on the inclusion of students' voice*

2.3. Examining "student voice" in the action research

All case studies, just like the one described in this book, are unique. The above discussed pieces of scientific literature indicate that there are several places where there are initiatives to involve "student voice", and the differences in foci[3] depend on the given research goal and context that make each case unique. This study describes our findings in connection with getting to know students' expectations and motivations, learning difficulties, students' contentedness and the well-being of Education BA students and intends to acquaint the Reader with the "student voice" concerning these fields.

Revealing expectations and conceptions could and should be the starting point of the training programme. Examining expectations primarily aim at revealing the relationship to partners, ties with the labour market, for us, however, these were useful rather because we wanted to get to know students' image of the professional career and their career motivation at that really important starting stage of the training programme, so that by transforming the programme we are able to shape these sufficiently.

In addition, we thought that the examination of *difficulties* voiced by the students at higher education in connection with learning and progressing in the training programme can be key to understanding the learning of students and may aid teachers and researchers in getting to know students'

[3] For example immigrant students at a Mid-West American university (Morales, Herrera & Murry 2011); the integration of Asian students at a university in New Zealand (Campbell & Li 2008); involving international students in reforms (Ramachandran 2011).

approach to and conceptions of learning and their characteristics. By examining difficulties and problems students experienced, the way that the programme reacted to the problems students indicated can be presented as well *(see Chapter 8)*, and how teachers supported students in learning *(see Chapter 5 and 7)*. The third focus of our inquiry were the contentedness of students and the well-being of Education majors, in the context of which we intended to get to know subjective, personal opinions in connection with for example the exams or requirements. These findings proved to be useful as they contributed to interpreting the difficulties students experienced, and by doing so they provided information for teacher support and the revision of the training programme. In addition, as a consequence of the timing of the inquiry (the end of the first and the second term of the first year) it aided us in evaluating the changes the occurred in the attitude and experience of students in their progress, and this way, by knowing the prior expectations and conceptions in connection with the training programme, and by examining the difficulties students experienced, we made an effort to provide a complex picture of how a student experiences his/her first year at the bachelor training programme.

The three foci of our inquiry do not just share the feature that they all give voice to students, but also they all intend to identify some unique tackling methods the students apply at the commencement of their studies. First-year students face a number of challenges on entering any university or training programme, that decisively originate from the change in the educational environment. In his investigation of students' life management competence *István Kiss* (2007, 2009) calls this period as the higher education shock situation that *"can be defined as the unexpected state of crisis manifesting in the decrease in the perceived effectiveness of life management competence, the self-regulatory learning style and the norms required by independent life management, that occasionally exceed the individual's tackling abilities"* (Kiss 2009: 69). In this period, which may last for four terms, all students experience an emotional low point, but then, as a consequence of higher educational socialisation s/he is able to battle this crisis and creates his/her own tackling strategies. There are different known models in connection with tackling and tackling strategies (cf. Oláh 2005), but as students' tackling was not the main focus of our inquiry (and we did not make them complete such questionnaire), we attempted to discover the individual methods of tackling in the content of the received answers, and most importantly, how they relate to challenges posed by the university's learning environment.

3. RESEARCH SAMPLES, METHODS AND TOOLS

In our inquiry we utilised the measurement tools developed and applied in the framework of the action research, and those questions that can be relevant to the topics we examined. A part of the data acquired this way enabled quantitative analysis, besides however, we made an effort to get to know the implicit qualitative differences in the answers provided by the students. To that end we handled the answers given to open ended questions distinctively (and we deal with this in the greater part of our study), additionally, we analysed the students' self-reflections created in the framework of two courses (Effective learning, Teaching learning). So below, besides analysing the statistical data, we present expressive and/or typical examples of how students think about the difficulties posed by the university's learning environment, and how they experience the daily lives of their studies at the Bachelor training programme in Education. The methods, tools and samples applied during the inquiry are contained in *Table 1:*

Table 1: *The methods, tools and samples applied in the inquiry to get to know the student voice*

Examined field	Research methods, tools	Examined year	The number of received student answers
1. Expectations and motivations in connection with the Education training programme	Questionnaire for first-year students	2006	24 (47%)
		2007	27 (53%)
2. Learning problems, difficulties	Questionnaire for first-year students	2006	24 (47%)
		2007	27 (53%)
	Complex students' questionnaire	2006	24 (47%)
		2007	27 (53%)
	Students' self-reflections (in connection with the Effective learning course)	2009	37 (53%)
		2010	33 (47%)
	Students' self-reflections (in connection with the Teaching learning course)	2007	17 (45%)
		2008	21 (55%)
3. Student contentedness and Education major well-being	Students' contentedness and well-being questionnaire	2006 (1st term)	21 (42%)
		2006 (2nd term)	14 (28%)
		2007 (1st term)	9 (18%)
		2007 (2nd term)	6 (12%)

4. EXPECTATIONS AND MOTIVATIONS IN CONNECTION WITH THE TRAINING PROGRAMME IN EDUCATION

4.1. The goal of the inquiry

The necessities, expectations and non-professional convictions of the students are starting points for the teachers, they can become part of the content of the training, and can define the new learning environment that higher education represents. Expectation inquiries are processes applied primarily in the field of quality assurance, with the goal of revealing the implicit or explicit needs of partners and assuring the fulfilment of these, and this way keeping partners and increasing their contentedness. Such inquiries typically target employers in higher education. So it is necessary to clarify what functions the expectations and students' prior image of the professional career connected to the training programme can have in the accredited curricular framework of higher education. Interpreting the BaBe research as action research in itself justifies the identification and diagnosis of the starting point of the action. Also the increasing concentration on learning results that appear more and more significantly in higher education, can only start with the identification the necessities and expectations present in the learning process. However, in the course of the action research the investigation of entering students was motivated rather by the fact that we wanted to gain information on that image of professional career and career motivation, the conscious shaping of which is as much the task of a training, as enriching scientific knowledge, or developing professional competences. Based on all these, the goal of the investigation was to reveal:

- Based on what considerations do students choose the training programme in Education? Can we speak of a real or a constrained choice?
- How defined is their image of the professional career, and what prior experience shaped their attachment to Education?
- To what extent is the structure of their expectations in connection with the chosen training programme motivated by personal, social, intellectual or specifically pedagogical features?

The first-year students of the bachelor training programme in Education were surveyed by questionnaires in autumn 2006 and spring 2007. The questioned 27 students applied for the daytime course, 3 of them had two majors. Proportions may be important as the high ratio of those who selected Education as their exclusive major obviously increases the importance of prior expectations in connection with the training programme. 11 students applied in the year of graduating from secondary school (in 2007), 14 of them passed their school leaving matura examination within the preceding 5 years and 1 student left secondary school more than 5 years before that. One answer was non-interpretable.

Out of the 27 students only 2 indicated Education exclusively on their application form, 6 students chose one of the humanities, 8 students chose Andragogy and 6 students chose Psychology as their second major besides applying for Education. As we do not know the priorities of their university applications, we cannot identify the primary or secondary attractiveness of Education, but based on personal remarks it is possible that there were students who primarily intended to learn Psychology (which has been a characteristic motivation of students entering the Education training programme for years).

4.2. The motives of selecting the training programme

We examined the motives in connection with selecting a training programme by open and closed ended questions in the questionnaire. We asked students to end the following sentences "I applied for the Education training programme because..." and "I hope that completing this major will help me in..." Additionally, we investigated their agreement with possible motives by applying an estimation scale.

As the *Figure 2* indicates the basic motive for applying is being interested, which appears in 63% of the answers. In reality, the mentioning with the largest ratio, almost a third of the answers of the students (30% of the whole sample), is difficult to interpret, as in these answers being interested appears without mentioning any concrete subject, i.e. a field of Education. In the answers that determine the subject of interest: children, becoming adult and other humanities are mentioned. One quarter of the students (26%) would like to teach (which is a typical misconception in connection with the training programme), and 7% would like to acquire knowledge that can be utilised.

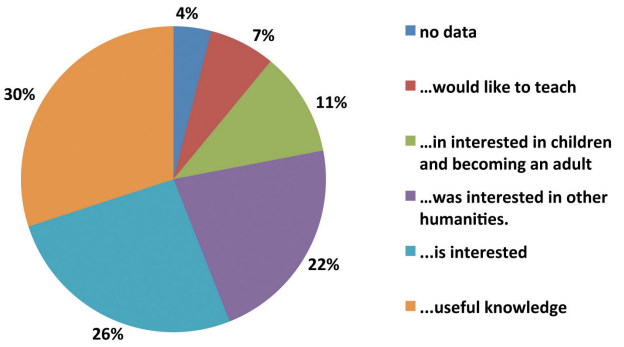

Figure 2: *The motives of applying for Bachelor training programme in Education in relative frequency distribution*

The answers indicate that choosing the training programme is not characterised by carefully considered, clearly defined motives. The subject of interest is undefined, general or can be redirected to the investigation fields of other disciplines of humanities in many cases. The psychological interest of students can be highlighted and motives connected to self-knowledge. The analyst (and even more the teacher of the first-year students) has the impression that primarily what appear emphatically in their answers in connection with selecting this training programme are understanding themselves, the process of becoming adults and the problems of adulthood.

In the light of the data, it is also probable that in some of the first-year students the concept system of the Education training programme and becoming an educator is mixed up, and in reality they selected the major in preparation of becoming a teacher. We believe it is an important question whether the youngster possesses relevant knowledge of the chosen career, as the lower the information level, the more probable it is that students made a spontaneous or constrained type of career choice. As a consequence, we may evaluate the undefined motives connected to the training programme in a way that it is our priority task in the first phase of the training to clearly define the science of Education and mediate the learning contents connected to the training programme as precisely as possible. These goals are served by the *Learning, communication, socialisation* or the *Effective learning* courses in the first term. On these courses students reflect on their own and their peers' learning, aiding them in the development of their self-knowledge. Students get to know the most important pieces of information in connection with the training programme (e.g. what is the portfolio and what is the role of the competence grid) at the briefing organised for the first-year students, additionally, they receive a booklet titled Guide (Kálmán & Lénárd 2008) which was compiled by the BaBe research team based on the most frequently asked student questions the team got to know (see *Foreword* and *Chapter 3*). We use these in an attempt to aid the students in finding their way in the training programme ever since. We make an effort to inform students about the labour market potentials of the Education degree by the event called *Trademark of our Profession*. In the framework of this event students can present the competences they possess and around which tasks and activities their learning is organised on the one hand, on the other hand, employers can tell which competences they expect from the applicants and in terms of which tasks they count on employees with a degree in Education. By getting to know the expectations we assumed that the specialisation options of the Master training programme are similarly unclear for students, so on the initiative of the BaBe research team the Institute of Education organises briefings about specialisation, where teachers present specialisations and what they train the students for, and by choosing a given specialisation, which competences can be developed. These events proved to be successful among students, and ever since they have been organised each year.

The attitude scale in the questionnaire also contributed to understanding the motives of selecting the training programme. Students could indicate their agreement with possible motivations on a seven-point scale (1= the least characteristic, 7= the most characteristic). Students agreed to the least extent with the statements that they were motivated by the opportunity of easily obtaining a degree or by a pedagogic role model present in the family. There was a low level of agreement with the statement: "I do not want to be a teacher, I am interested only in the science of Education". Among the most characteristics motives were that the issue of education is an exciting and important social factor, to get children go to school with more esteem and that the pedagogic profession is attractive *(Table 2)*.

Table 2: *Mean values and standard deviation of answers provided on the factors that motivate the selection of the training programme in Education*

Statements	Mean	Standard deviation
I applied for this training programme because I believe that the issues in connection with education are very important in a society.	5.667	1.305
I would like to contribute to getting students go to school with more esteem once.	5.630	1.494
I selected this training programme because I find the pedagogic profession attractive.	5.259	1.713
I selected this training programme because in my opinion dealing with the issue of education can be exciting.	5.074	1.331
When I was a pupil I had a teacher whom I owe a lot. I would like to become a teacher like him/her.	4.370	2.093
I don't want to be a teacher, I am interested only in the science of Education.	4.222	2.200
I selected this training programme because I have the feeling that I can teach others Education.	3.963	1.551
In the beginning I did not wish to become an Education major, but now I am considering that it may be the one for me.	3.889	1.641
When I had the opportunity, I taught and helped my peers.	3.741	1.797
I would like to be an Education major, because I had a lot of negative experiences in connection with my ex-teachers. I'm sure this can be done in a different way.	3.593	2.182
When I had the opportunity, I taught and helped younger students.	3.481	1.932
I have never wanted to do anything else in my entire life but dealing with Education.	3.000	1.721
I selected this teacher training institute, because I had the biggest chance of being accepted.	2.000	1.089
I did not want to become an Education major at all, however, it is a good thing if one has a degree.	1.778	0.994
I selected this training programme because I thought it is easy to obtain a degree here.	1.778	0.994
There is a teacher in our family, so nothing else occurred to me that I may become.	1.556	1.165
I did not want to become an Education major at all, but this is where I was accepted.	1.444	0.875

This topic can be further elaborated by the opinions of students about why Education can be viewed as an important discipline. Almost half of those who provided answers (48%) think the importance of Education lies in dealing with people and children, 30% of them think it helps in becoming a good parent. The ratio of relevant answers was 15% (it deals with learning: 4%, aids education with research: 11%). The data supports the assumption that their choice is characterised by a less defined image of the professional career (image of the major), and the motive for the training programme to support the student's personal life is of importance. The predicates of the utterances in connection with the importance of Education are telling. On the one hand the outsider's static wording appears ("it deals with"), on the other hand, an involved, dynamic element ("it helps"), that characterise together the early stage of involvement.

So it can be concluded that students did not primarily apply for the training programme because of bigger chances of acceptance or easier completion prospects, and the role of family model is not characteristic either. They view education as an important social issue, and take the creation of positive attitudes towards school as a personal goal. Personal student role, school experience appears in the main force of motives. Besides the strong presence of the relationship to school, the role of good or bad teacher models, or the experiences of helping other students beforehand are weaker *(see Table 2)*. So among these motives the generally formulated are more dominant than the concrete ones deriving from personal experiences.

4.3. Expectations in connection with the BA programme in Education

In the course of the examination of expectations in connection with the BA training programme we used open-ended questions and the attitude scale as well. We asked the students to end the following sentences: "I hope that

completing this training programme will aid me in..." and "I hope that after graduation I will be able to..." Additionally, students could mark on a seven-point scale their agreement with those statements that contained factors that are important to them in connection with the training programme.

The highest ration of the expectations among students was training for the career of teachers' (29%). The need for a secure living ("I would like to get a job", 19%), and a clear prospect of the future (19%) closely connected to that is also high (36% altogether). Preparation for useful and successful work, with a special respect to helping activity appeared as an expectation in one quarter of the students (26% altogether, *see Figure 3*).

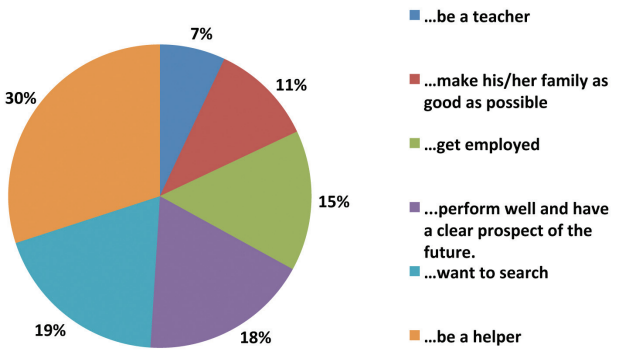

Figure 3: *The relative distribution of the answers provided by students on their own prospect of the future*

All this suggests that besides the motives, teacher training has a high ratio among expectations as well. We believe that the linguistic similarity between the Hungarian words for the Education training programme ("Pedagógia") and teacher ("pedagógus") has an impact on the motives and expectations of the undefined or wrongly defined image of this professional career. The uncertain socio-economic environment is strongly detectable, and the impact of the difficulties in making ends meet on how needs are formulated. In conclusion, the two most important factors that determine expectations originate from an erroneous identification that is irrelevant for the training programme and the need for a secure living.

Besides the open-ended questions we also asked the students what is important for them at this training programme. They answered this question by marking the relevant values of the seven-point scale (1= the most important, 7= the least important). Results indicated that in terms of all possible answers agreement was somewhat below average *(see Table 3)*. This means that students agree with the importance of virtually all provided factors to a medium or low extent, there were neither very low (below 3.0) nor very high (above 4.0) results among the mean values. Besides the mean values we found standard deviations of more than 2 in all cases, which means that in the individual answers there is a lot more diverse picture about expectations, and a pattern cannot be identified in connection with expectations.

Table 3: *Mean values and standard deviation of answers provide for the question: "What is important for you at the Education training programme?"*

Statements	Mean	Standard deviation
To have good results.	3.185	2.495
To have good relationships with teachers.	3.259	2.065
To have good relationships with my peers.	3.407	2.249
To get a thorough training for the possible employment positions.	3.407	2.377
To be able to immerse in the topics that I find interesting.	3.407	2.542
Learning to present.	3.481	3.481
Learning to learn.	3.630	2.328
Getting to know a variety of educational practices.	3.704	2.447
Getting to know a number of approaches to Education.	3.704	2.492
Learning to create a piece of writing.	3.741	2.397
To be able to understand and analyse the events of public education.	3.778	2.315
To have a comprehensive knowledge of the theory of Education.	3.778	2.079
To be knowledgeable of all important issues of public education.	3.852	2.337
Preparing for intellectual life.	3.889	2.362

Although it is possible to highlight the most important and the least important expectations from these results with only limited validity, it is worthwhile to examine which these are. The most important for students was to build good relationships with their peers and teachers and to have good results, which indicates that the most important motivating factor for the students are the social learning environment and the sense of success created by their own performance. It is less important for the students to understand the events

of public education, be knowledgeable of the important issues of education, get to know a variety of educational practices and prepare for intellectual life. All this means that the expectations of students connected to the training programme are less professional at the beginning of their studies, probably because their knowledge in connection with the science of Education is quite narrow and superficial.

* * *

We can conclude of the motives of first-year students in Education that beyond general interest they are not characterised by specialised professional needs. Their image of the professional career is undefined, their vision of the future is based on irrelevant knowledge in many cases, the erroneous conceptions are highly characteristic, primarily in terms of identifying with the teaching profession. The ratio of social motives and expectations are low (which is understandable as the social network is just forming in the first year), and the role of models is less dominant, contrary to the financial security (employment) motives. The effect of the prior student role and typically the secondary school experience are detectable. Students are divided in terms of formulating their expectations in connection with the training programme, and typical or dominant expectations are not detectable in connection with their studies at the training programme in Education.

5. INTERPRETING THE LEARNING DIFFICULTIES AND PROBLEMS STUDENTS FACE FROM THE VIEWPOINT OF THE TRAINING PROGRAMME

5.1. The goal of the inquiry

This part of our study intends to present how students who were the first and second to enter the Bologna protocol view their own training programme in Education, how they experience those difficulties that derive either from the differences between the education forms and learning paths of secondary and higher education, or from acquiring new, specialised competences, or from the relocation of their learning experience and conceptions into a new environment.

5.2. Difficulties in connection with time management

In the expectation questionnaires of 2006 and 2007 78% of the students[4] wrote some kind of an ending to the sentence *"It poses difficulties for me to..."*. The answers categorised as timetable and time management projected two paths for the research team: revising the organisation of teaching one the one hand, and the fragmented tasks on the other hand. A large number of feedback poured in from the first-year students of both years connected to the organisation of teaching, and about the same proportion of them (2006: 13% and 2007: 11%) felt that they have difficulties in managing and organising their time in the new teaching and learning environment. Besides time management difficulties, almost a third of the students of the year 2006 expressed difficulties in connection with the timetable *(Figure 4)*, while this did not appear independently in the answers of the students of 2007 *(Figure 5)*. There are such utterances behind these as follows:

> "It is difficult for me that I frequently have to stay at the university until 8 pm", or "lessons last for one and a half hour and it is hard to concentrate".

> "... at a daytime university lessons are held in the afternoon with no lessons in the morning, or with 3 to 4 hour breaks between them..."

> "So far I haven't gotten used to spending my entire day at the university and having less time for other things."

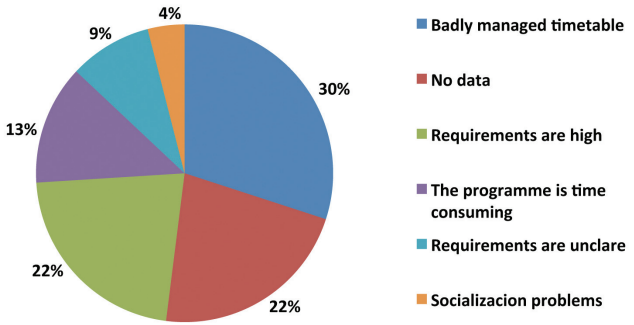

Figure 4: *Relative frequency distribution of difficulties experienced by students of the Education training programme (year 2006)*

[4] In both years 28% of students did not answer this question.

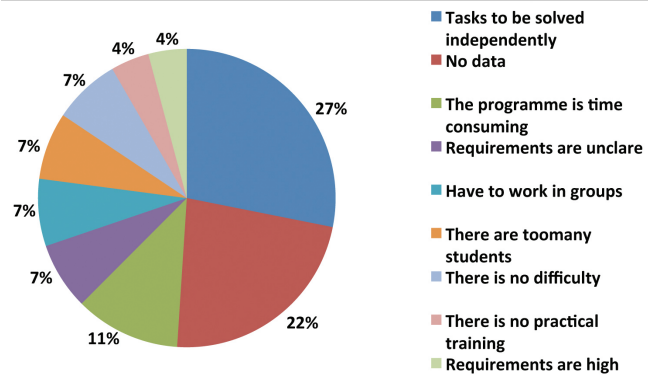

Figure 5: *Relative frequency distribution of difficulties experienced by students of the Education training programme (year 2007)*

What we see here is that the student struggles with the new schedule that is different from the one in secondary schools, as *Boud* et al. (2001; quoted by Hammond et al. 2010) also described it. The research team also realised that entering a new teaching-learning environment is also accompanied by getting to know and creating that routine that accompanies "university life". Students put it this way:

> "It poses difficulties for me that I got into a different environment."

> "I have difficulties because I do not have enough experience."

> "I have difficulties in adapting to this totally different and thus unusual lifestyle, to university lifestyle."

It is not just the long pauses between courses that disturb students, but coordinating different courses is also problematic, especially after the fixed timetables of secondary school years:

> "Coordinating external practices and university lectures and seminars."

> "We had a lot of external practices this term and in the meantime we had to perform here at the university as well. Managing my time caused problems, to perform well at the practice and turn up for university lectures as well as many times as possible. I guess that this can be a problem for someone who has just graduated from high school as well."

Although students are free to compile their timetables, but this timetable is constrained in many aspects (many courses have prerequisite courses, and it is advisory to take some courses in given terms for making adequate progress etc.), and this is why they may feel that their schedule is burdensome. Naturally, it is also a great change I their lives that school does not last from 8 am to 3 or 4 pm but occasionally they finish at 8 pm and they have a lot of absolutely free time before noon or even whole days. Understandably, it is strange for them that they may have breaks of 3 or 4 hours and as first-year students they may not consider how these idle periods could be used effectively for the benefit of their studies (e.g. by going to libraries). It is interesting that although an optimally arranged timetable, realising a personalised schedule strengthens the well-being of students (Konu, Lintonen & Rimpela 2002; quoted by Urbán 2004: 109; cf. *Chapter 6*), they hardly get any support in this respect, and moreover, they have full independence. Our findings concerning the problems in connection with scheduling indicate that students have to make a lot of efforts in order to get used to "university life", as creating a new type of routine and strategies for tackling difficulties can take even years (Kiss 2007, 2009).

Considering time management in connection with university students, we cannot neglect students' life outside the campus. "University life" requires a lot freer, self-regulated type of learning, besides the fact that many of them enter the labour market already during the time of their studies, temporarily or even permanently. According to the data acquired, while 52% (11 students) marked that they deal with the science of Education besides the compulsory tasks, this is true for only 18% (4 students) of the second-year students. This does not necessarily mean that students lose their interest in dealing with professional issues in the course of the training, as it is possible that their adult life becomes multi-dimensional, as results show that while 32% (7 students) work besides studying, in the case of second-year students this ratio is 52% (11 students).

It also emerged in connection with time management how a more flexible timetable and the credit system that enables a more varied set of learning paths affects personal relationships (that are also decisive factors in terms of subjective well-being). A training programme with a more regulated curriculum (having no credit system) provides less freedom for its students in taking up courses, but as a compensation it is beneficial for forging a steady company of friends, while the more flexible credit system often results in the spread of "social solitude" as *Ritoók & Vajda* put it (1999; quoted by Kézdy 2007: 52). By the implementation of the module based higher education that is constructed of the credit system, the formation of lifelong learning attitude was attempted to be planted in students through building on their own interests, however, the question emerged whether *students (especially*

at the beginning of their training) are able to take advantage of this freedom of choice (Kiss 2007).

Typically there is less attention diverted towards the introduction of students into a new form of education, even though, and our findings support this, it would be worthwhile to support first-year students entering higher education more in terms of creating their timetables, preparing them for the difficulties that arise from the tasks connected to the courses and organising their timetables among other things, and also it would be beneficial to start connected courses (e.g. with the help of tasks that build on one another). These aspects of students' workload proved to be useful in terms of compiling the subjects and subject grid of the Bachelor training programme in Education, and in creating the student support "systems", tools, learning forms etc. *(see Chapter 7)*. These findings were important sources of those principles, based on which the RBA working group transformed the training grid of the programme which is in effect since the academic year 2011/2012. It must be mentioned here that the action research did not intend to find and could not have found a solution for the difficulties connected to timetable organisation, as the creation of the timetable of the training programme has an effect on the whole scope of the organisation and would need the consideration of other aspects as well.

5.3. Difficulties in connection with requirements and workload

In terms of the students who started their studies in 2006 *(see Figure 4)* and the students of 2007 as well *(see Figure 5)* we see that beyond the seemingly unsystematic timetable framework, the problem of using their time well manifests in the execution of tasks as well:

> "we have a lot of deadlines to meet"

> "there are a lot of practical home assignments"

> "what is difficult for me is to prepare for all classes in a way that I really would like to"

Bearing in mind that students have less workload at the end of the first term (exams, seminar papers, portfolio) teachers put emphasis on mid-term assignments, however, student feedbacks indicated that the majority of those who are at the beginning of the programme experience coming up to expectations and requirements, the fragmentation of tasks and the numerous and multi-directional activities an utmost difficulty in the framework of the seemingly unsystematic timetable they compiled independently. The development of the identity is continuing during adolescence, and this is accompanied by experiencing performance crises (Kézdy 2007), as it is concluded from the investigations of *Bound* et al. (2001), and *Kézdy* (2007) and *Hammond* et al. (2010) the average of performance crisis is the highest for first-year students, which may correlate with the new, unusual system of requirements among other factors. Students reflected on their performance in the following ways:

> "What he felt as a problem was that he could not read all the set literature for the exam and really lacked self-confidence in connection with exams. He always experienced it as a failure when he submitted some papers after the deadline expired because he started to write them too late. […] Because of this being late with assignments I asked him how he manages his time. Does he learn in advance? How long before the deadline does he start? When he starts something does he complete it right away or does he complete it in smaller bits? To what extent can his attention be distracted? He told me that he did not learn in advance, although he should have, as things got really condensed by the time the exam period arrived. He started the assignments which he could not submit in time 2 or 3 days before the deadline, and typically it was a drawback that he had to do some other subject as well at the same time. He gives priority to that task which is harder for him. I also got to know that he usually completes tasks in stages, but his attention is not so easily distractible when he is at work."

> "The problem of K. in the course of learning was that she did not have the time to read all the assigned literature and books that were required. We concluded during the discussion that she has time management problems."

As a consequence of this, it occurred that teachers got together and reconsidered the assignments and tried to share the common elements. There were such teacher initiatives that several teachers expected a major assignment together from the students, and they gave assessment on different aspects of the completed assignment in the framework of their own courses. As far as the research team is concerned, these solutions were not incorporated on an institutional level, but on a lower level exciting solutions were created.

We inquired the students in spring 2008 in the complex student questionnaire about how clear the goals, requirements and assignments of the courses are for them. Students had to mark their answers between

the two extremes: *completely clear in all of them* (1) and *unclear in all of them* (6). The answers showed a similar pattern in all three fields for both years *(Table 4 and 5)*. The answers reach an average over 2 and a standard deviation of about 1 or lower for both years. This means that students agree that *"for most courses the goals, requirements and assignments were clear"*. Approximately to the same proportion did students mark the *"there were problems in terms of some courses"* and the *"on many courses these were unclear"* options. At the same time none of them marked the *"on most courses these were unclear"* and the *"on none of the courses were these clear"* options. So there are students for whom it poses more difficulties to interpret goals, systematise assignments and fulfil the requirements and some for whom it poses less, possibly, due to the fact that this training programme is not their only major, as the above quoted examples suggest as well.

Table 4: *Mean values and standard deviation of answers provided for the statements in connection with the goals, requirements and assignments of courses (2008, first-year students) (n=26)*

In terms of the courses how clear were...	Mean	Standard deviation
The goals, that is what they are good for?	2.653	1.056
Requirements, that is what did they expect us to learn?	2.36	0.952
The assignments, that is what to do when?	2.48	0.962

Table 5: *Mean values and standard deviation of answers provided for the statements in connection with the goals, requirements and assignments of courses (2008, second-year students) (n=21)*

In terms of the courses how clear were...	Mean	Standard deviation
The goals, that is, what are they good for?	2.55	0.887
Requirements, that is, what did they expect us to learn?	2.704	1.093
The assignments, that is, what to do when?	2.675	0.949

In the same questionnaire students had to decide about statements in connection with workload how characteristic these are of them on a five-point scale (1=absolutely not characteristic, 5=absolutely characteristic). The pattern of the answers shows similarities between the first and the second-year students, and moves towards medium values *(Table 4)*. The answers suggest that the most characteristic is that the expected tasks on the seminar courses require a lot of time for both year groups and they find it difficult to arrange their time in a way that they prepare for all classes equally. However, the majority of the second-year students think that assigned tasks and activities are useful and are willing to complete them. Standard deviation is between 1 and 2, which means that there are no significant differences between the answers of students, they are more or less of the same opinion.

Table 6: *Mean values and standard deviation of answers provided on statements in connection with university workload (2008, first-year students) (n=26)*

Statements	Mean	Standard deviation
I have a lot of classes this term.	2.500	0.860
I think I prepare enough for the different courses.	2.730	0.919
I feel that I do not have enough time to prepare thoroughly for each seminar during the term.	2.650	1.056
I feel that I do not have enough time to prepare thoroughly for each exam during the term.	2.423	1.064
I can arrange my time in order to prepare well for all seminars.	2.44	0.916
I deal with the science of Education in addition to my compulsory assignments.	1.961	0.999
I feel the usefulness of the assignments I get on the different courses, so I like to deal with them.	2.961	0.598
The expected assignments for the seminars require a lot of time to complete.	3.384	0.637

Table 7: *Mean values and standard deviation of answers provided on statements in connection with university workload (2008, second-year students) (n=21)*

Statements	Mean	Standard deviation
I have a lot of classes in this term.	2.809	1.030
I think I prepare enough for the different courses.	3	0.836
I feel that I do not have enough time to prepare thoroughly for each seminar during the term.	2.428	1.028
I feel that I do not have enough time to prepare thoroughly for each exam during the term.	2.428	0.676
I can arrange my time in order to prepare well for all seminars.	2.333	0.966
I deal with the science of Education in addition to my compulsory assignments.	2.476	0.872
I feel the usefulness of the assignments I get on the different courses, so I like to deal with them.	3.190	0.601
The expected assignments for the seminars require a lot of time to complete.	3.190	0.872

At the Bachelor training programme in Education some courses attempted to aid students beyond the mentoring system in the socialisation into the programme, to fulfil tasks and requirements that match the training type, for example the above mentioned *Effective learning* and the *Teaching learning* courses. In the first term students got acquainted with the specialities of learning at the university among other things, and wrote a self-reflection at the end of the course titled *Learning and Me*, about how they experienced their learning during the first term. In the second term, as a continuation of the course *Effective learning*, in the framework of the course *Teaching learning* students developed the learning skills of their peers on the basis of the peers' problems, with personalised tasks. The following quotes demonstrate that in tackling difficulties connected to learning at the university and especially in struggling with fulfilling requirements, cooperation with peers is a really important factor for students *(see Chapter 5)*.

> "This task really taught us a lesson. I think we learnt a lot from one another and about one another as well. I have had the feeling so far that we were going to be or already are a good team, but now, thanks to this task too, I know that for sure."

> "I presented the working process in detail, so that through which steps my list of tasks for the term has been completed. It was a real joy that I could do this with N. I didn't know what to expect from the course. I thought it was hard in the beginning, but then I could solve it and compile a good set of tasks. I learnt that the best solution against anxiety is meticulous preparation."

> "The most useful, pleasant and at the same time the most problematic thing was cooperative work. We got on even better with one another during the task, even though we were not a bad team before either. This fact can have a good impact on our further studies. But working together means conflicts as well. We experienced that I guess. But the wind of the smaller storms eventually blew the common sail forward. Managing our time is still our weak point, but we still have 4 terms ahead of us to practise."

> "During this term I got closer to internalising the process of pair work. I learnt a lot about writing essays, managing time and about the methods of growing fond of subjects I don't like (thanks to T). I never expect anything from a course, I have no expectations. I fulfil the requirements and if they make it interesting and eventful, then I'll enjoy the term better. Sometimes I'm grumbling, but as now, what is important is the result and the completed work. This gives me pleasure and relief as well."

These student opinions demonstrate that although developing the self-controlled learning of students significantly was not successful in the framework of the courses *(see chapter 5)*, the most important support in tackling difficulties originates from peers.

5.4. The difficulties of the student and getting to know him/herself

Above we discussed the difficulties students experienced and approached from that aspect, however, in analysing the results we realised that these difficulties helped students in interpreting their own student roles and identity. So, almost like a summary of these aspects, we are going to present how students experience these hardships, and how s/he develops by reflecting on them.

Writing self-reflections is an emphatic student task in the Bachelor training programme in Education, and as students write these regularly from the first term on within the framework of each course, these pieces, beyond supporting their development, aid them in shaping their learning processes and tackling strategies more consciously by continuously reinterpreting the impacts they experienced (e.g. difficulties). In the following reflections (similarly written in the framework of the *Teaching learning* course) we can see how students looked back at their work at the end of the second term, and express those problems they mapped and developed with their peers (together) with the help of the tasks.

> "Our task in this term was to compile a set of tasks to develop the learning skills of our peer. It was indispensable for this to know the learning methods of our peer, so in the framework of the seminar lesson, in a question and answer format we inquired about the learning successes and failures our partner experienced in the previous term. My partner was M.M., and as we were very good friends, it was not difficult to map our learning problems. In the course of our conversations it turned out that the most difficult things were the interpretation of professional texts, constant concentration and time management."

> "For L. I first put emphasis on the problem of reading comprehension. I suggested collecting the foreign words and taking note of their meanings. He can practise them with the help of word cards. L. said that making these cards requires a lot of time, which is true, but still I think they are very, very useful. His other problem was time management. I suggested making a time plan. Even though if I think of myself, I know it is not sure that one can keep to the plan even that way. But I appreciate that L. gave it a try."

What also turned out from the self-reflections is that most students compare the first period of university with their secondary school experience, and interpret their new experience in comparison to their secondary school identity. This prior experience is especially important in the process of building and shaping their new student identity, as it is expressed in the following quotes:

> "I already knew of myself before the course that I am really stressed in an exam situation, the school leaving matura exams were a nightmare for me and for those living around me, because I was so nervous that it was impossible to communicate with me a month before the exams."

> "This term the university showed me the opportunities I have, what the expectations there will be and by which methods I will be able to come up to them in the future. I think the first term was about bringing the science of Education closer to us, we got our wings that we have to fly with later on. One's capability of getting along at the university evolves slowly, I think I can securely claim that I will not sail through my exams. It is absolutely different to get into such an environment, learning not just topics but whole books, and this fact is still annoying me, even though I have been knowledgeable of the amount of things to learn for the past few months."

Our examples demonstrate well that the difficulties experienced by the student tell a lot about his or her identity, as they show that s/he does not interpret the problems as a current, given situation, but as a part of the learning process and in terms of their own development. This plays a very important role in the formation of self-controlled learning, with which first-year students understandably have difficulties *(see Chapter 5)*.

* * *

Examining the difficulties students have, identifying problems around timetable management, getting acquainted with the opinions of students in connection with requirements and workload provided useful results for the action research, and helped in revising the training programme *(see Chapter 8)*. It is clear that students experience the schedule that is so different from that of secondary schools as a difficulty, and fulfilling requirements they are not accustomed to is also a problem. All these bear significance for us because balancing workload during the terms (Takács 2007), coordinating assignments, activities, courses, rationalising time management and timetables can contribute to avoiding performance crises and to creating student well-being *(see below)*. *István Kiss* (2007, 2009) claims that the operation of adequate advisory services for university students is fundamental, which he thinks should primarily concentrate on integration. In line with this, but focusing narrowly on the learning of students did the BaBe research team try to encourage those support possibilities that could mean some help for the students in the Bachelor training programme in their adaptation to the university learning environment (e.g. mentor system), and in fulfilling the requirements and learning assignments specifically attached to the training programme (e.g. supporting the creation of the portfolio).

6. STUDENT CONTENTMENT AND WELL-BEING OF EDUCATION MAJORS

6.1. The goal of the inquiry

We completed the student contentment and Education major well-being questionnaire with both year groups at the end of the first and the second term on a voluntary basis, which used open-ended questions to reveal how our students feel at the training programme and generally at the university. There have been several acts of research before on well-being at schools (cf. Urbán 2004), and the findings of these, with some limited validity, can be used well concerning the higher education learning environment as well. One of the most detailed model was set up by *Konu et al.* (Konu, Lintonen & Rimpela 2002; quoted by Urbán 2004: 109–110), based on which well-being at school consists of the following factors *(see Figure 6[5])*:

[5] In the Figure we italicised those aspects that we examined with the help of tools and student reflections discussed in the framework of this study.

Figure 6: *The components of the school well-being model (Konu, Lintonen & Rimpela 2002; quoted by Urbán 2004: 109)*

School conditions: • *environment* • school *subjects* and organisation • *schedules*, group sizes • punishment safety • services, health care • school lunches	**Social relationships**: • social climate • group dynamics • *teacher-student relationship* • *peer relationships* • bullying • co-operation with homes
Means for self-fulfilment: • *value of student's work* • *possibility to:* • guidance • encouragement • influence school decision-making • strengthening self-esteem • use creativity	**Health status**: • psychosomatic symptoms • chronic and other diseases • common colds

Out of the many factors of school (university in our case) well-being we thought of examining, with the help of open-ended questions, student opinions of the following fields: material and environmental conditions; lessons at the training programme; requirements; exams; the attitude of teachers and their relationship with students; the attitude of peers and the relationships between students. We considered these as the aspects of students' contentment. We were also interested in how students feel as Education majors, and by acquiring answers to this question we intended to gain information about the content of Education major well-being.

6.2. Opinions about the material and environmental conditions

In the first term, the main focus of the opinions in connection with the material and environmental conditions was the building of the university, of which students think that it would be more suitable for a secondary school as the classrooms are small, there are hardly any lecture halls and the social spaces are also missing. The answers also suggest that there is an ideal university image (perhaps from films) in the minds of students, and compared to that they experience their scene of education with disappointment. Within material conditions, most of the students highlight that the university is technologically well-equipped, and express their satisfaction with learning aid facilities (e.g. library, computer room) and social spaces (e.g. buffet). It seems that although students enter the training programme with the idealistic image of university buildings, they do not have unrealistic expectations towards material conditions.

"It's more like a grammar school than an institute of higher education. Sometimes this is really good, but sometimes it is annoying. As a first-year student it was good to see the multitude of posters in the great hall, it was so friendly. But the classrooms... are just so bleak."

"The building of the university is quite old, and it has a secondary school feel, rather than a university one. Classrooms could also use a little redecoration in my opinion, except for the big lecture halls. I would be glad if the building were nicer and the classrooms more comfortable, so that it would really have a university atmosphere."

"Although at first sight the building itself looked really distressing, I'm starting to grow fond of it. Basically, I'm satisfied with material conditions. Computer rooms, library, photocopying and the technological equipment of the classrooms all helped a lot."

Answers *in the second term* hardly differ; most students say that their opinions did not change in terms of material conditions. However, there are some areas where the discontent of students appear more dominantly compared with the first term: the lack of optimal social spaces, hygiene and the distance between university buildings (and the resulting commuting as difficulty). These opinions were sometimes there among the first term answers, but with less emphasis, and positive things were more dominant then. So it seems that although students are basically satisfied with material conditions, by the end of the second term they had started to view their environment more critically.

"In connection with material conditions, I still lack a kind of social space where perhaps more students can sit down and learn together, etc."

"Material and environmental conditions are provided, but I still dislike that the university is scattered all over the city, and I could imagine a more hygienic place."

6.3. Opinions about the lessons at the BA training programme in Education

In the answers in connection with their lessons i*n the first term*, students highlight the atmosphere on the one hand, and the usefulness and applicability of the content of the lessons on the other hand, in addition to their significance in terms of their own professional development. The opinion of students saying that they enjoy the lessons and there is a good

atmosphere is really dominant, and that applies to seminars and lectures as well. All this indicates that it is inherently important for students to feel good at a lesson, besides, however, even as freshmen they are motivated by the content, professionalism and believed usefulness of lessons.

> "I have different opinions of lessons. There are some lectures and seminars that I like to attend. On the one hand because these classes have a good atmosphere and they are interesting, on the other hand because in my opinion I can acquire knowledge that I will be able to utilise later on in the course of my studies."

> "I like seminars the best, as we have the opportunity to discuss the most important issues in connection with Education, and we can express our views without being afraid of any negative consequences."

> "I really enjoyed most of the lessons. I was really impressed by all seminar lessons, by the attitude of teachers and acquiring a lot of new knowledge. Most of the lectures were like a seminar lesson. I can say that I playfully learnt in the previous term. :)"

It is characteristic of the students in connection with the content of the lessons that they start to think about the usefulness of what they learnt very early, in the first weeks of the training programme. This indicates from the programme's viewpoint that students take part in learning activities and tasks that motivate them to think and reflect on what they have learnt and why that can be good for them. Students judge the usefulness of what they learnt based on primarily the topic, how interesting the task is, and also its personal importance.

> "I encountered several "strange" lessons during the term. To tell the truth, I still question the importance of certain subjects in the course of my studies..."

> "I really like the lessons at the Education training programme because they contribute to getting to know myself more deeply, and they create a new way of thinking in me."

> "I like that we learn and talk about current issues. I have the feeling that even this one term has shaped my way of seeing things a lot."

In the second term there was insignificant difference in this respect as well in students' opinion. What stands out of the answers is that students especially liked practical tasks (institution visits), and experienced that lessons were becoming even more practical. However, students highlight and experience it negatively that compared to the first term there are a lot of content overlaps between lessons. All this confirms our conclusions drawn from the first term results, i.e. students consciously reflect on what they are learning, and they are seeking connection points between courses and their long-term usefulness.

> "Maybe it was a bit more exciting compared with the first term, as we also went to school 'practice'. We got an insight of the lives of several primary and secondary schools."

> "There were many overlaps between subjects, we had a lot of similar assignments."

> "There are relatively many overlaps, and I felt that the really important matters were less emphasised: like increasing motivation for the profession, educating for social sensitivity, etc."

It must be mentioned here that in students' opinions serious criticism emerged in connection with a few courses, primarily due to what they felt as unclear and/or unrealistic requirements and the overload of students; we discussed these in the previous part of this chapter. We attempted to give remedy to these problems by merging courses in the course of the transformation of the content of the programme (RBA), we rewrote credit numbers and revised course descriptions *(see Chapter 8)*.

6.4. Opinions about requirements

The opinions in connection with requirements after *the first term* are usually ambivalent (among students or in the case of each student). It is detectable that students experienced the difference between the requirements of secondary school and higher education as a "reality shock", when at the beginning of the term they are scared by the different type of learning, requirements, and face the fact that they are handled as adults. However, as soon as they get accustomed to the special conditions of learning at the university, on the whole they assess the requirements as realistic (as it turned out from the examination of first-year students, *see part 4.3.)*. Many students expressed that fulfilling requirements was difficult because they were a) not clear in all cases, or because they were b) too varied, or students were c) expected unrealistic amount of effort, were demanded too many different types of and too difficult tasks. All this led to the conclusion in

respect of the training programme that probably it would be more useful to assign more concentrated and less fragmented tasks in the first term, as that would mean a workload that is easier to plan and foresee for the students.

> "This extensive independence that was expected of us was strange in the beginning, but I start to get used to it. Moreover, gradually I start to see its advantages. On the whole I find the requirements realistic and feasible."

> "At first hearing and sight I got really scared of the requirements. The first thing that came to my mind was: "Oh my God, I'm not going to pass any of the exams!"However, I tend to really overreact things. When I started to prepare in line with the requirements, I realised that it is not so difficult to fulfil the given set of requirements as it first appeared to be."

> "They are realistic, but for this I had to experience the meanings of some concepts first, so that I understand the same the teachers mean. For example, what they expect in case of a *reflection*."

> "They are not so straightforward in all cases, but during evaluation it turns out that we receive our marks on the basis of well-defined aspects, but if there are these elaborate aspects, I do not understand why we are not told these at the definition of the task. Naturally, this is not true for the majority."

> "It is not entirely clear for me why as strict (sometimes even stricter) requirements are necessary for the fulfilment of some subjects with very low credit points as for a subject with higher credit points."

At the end of *the second term* students reported that requirements increased, which was a conscious decision from our part from the viewpoint of the training programme. It is not just true for the individual requirements of the courses, but for the learning process constructed of the compulsory or recommended courses in the first term that in creating them the most important aspect was that the first term should be a kind of introduction for the students. In line with this, we emphasised, frequently on the courses too, that in the second term we expect adult-like learning of them, and requirements will be set accordingly. In addition to this, the majority of students felt that the course requirements were realistic in the second term as well. Many students express problems in connection with evaluation (with its fairness or being realistic), which indicates that students view their learning process with increasing complexity, and think that it is not just the efforts made and the results of learning that are important but the feedback the teacher gave as well. Naturally, these answers stem from the experience of the first exam period, and as early experiences of evaluation, they are a lot more vivid among the impressions of students.

> "Requirements are higher than in the first term, but they are feasible."

> "Sometimes I had the feeling that they are asking for too much of us, or that I cannot perform as they wish me to. But I have to say that at all lessons of the Education training programme the requirements were clear for me."

> "There was a lot, it was tough, tasks really accumulated by the end of the term, as usual, but of course it was not impossible to accomplish them. I got really tired by the end of the term and so it was difficult to prepare for the first exams."

> "Requirements were straightforward and it was possible to accomplish them. Although it's true that I did not fully agree with some assessments, as the evaluations did not mirror my efforts."

6.5. Opinions about examinations

The opinions in connection with examinations after *the first term* unanimously highlight realistic exam requirements and the fairness of teachers. Additionally, it is a domineering opinion that students have a positive experience of the exam situation (besides the natural anxiety), because of the helpfulness of the teachers and the unusual, but supportive character of the frameworks of the exam. It is especially characteristic of those students who had or have some kind of major at another university, that by recognising the differences in terms of the characteristics of the exam situation, they interpret the exam itself as a learning situation where they are not just giving account of their knowledge but they are reinterpreting what they have learnt or understand something even better.

> "I was really stressed before the exams as I was looking forward to the first exams of my life. I thought that the teachers would be, just like at a (…) faculty, very strict and tough. I was pleasantly surprised by the process of the exams and the examiners too. All the exams had a pleasant and family-like atmosphere. There was nothing to be stressed about as all our teachers were nice and helpful. When I got stuck, they helped me to continue with the given topic. It was also very important

for me in connection with the exams that the teachers always smiled, or if not, they were looking at me supportively and never made me insecure in terms of anything. If I said something wrong, they corrected me and explained what is right. Then they let me continue with the material."

"It was exciting to get into exam situations that are not traditional. To demonstrate our knowledge through discussion and debate. Mostly I had the feeling that teachers are curious about what I know and think. The requirements and evaluations of my Education major exams were straightforward and acceptable."

"The exams were pleasant surprises for me. They had a friendly atmosphere, teachers were nice and reasonable."

"I enjoy exams, especially the oral ones, which are more useful than the written ones in my opinion, as we can learn from the teachers even during the examination itself."

At the end of *the second term* a part of the students experience that requirements in connection with exams became more difficult (cf. results of the course requirements), others report quite the contrary (the reason for this is that many personally experience written examinations as less stressful, and there were more of that in the second term than in the first one). The majority of students still feel that the requirements of the exams are realistic. Most of them assess the exams on the basis of their differences (requirements of the subject and the teacher); there are less general opinions, it is more characteristic that they talk of individual exams separately. However, some students put forward problems in connection with fairness. This suggests that after the experience of the first term students think of the exams more consciously and are able to formulate more concrete critical remarks. This makes teachers reflect as well.

"The marks did not mirror the intensity and time span of the preparation. For example I achieved the same result for two subjects of the same amount of credit points, but I prepared for half a day for one of them and for four days for the other. Not realistic!"

"In most cases I was contented with the exams, but on one occasion, it was an oral exam, I came across really unfair decisions."

6.6. Opinions about the attitude of teachers and their relationship to students

After *the first semester* students unanimously state that a good relationship developed between students and teachers and some of them report mixed experiences in connection with teachers (but even in their answers positive experience is more emphatic). Most of the students highlight availability and helpfulness in terms of the attitude of teachers. Students studying at other universities or training programmes (or those who have such experience from previous years) typically compare the attitude of teachers at the Education training programme and the family-like atmosphere it results with their experience of other training programmes, and an even more positive opinion is formulated in their responses than in that of their peers. Some students view the mentor system *(see Chapter 7)* introduced in the course of the action research as something that decisively influences the development of the personal relationship between students and teachers. All this indicates for the training programme that the supportive attitude of teachers is consistently and precisely perceivable for the students, and they need that in the course of their studies. This result is supported by the fact that developing a good relationship with teachers is the second most important factor among the students' expectations in connection with the training programme *(see Chapter 7)*.

"The attitude of teachers is helpful in most cases. I feel that good relationships developed between students and teachers in many cases. I think it is important and good that you can turn to the teacher with all kinds of problems."

"Teachers were really helpful. If we needed some kind of help or literature, they gave us points of reference. If our work was late for submission, they gave us some more time. They had a good relationship with students. Personally, I liked that we could address our teachers informally. This made our relationship more interpersonal."

"I think the attitude of teachers is extremely good, they are very tolerant and helpful. According to my experience it is not like that at other universities or training programmes. I often feel as if I were still studying at secondary school, but at a higher level, and this feeling motivates me in terms of learning. So at the Education training programme there is a family-like atmosphere."

"Outstandingly good. On the other faculty of ELTE university this does not work like that. I see my mentor and s/he helps me, or I can ask for

help... There should be a mentor system everywhere, because it's so good!"

It is characteristic of the answers provided *in the second term* that students emphasise that they do not detect any changes in the attitude of teachers, and assess it as average or positive. However, some students formulate criticism, and emphatically state in their answers that some teachers did not keep to the deadlines, and in some cases they feel that the evaluations are not objective and not comparable with one another. Based on all this we can conclude that students get to know enough teachers, and well enough to be able to detect the differences in the attitudes of teachers in a differentiated way, and except for a few individual cases, they still experience their relationships with their teachers positively.

"The attitude of teachers and their relationship with students is average, I do not feel any difference compared with the first term."

"We can clearly observe casualness, which is accompanied by a helpful attitude. But some teachers do not keep the deadlines!"

"Mostly I'm contented, our teachers are kind and have a positive attitude. Naturally, there are some exceptions when I feel that someone receives a better mark for "less" knowledge, just because s/he is liked by the teacher."

6.7. Opinions about the attitude of peers and the relationships of students

The answers provided in *the first term* are really varied about the relationships among students, as many problems and conflicts emerge in them that characterise the lives of students. These opinions are filled with emotions, as many students express personal involvement, or it can be suspected from the content of his or her answer. There are two dominant problems detectable in these answers: one is the attitude towards the different motives of peers, the other manifests itself in the attitudes connected to the formation of cliques. These problems indicate that the development of the attitudes towards the profession, the training programme and learning play an important role in the relationships of students from the very beginning.

"We are talking about a really friendly, youthful, supportive and cheerful company. We get on really well with one another inside and outside the university as well. Everyone knows everyone, so when there is an exam we are anxious not just about our own, but our peers' results too."

"I think good relationships were forged among students, we form a quite unified group. Together naturally, but daytime and night-time students separately as well. I do not like the attitude of some of my peers. Many of them disturb the lessons, for example: they chat on the lessons, or slow down the group by not paying attention or not completing their tasks (in time)."

"About attitudes... there are some students who somehow do not relate to things as if they were attending a university. Probably there are such students at every training programme, but it really disturbs me if I'm in a bad mood. It has a demoralising effect on me if I do not feel that everyone would like to work around me. Of course by now I have found those whom I can cooperate with very well, because their mentality is similar to mine."

"Relationships are very good, a real community developed, and in line with that the attitude is socially active, but not active at all professionally. There is hardly anyone who is really interested in anything, or at least would like to be interested in something but does not know yet in what."

We can interpret the answers of *the second term* in a way that the problems experienced in the first term (individual motives and the tendency of forming cliques) reached its peak point in the negative experiences connected to group work and participation in group assignments. However, there were such students who still experienced relationships among students as clearly positive. These findings raise the question of the intervention of teachers, i.e. do we have the right and possibility to have an effect on the solution of such problems that stem from the social relationships of students by pedagogic methods and activities (e.g. tasks that build on cooperation).

"Of the two terms I spent here the second one was the most horrible in this respect... Doing a lot of group work with only one or two persons out of the five seemingly willing to do something and making an effort so that their group would become the best, while the others hang around with the good old attitude: "the others will take care of it and we'll have our pass too"... I completed a number of tasks myself that was assigned to others, either because they did not complete it, or because even in my view it was of inferior quality."

"I felt that our group was really supportive. We could help each other a lot, exchanged notes. The group work tasks worked out well, too."

"The clique I described at the end of the first term is still there and expresses its negative feelings towards the greater majority with increasing intensity, but WE are feeling good together. I made a lot of good friends! We help each other in any way we can, not just in connection with school things. And we should not care about the others as the projections of many negative feelings can just harm us :)."

"The attitude of my peers is getting more and more positive, although we keep decreasing in number, but those who stayed are keen on studying at the Education major and would like to pursue this profession later on. There is a very good relationship between students, we help each other in everything we can."

6.8. Opinions about how they felt as Education majors

Those personal narratives are characteristic of the answers provided *at the end of the first semester* for this question that 1) recall the first days at the training programme. In connection with this almost all students wrote about 2) their personal histories of selecting this training programme, and reflect on how the first year came up to their expectations. We cannot endeavour to analyse these extensively here, instead, we intend to present those common themes, junction points that can be especially important in terms of the effectiveness of the training programme. Students frequently report about 3) their difficulties in connection with time management, and how they gradually got accustomed to the university workload. A similarly typical topic is 4) the problem of interpreting the tasks connected to different courses: students gave a detailed account of how unclear the tasks were at the beginning of the term, but then by the end of the term they more or less understood what was expected of them by the teachers. The exam period was the freshest experience for the students at the time of completing the questionnaire, so, as we expected, 5) the interpretation of the challenges of the exam period and the achieved results were frequently discussed. Additionally, a typical part was 6) the characterisation of the social environment (peers and teachers), which (the positive relationships and attitudes) seems to be an important motivational factor for the students.

"I had a great time in the first term, although I felt exhausted many times and feared that I would not be able to complete all assignments in time, so I was frequently nervous. I have realised since then that with proper time management I can settle these problems. My exams were successful, which I was really glad about, and I feel that I deserve my results as I worked hard for them."

"The mid-term assignments were not easy, and were not clear at times, but I managed to complete them. As we were approaching the end of the term, there were more and more tasks to do which I left for the last moment unfortunately."

"I succeeded in the first term. My results could have been better, but it was not bad for a start. I expect more of myself in the next term."

"I have had the feeling from the very first day as if I have been attending this university for a long time. I like everything, the attitudes of students and teachers, the family-like atmosphere and the training programme as well."

"Even though I did not apply for this training programme at the first place, I grew fond of the Education training programme in the past term. Because of the family-like atmosphere and the usefulness of the above mentioned subjects among other things."

"As soon as I found my place among the students, I found my place at the university. And this should be my final thought. One cannot succeed at the university alone."

In the second term a different focus can be observed in the answers of students; characteristically they compare the two terms along the features of the training programme (even though they were asked to write about the second term exclusively, but it seems they cannot separate it from the first one). In connection with this they write about 1) there prior expectations of the courses and the transformation of these and 2) their relationships with students and teachers. Beyond the features of the training programme 3) personal problems that hinder their studies (e.g. having two majors, working) are typical elements and 4) reflecting on their own studies and personal development. In these personal reflections the experience of "I have found my place" frequently appears, which indicates that after two terms most students see their own development path in connection with the training programme.

"I have a lot more casual relationship with teachers and students alike. I can manage my time better, as by getting to know people I know now how to do things. Besides, I could build on the knowledge I acquired in the first term, so my development is not solely down to my teachers and peers, but is my own merit as well."

"I felt better this term and more self-confident. (…) my feelings and thoughts are more crystallised in connection with the training programme. This means that I think that the content of this training programme and its future goal are more important for me."

"I am more conscious and less desperate (actually I'm not desperate at all :)) compared with the previous term."

"I started the term really enthusiastically, I attended every lesson, then I had to realise that it could not go on like that in the situation I was in. I had to give up something for being able to close a part of my life."

"This training programme means a lot to me, and the university as well, since I have been attending it I deal with Education in my free time as well. My opinion is even more positive than in the first term, as I feel more and more that my place is here at this training programme."

* * *

The investigation of student contentment and well-being at the bachelor training programme in Education by means of giving voice to students resulted in such set of information that demonstrated us, beyond the individual experiences, how students tackle the difficulties and problems accompanying their entry to the training programme. Although the expectations of students in connection with the training programme are less professional, and their image of the professional career is undifferentiated, in their answers to open-ended questions they demonstrated conscious thinking of the professional aspects of their student existence. Of the components of well-being, contentment with social relationships seems to be dominant, and within that more the positive attitude towards teachers (which was confirmed by the results connected to expectations in connection with the training programme). Social relationships among students are still shaping, as we were investigating first-year students, and thus they are often full of conflicts. We thereby think based on our findings that the stabilisation of social ties and the proper interpretation of the requirements connected to the courses form the main battle fronts of students.

7. SUMMARY

The goal of our study was to present how we took into consideration in the course of the action research the feelings, attitudes and difficulties of students at the Bachelor training programme in Education and the changes of these. We started our study with the expectations of students towards the training programme, then the difficulties and experience connected to institutional and higher educational socialisation were discussed, and eventually we intended to reveal the aspects of students' contentment at the training programme and their well-being. Giving voice to students was an intention spanning throughout this study, which aided us in understanding the tackling methods of students entering the training programme. It is clear from the answers that we cannot detect one or a few dominant tackling patterns or strategies among Education majors, however, the problems that induce tackling are relatively similar; they primarily originate from the integration into the social environment and the particular system of conditions of studying at the university (time management, requirements, evaluation). So based on students' answers we believe that the most characteristic way of tackling problems is using social support: they like to turn to teachers with their problems, as they feel that they are helpful and available, additionally, (despite the natural conflicts surrounding the evolution of social relationships) they positively evaluate cooperation with peers in handling difficulties. The interpretations of difficulties connected to time management (that are typical in terms of any student entering higher education), and students' opinions of resolving them indicate that students actively seek opportunities of development in this respect. This attitude s*uggests a problem centred way of tackling, i.e. it mirrors that students do not give up their goals of a more effective management of time, they experiment with newer and newer solutions and reflect on these*. Frequently, they seek or enjoy the support of peers in this respect, as the assignments of the courses (e.g. developing each other's learning on the *Teaching learning* course) expect this from them, and fulfilling joint tasks, and assignments that build on students' cooperation require this as well.

We concluded on the basis of our findings that the motive for choosing the Education training programme is somewhat undefined, and at the beginning of their studies students understandably interpret this professional career on the basis of their secondary school student role, their vision of the future is not established on "real" knowledge in many cases, and mostly comprise conceptions of the profession of teachers. It must be emphasised here that even we, the teachers were not certain of the types of outputs the training programme could provide for the labour market, and so we could not effectively support students in their career socialisation. Since then, we

have received several feedbacks from many of our graduate students, and we make an effort to create active relationships with entities of the labour market based on dialogue, so that we can provide more concrete information and more alternatives for students of the newer years in connection with the utilisation of the BA degree. *All these confirmed us that we can aid students effectively in terms of resolving the uncertainties connected to studies at the training programme and career socialisation by securing valid information gained from the labour market, and providing opportunities for meeting the entities of the labour market*.

Among the difficulties and experience of students connected to their studies, their own and optimal time management and the adequate interpretation of requirements are dominant, that mirror that performance crisis well which most university students experience on entering a training programme. The difficulties experienced by students provided us with important information for the revision and transformation of the Bachelor training programme in Education, which can be traced especially in the following principles *(see Chapter 8)*: *decreasing the number of contact lessons; creating subjects, blocks and modules with larger credit points; balancing similar assignments with similar credit points, reducing training overlaps and regular, intensive cooperation of teachers in formulating the goals, requirements and tasks of the courses. Besides these we view it as an important achievement that students think more consciously about their learning processes thanks to the learning activities applied in the training programme (for example oral and written reflections connected to the courses, cooperative learning and peer support[6]) compared with the beginning of their studies*.

Our findings indicate that students basically feel good at the training programme, and are contented with the material and training conditions. It also turned out from the answers that after spending a year in the training programme they reflect on their professional development and the aspects that make their learning more difficult more consciously (e.g. the straightforwardness of the requirements, time management, cooperation with peers, difficulties of interpreting evaluations). *All these underpin the idea that in the introductory phase of the training programme we need to consciously consider what type of supportive opportunities there are for us in the field of learning processes and career socialisation, and we need to seek and continuously analyse and evaluate these opportunities on a course (see Chapter 5) and training programme level as well (besides taking into consideration the support opportunities disconnected to the programme, for example the activity of Student Councils and peer helpers)*. Now we believe that the action research called the attention exactly to the fact that at present we support students in multiple ways (and the needs and motives of teachers connected to this is significant), still, supporting students could not be executed in a systematic and effective manner, rather we identified several initiatives and intentions running parallel to one another, which in some cases probably weakened one another's effectiveness.

Based on our findings and the literature of "student voice" (Asmar 1999; Mitra 2006; Doyle & Feldman 2006; Rubin & Jones 2007; Yonezawa & Jones 2007; Frost & Holden 2008; Garlick 2008; Foster 2008; Campbell & Li 2008; Hawk & Lyons 2008; Rae & Cochrane 2008; Mitra 2009; Byrom & Gates 2007; O'Boyle 2009; Roberts & Nash *2009;* Demetriou & Wilson 2010; Kaufmann 2010; Jarrett & Stenhouse 2011; Zepke & Leach, 2010; Seiler 2011; Mitra & Gross 2011; Morales, Herrera & Murry 2011) we believe that it is worthwhile to involve students at the highest level in developments and research connected to them in higher education *(see Mitra's pyramid model in part 2.2.)*, as their opinions and experience mean a kind of knowledge in the process of research and development that cannot be secured from any other source. By writing this study, we would like to motivate similar research initiatives on all levels of education, and we hope that our findings, conclusions and the questions we raised all convince the Reader that the opinions of students can be utilised well in the research process not just for cognition but for development as well, moreover, it can result in a remarkable surplus in knowledge.

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[6] It is worthwhile to compare this with the research results of Hammond et al. from 2010, where they found that in the PAL programme the social competences of students developed but there was no significant development that could be detected in terms of their learning.

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CHAPTER 7
MENTORING IN HIGHER EDUCATION

ERIKA KOPP

The research team started building the mentoring system with the aim of supporting the collaboration between students and teachers in September 2006. The secondary aim of this development was to implement a new structural solution that would increase the teaching staff's commitment and cooperation within the BaBe project by fostering collective reflection among them.

1. INTRODUCTION

The report below introduces the development in the field of mentoring, focussing on one element of the action research: the introduction of mentoring in the first year of the bachelor training programme in Education and the results of the monitoring activities that were implemented in parallel with the mentoring process. In addition to the presentation of each result, we will also summarize the impressions and conclusions that were formulated within the research team. We hope that these thoughts may come in handy for any other institution intent on introducing a mentoring system.

2. WHY WE FELT THE NEED FOR MENTORING?

When discussing the collaboration of students and teachers, it emerged that students find it hard to orientate themselves in the educational programme, and that the socialization of students within professional circles would need a solution based on personal relationships. This phenomenon was caused by a range of problems: the introduction of the Bologna system at the Faculty created a training system where students had to make a series of independent decisions without being sufficiently informed (e.g. choices of specialization tier, thesis supervisor, course grid). On top of structural changes, the new training programme contained several pedagogical innovations that turned out to be difficult to cope with for many students (individual practice, self-reflection, portfolios etc). What needs to be mentioned here is that on top of the structural change of the programme, there existed a lack of competencies of students – a consequence of the massification of higher education overall. The rate of dropouts increased and teachers increasingly felt the necessity of individual remedial study. Our initial concept was that this situation could be tackled by a differentiated, individualized support system. Thus the research team decided to develop a personal support system in which senior students and teachers would mutually assist the orientation of incoming students in study planning and organization.

3. MENTORING SYSTEM: TIME-SCHEDULE AND CONNECTIONS TO ACTION RESEARCH

The mentoring activity implemented can be divided into different phases, each containing different activities which are summed up in *Table 1*.

Table 1: *Activities related to mentoring during the process of action research*

Date	Phase	Task	Product
September 2006 -	Preparation	Development of the support system, conceptualization of tasks and roles, involving teachers	Tutoring system plan
13 March 2007	Implementation 1: 2006/2007 academic year	Meeting of mentors and mentees, first contact	Tutor's handbook
24 April 2007		1. Consultation meeting for mentors: discussions of cases, difficulties encountered, troubleshooting and analysis	Minutes of Meeting
early May 2007		2. Consultation meeting for mentors	Minutes of Meeting
19 June 2007		**Final meeting** Programme: closing evaluation, discussion of follow-up proposals, aligning development ideas, sharing experiences	Summary of evaluation Teachers' feedback
25 September 2007	Implementation 2: 2007/2008 academic year	Meeting of mentors and mentees, first contact	Tutor's handbook
15 April 2008		1st consultation meeting for mentors: discussions of cases, difficulties encountered, troubleshooting and analysis	Minutes of Meeting
Early May 2008		2nd consultation meeting for mentors: results achieved, participation rate, evaluation of the involvement of teachers and students	Minutes of Meeting Teachers' feedback
19 June 2008		Final meeting	
15 September 2008		Faculty Council received a proposal for termination, decision taken	Faculty Council received a proposal for the mentoring system

During the preparation phase two issues arose: firstly, the personal support proposed needed to be separated from the already existing roles for personal development and support within the university structure; secondly, the new concept had to be formulated in terms of scope and profile, as well as integrated into the training programme as a whole.

The first issue brought along the question of terminology. Initially we chose the word "tutor", however, it turned out that this term was already in use. During this period university regulations were being revised, and the modified new regulations divided the field of personal support of students into three areas of responsibility:

- *Tutor*[1]: teaching staff member responsible for the nurturing of talent
- *Mentor*[2]: teaching staff member assisting the practical learning of an undergraduate during his/her external educational traineeship
- *Thesis supervisor*[3]: a teaching staff member assigned to a student according to exceptional study regulations or consultant teacher for one's final thesis

Since the scope of tutorship could not be extended due to the ongoing talent development programmes, we opted for the term *mentor* in the final version. As we will illustrate below, this term was not free of complications either, since it overlaps with many other responsibilities as well.

[1] ELTE Organizational and Operational Regulations, Volume II. Student Requirement System. 26. § http://www.elte.hu/file/ELTE_SZMSZ_II.pdf Retrieved on 13 December 2010

[2] ELTE Organizational and Operational Regulations, Volume II. Student Requirement System. 4. § 54 http://www.elte.hu/file/ELTE_SZMSZ_II.pdf Retrieved on 13 December 2010

[3] ELTE Organizational and Operational Regulations, Volume II. Student Requirement System. 150. § and 247. § 4. http://www.elte.hu/file/ELTE_SZMSZ_II.pdf Retrieved on 13 December 2010

4. THE MAIN QUESTIONS OF THE PREPARATION PHASE

4.1. Who is a mentor for our research?

While developing our own concept, many different personal support solutions were considered (Kopp 2007). Some of these systems were in practice in public education (such as the patron-system of the Alternative Secondary School of Economics (Juhász & Kálmán 2006), or the mentoring system of the Green Rooster Lyceum[4], others were mentoring programmes in higher education, since several parallel mentoring programmes have been and are still running in Hungarian higher education:

- The Katapult Mentor Programme. In operation from 2005 until 2009, in this programme senior students assisted younger ones with information and support. The system included training and monitoring and is still operated by several Student Councils of higher educational institutions.[5]
- In many universities teachers act as mentors for nurturing talents, for example by organizing talent meeting points.[6]
- Local university students who assist grantees in the Erasmus-programme are also referred to as mentors.[7]
- Finally, the attention was directed to the mentorship system of teacher trainees within teacher training programmes. During their 6-9 month long professional traineeship (Nádasi, 2010), teacher trainees are assigned a mentor who is a teacher employed in public education.

These programmes were different from the model we wanted to implement on many counts, namely: in Hungarian higher education, in the case of mentors who counsel about the training programme, the activity is carried out by graduates; we feel that mentoring in the context of talent development by teachers could be covered by the term supervisor or tutor; while we could not find an example for mentoring for general skills development in the Hungarian higher educational practice. The mentoring implemented by us differs from the above in that it is done by the teachers, it is aimed at remedial work on disadvantages and shortcomings, as well as the nurturing of talent, and the mentor is designed to develop generic skills in addition to specific, specialized fields of knowledge.

In addition to Hungarian practice, we examined some randomly chosen universities whose mentoring practice seemed similar to ours. The results of this are summed up in *Table 2*. The mentoring systems examined were different according to both their objectives and core activities: our programme is most similar to the mentoring practice of the University of Mannheim, where the mentor's task is the monitoring of studies and the compensation of handicaps. In contrast, our system does not include a study contract, and the support of an individual study path and the monitoring of the outcomes of individual work are optional. We did not organize training or preparation for the mentors, but we had regular consultations with and for them. The monitoring of and reflection on the mentoring process took place in these meetings, partly in the form of written reflection.

It is not accidental that it should be difficult to describe what mentoring means, since today the term has become the generic term for activities directed at personal support. The generalization of the term dates to the 1960s, it is since then that the role of the mentor has appeared in the context of labour market entrants, the support for disadvantaged persons and individuals facing communication problems (Negovan 2006). Today mentoring can be categorized into the following forms: assistance during studies, support for daily life management and at the workplace. The definitions vary from one field to another, but five factors are included in all concepts:

1. The mentor is a more experienced/competent person.
2. The mentor enters a relationship of communication with a less experienced person.
3. During this relationship, s/he shares his/her accumulated experience.
4. The methodology is less formalized than in other competence-building contexts (such as a training course).
5. Through an interpersonal relationship, the mentor will try to prevent the negative effects of the lack of personal contact in the mentee's general educational experience

All of these elements are present in our system of mentoring, leading us to the conclusion that the term was correctly chosen. Based on the above, we defined the concept of mentor in our research as follows: The mentor is a teacher who assists 2-3 undergraduates in planning their studies, and gives educational, professional advice to them during their whole study path.

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[4] http://wiki.zoldkakas.hu/Az_osztályfőnök_és_a_mentor_új_szerepe_a_Zöld_Kakas_Líceumban (Retrieved on: December 2010)

[5] For more information (in Hungarian): www.mentorhalo.hu

[6] E.g. Debrecen University Regional Giftedness Point, Bibó István Szakkollégium http://geniusz-portal.hu

[7] E.g. http://eltebtkkulugy.blog.hu/2008/02/19/mentor_alap; feek.pte.hu/kozep/index.php?ulink=2735

Table 2: *Mentoring solutions in some universities of the world*

Institution	University of Hohenheim[1]	University of Mannheim[2]	Vienna University of Technology[3]	Oklahoma State University[4]
Objective	To follow & monitor studies	To follow & monitor studies Remedial work	Nurturing talent Remedial work	Personal development
Training the mentor	Yes – preparation	No data	Yes – preparation	Yes – preparation
Documentation	Study contract Sharing an individual study plan Monitoring modules of individual study (e.g. literature review, reference list, essay writing)	Study contract Sharing an individual study plan Monitoring modules of individual study (e.g. literature review, reference list, essay writing)	Monitoring modules of individual study (e.g. literature review, reference list, essay writing)	Evaluation Individual study plan Monitoring modules of individual study (e.g. literature review, reference list, essay writing)
Monitoring of mentors	Preparatory meeting Regular consultation, case study Final text-based evaluation, reflection	No data	No data	Preparatory meeting Regular consultation, case study Final text-based evaluation, reflection Detailed evaluation of the success of the programme, follow-up

[1] For a detailed description of the progammes: https://www.uni-hohenheim.de/mentho/english/index_eng.htm *(Last download: 2011. 01. 06.);*
[2] https://www.absolventum.de/cas0004tw/teamworks.dll/webpage/webpage6/webpage001 *(Last download 2010. 12. 09.)*
[3] http://www.tuwien.ac.at/dle/koostelle/mentoring/DE/ *(Last download 2010. 12. 09.)*
[4] http://www.ou.edu/univcoll/home/Courses_for_Freshmen/Faculty_Mentoring/ *(Last download 2010. 12. 09.)*

4.2. How did we select mentors?

Interested teachers and assistant teachers applied for mentoring tasks, while mentees were drawn randomly for each mentor. All graduates of the year participated in the process, which meant 1-2 mentees per mentor in year one, and 2-3 mentees in the second year. Both mentors and mentees participated on a voluntary basis.[8]

One disputable element of the mentoring process was the random pairing: undoubtedly, a solution whereby students choose their mentor would have been a more efficient solution in developing a personal relationship – as evidenced by students' feedback as well. The system of random pairing was born out of necessity: students get to know few teachers in their first year, so we assumed this would lead to unequal distribution of mentorship duties among teachers and decided for random pairing. This problem, however, kept surfacing regularly during the process, as shown by the opinion of both students and teachers.

[8] The problems and difficulties arising from voluntary participation will be discussed at the results section.

4.3. How did we design the mentor's duties? What responsibilities did s/he have?

Stemming from the multitude of tasks, the precise description of a mentor's activity runs into difficulties, similarly to that of a student assistant. The description of Griffiths (1997) is useful in this case, since it defines the characteristic mentoring roles and the related activities *(Table 3.):*

Griffiths covers a wide spectrum of the mentoring activities taking place in higher education, carried out by educators. Our mentoring activity list is considerably narrower; it contains activities assigned to the skills development consultant in the above table, as well as activities that go with the study counsellor's role.

To support the precise definition of the tasks and the documentation required by the action research, we compiled a handbook containing the following topics:

- The general description of the research, the responsibilities of the mentor
- Template for reminders
- Surveys related to the obstacles and problems students face, materials for the evaluation of these (see appendix)
- The summary of consultations with students
- Development plan
- A document for the evaluation of the mentoring process (written evaluation)

Table 3: *Possible mentorship roles and related activities*

Role	Related tasks	
	Bachelor training programme	**Master and doctoral training programme**
Study counsellor	Motivational awareness Establishing rapport with other students Awareness of professional goals Support for bringing professional goals and studies in line Support for professional work experience, volunteering Support for basic research activity Counselling for specialization and further studies	Assistance in choosing a counselling professor or thesis supervisor Awareness-raising and support in choosing training sub-programmes and a specialization tier Counselling for study choices Support for choosing a research focus In case of the doctoral programme, support in composing the committee Monitoring study progress Support for professional development and networking
Career counsellor	Bringing goals and studies in line Support for professional work experience, volunteering	Professional networking
Skills development consultant	Time management, planning and organizational skills development Professional writing and communication skills development (proofreading ready texts, development coaching) Professional speaking and communication skills development (assistance and counselling in presentation, for example)	Communication skills development (e.g. reviewing conference presentations) Support in grant applications
	Personal development: Developing social competence, counselling (e.g. team cooperation, conflict management) Support in increasing creativity	
Model	Presentation of personal life course and activities	

Based on Griffiths (1997)

Looking back, we feel that perhaps it was a mistake to design a detailed documentation that included data-gathering purposes for the research within the early stages of the process. Given that it was a voluntary, unpaid task for teachers, it would have been practical to plan for less documentation. It seems that the requirement for a written documentation scared many participants away.

To support the process, we organized group discussions with the mentors during both semesters. During these meetings we discussed the challenges and problems of the ongoing mentorship, which are presented in the below sections. The minutes of these meetings form a part of the monitoring process.

The mentors' responsibilities consisted of the following during the first phase in the spring of 2007[9]:

- Individual assistance in study matters
- Regular consultation with students
- Monitoring and evaluation of the development

In the second phase[10] the duties of mentors were extended to include the support in preparing portfolios, since this was the year when the portfolio-type evaluation was introduced in the programme. We attempted to link mentoring to the portfolio process by organizing an event where the pairing process of mentors and mentees and the distribution of portfolio packages and information took place.

In the next section we will review what was implemented from the planned tasks, and how students and teachers evaluated these activities.

5. IMPLEMENTATION

5.1. Participation of mentors and mentees in the process

In the first phase 26 teachers and 41 students participated in the draw, in the second 20 and 47, which is the total number of people involved in mentoring.

[9] Student cohort of September 2006

[10] Student cohort of September 2006

Based on the teachers' feedback, we have an interesting comparison between the two years. Both teachers and students were significantly more active in the second phase: more students took up contact with the educators than in the first phase, and we received more feedback forms as well (*Figures 1 and 2*). We explain this with the more successful information activity, and it seems that contact-making was experienced as being more important than the first time.

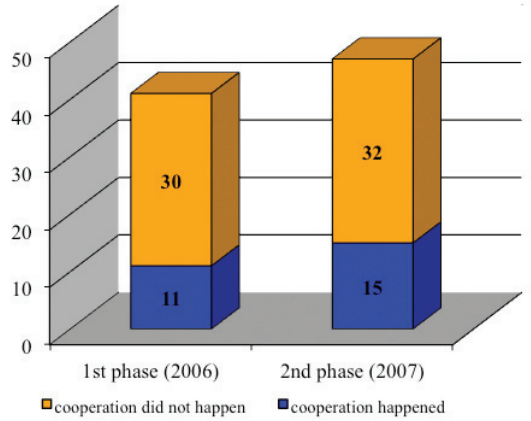

Figure 1: *Cooperation of students and mentors after the randomized draw (people)*

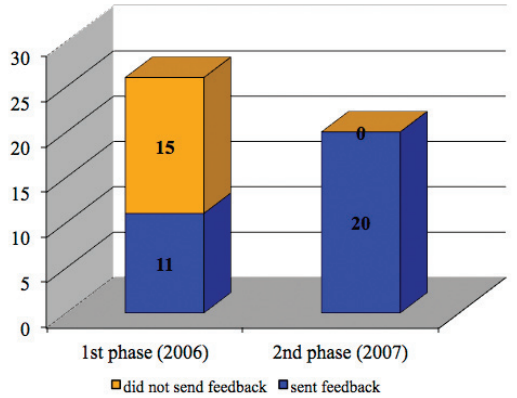

Figure 2: Teachers' feedback at the end of the process (pcs)

The results do not mean, however, that the intensity of the mentoring process itself or its ongoing activity levels had increased as well. When looking at instances of successful mentorship according to the teachers' feedback, we can conclude the following:

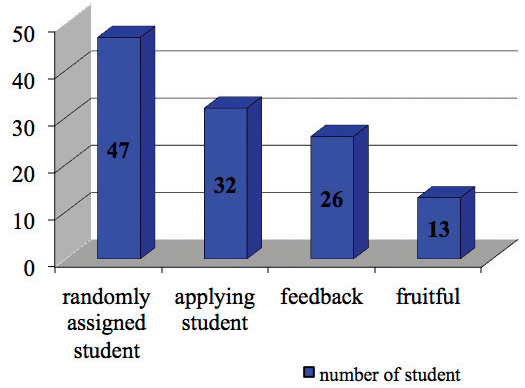

Figure 3: *Changes in student activity during the mentoring process (results of second phase)*

As *Figure 3* indicates, contact-making and student feedback are both declining in numbers, and only in 13 cases was the mentoring process deemed fruitful by teachers – including those instances where mentoring continued over from the first year (5 people). It seems obvious however; that those teachers who were in contact with a mentee in other areas as well will participate more successfully in the mentoring of the student, the relationship they can develop is more intensive. This was also expressed by teachers, who additionally mention the lack of other points in common as the cause behind the failure to establish a relationship. I would once more refer to the randomized pairing process that caused this situation.

5.2. The activities and problems of mentoring

We asked the feedback of teachers on the themes and topics touched upon during their meetings with mentees.

Figure 4 illustrates the results of the two semesters. It clearly shows the difference in the weight of topics discussed. In the first phase general information on the bachelor programme dominates, alongside study-related assistance and personal counselling. In the second phase we observe new content, such as the portfolio and specific subject-related support, while the topics of the first semester decrease.

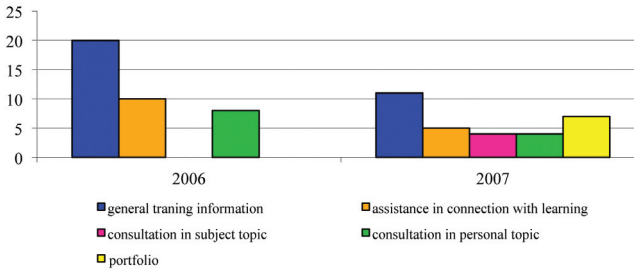

Figure 4: *The themes of mentor-mentee meetings (number of mentions by mentors)*[11]

The different phases posed different challenges, as evidenced by the minutes of meetings with teachers during the mentoring process. During the first phase several questions were formulated related to the whole bachelor programme, which were more tangible in the context of the direct, personal relationship with students than during curriculum or accreditation meetings of staff members. First and foremost, as a result of questions related to the structure, build-up and continuation of the bachelor programme, mentors were required to further inform themselves and discuss certain aspects of the programme as well. It became apparent that several components of the bachelor programme were not clear for teachers, and that everybody is well-informed in the subjects of their organizational unit, department, field, but less so in the overall picture of the programme. Students expressed criticism for the objectives of several sub-programmes, which generated further debates among teachers. In the second phase, questions related to the portfolios dominated the discussion, while the relevance of structural issues for teachers became secondary.

In the consultation meetings of mentors many sensitive topics were raised that could not be adequately resolved within the meetings. In the case of some of these the reason was that the questions raised pointed beyond the scope of mentoring or action research. One such topic was the initial objective of reducing the dropout rate: it was frequently mentioned in discussions, that dropping out was often the consequence of being underskilled or unsuited for higher education, leading to the need for career counselling instead of attempts to prevent the person from dropping out. This solution, however, as it turned out during the meetings, was foreign to the pedagogical thinking of the teachers involved in mentoring, who approached students with the intention of support and remedial work.

Another recurring topic was the issue of students with serious psychological problems: the personal problems discussed during mentoring often fell beyond the scope of competence of the mentor, yet on many occasions they took the responsibility for handling such matters. Looking back, the research team believes it would have been worthwhile to get in contact with the available services of the Institute and the Faculty, by connecting the mentoring process with these services. In these cases the mentors should have chosen to direct the case to the appropriate support service instead of trying to handle it themselves.

6. CLOSING PHASE: THE EVALUATION OF MENTORING

To study the results of mentoring, we were provided with the following data sources:

- The database of responses from the complex student questionnaire of the BaBe research project (KH-4):[12]
  - This data source made it possible to compare students' views on mentoring with other data in the questionnaire. The data was studied using the SPSS software's frequencies and cross-tabulation. Students also provided us with a written evaluation of the mentor's activities. This is summarized in the form of a mind map below.
- Written and verbal feedback by teachers:
  - We used the method of document-analysis on the texts and summarized the results in a mind map.

In the section below we will review the results of the analysis of data sources. Due to the low number of cases, we will mostly show frequencies. The review focuses on the following questions:

- In the case of student evaluations we focus on their opinion of mentoring, their self-perceived participation in the mentoring process, how their opinion correlated with other variables.
- In the case of teachers we focus on the elements of their written evaluations.

[11] Based on the analysis of 11 feedbacks in 2006 and 20 in 2007

[12] In total we received 22 and 27 student responses about mentoring.

6.1. Mentoring according to the teachers' feedback

After reviewing the topics and main components of the teachers' evaluations, we can conclude that it overlaps to a large extent with the themes touched upon in the consultation meetings *(Figure 4)*. This suggests that the time available was not sufficient for finding satisfactory solutions to some of the problems.

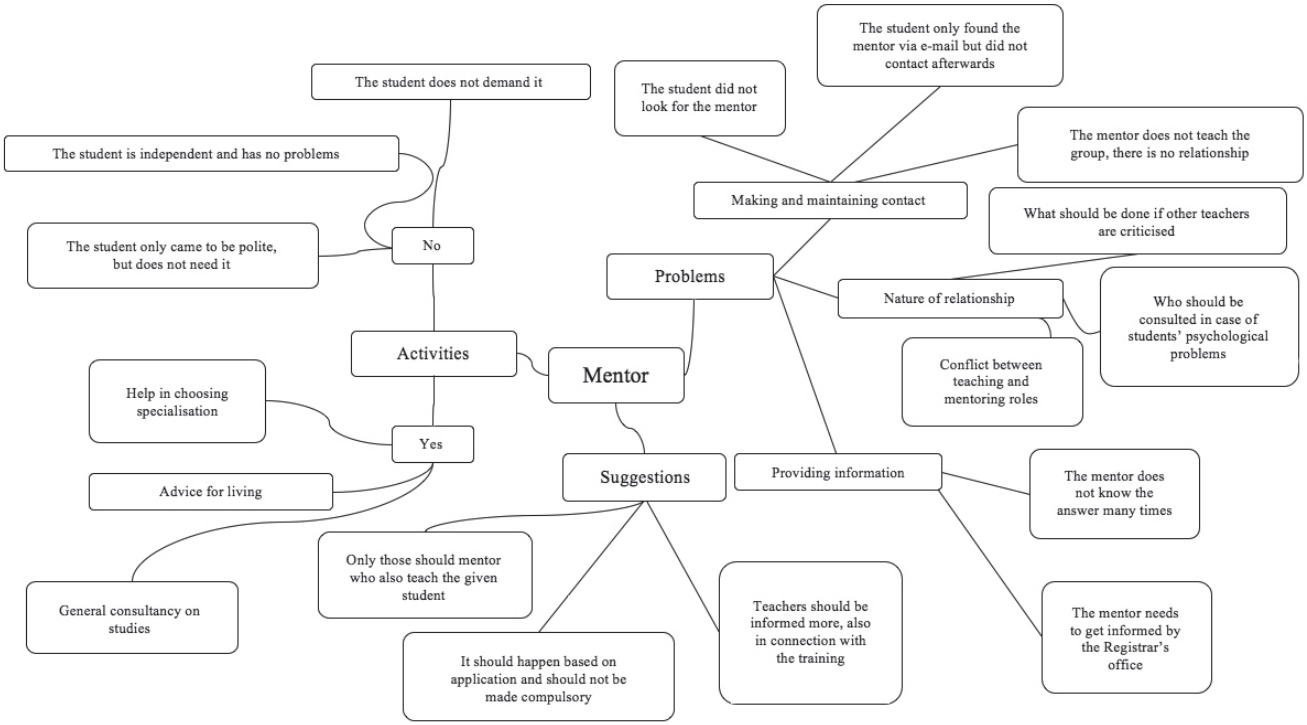

Figure 5: *The main elements of the teachers' written evaluation*

Figure 5 displays the topics of the written evaluations. In the section below some parts of these evaluations and feedback are quoted to illustrate the results:

Opinions:

- My mentees have disappeared; I have no contact with them currently.
- Actually they are adults, they can decide whether they need a mentor's assistance or not. Perhaps they would more easily establish a relationship of trust with a senior student than with an unknown teaching staff member. (I only teach them in the second year, therefore they don't know me yet.) In other words, let's give them the free choice, so that they can decide what to do with this possibility.
- For me mentoring turned out to be a failure, in a certain sense. All my mentees have turned up for the first meeting, then disappeared. Obviously one could do this more forcefully, but I'd like them to behave as adults, so I don't pressure them particularly. The meetings were a rather formal experience. I had a few kind, assertive children assigned to me, who didn't need mentoring but politely turned up for the meeting.

- X.Y.: I met this mentee in my capacity as mentor at least ten times outside of the lessons. S/he needs lots of mentoring; I believe that occasionally more serious assistance would be required in terms of mental health.
- This mentee didn't feel in need of study counselling, but s/he asked me to assist in developing his future plans.
- This mentee normally asks questions via email, which are usually related to the studies, and require serious research on my side. I tend to turn to the study administration office for information to resolve the issues.
- I have lost contact with all my mentees. I don't teach at the department of Education, which makes keeping contact with students difficult.

Several critical remarks and problems were voiced related to the mentoring system on the whole: the establishment of the mentor-mentee relationship remained unanswered in both phases, as random pairing was not considered to be a good solution, and nothing better had been proposed. The integration of mentoring into the whole of the bachelor programme was permanently raised: possibilities for recognising mentoring with credits, or as an optional subject were mentioned as alternatives. Both of these proposals would have resulted in overlapping responsibilities with thesis consulting, so they didn't receive support. Several questions were formulated related to the role and tasks of mentors, in both phases. Above all the personal relationship between mentor and mentee: many teachers found it difficult to establish a personal, direct relationship with students that they taught in other courses of the programme. The close personal relationship made it harder to objectively evaluate the performance of students in their courses. In many cases, the personal relationship raised challenges during mentoring as well: several mentors encountered a moral and professional dilemma in the face of having to give negative feedback to students on unrealistic life plans or further study intentions, just as with problems during the process of mentoring. Another regularly mentioned problem arose from the relationship of the mentee with other teachers, leading to a conflict of roles.

6.2. Mentoring: results of the complex student questionnaire

Two questions were asked about mentoring in the questionnaire: a closed question on whether the work of a mentor was needed, and an open one for elaborating on the previous answer.

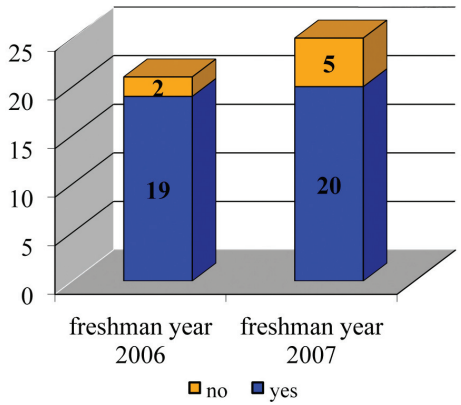

Figure 6: *Do you believe that the mentor is needed? (Student questionnaire SQ-4)*

The results indicate that mentoring is generally accepted in each year, while among second year students there is a proportionate increase *(Figure 6).*

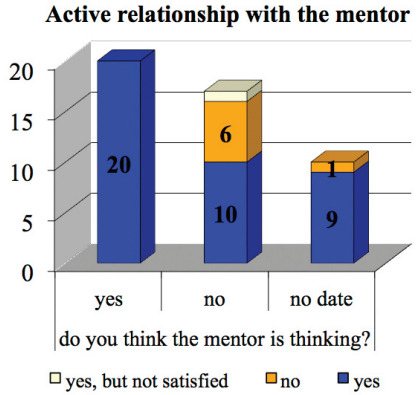

Figure 7: *Correlation between the perception of the need for mentoring and the nature of the relationship with the mentor (Student questionnaire SQ-4)*

To achieve a more in-depth analysis, we examined whether there were any semantic clues in their written answers referring to the mentors that would indicate a more active relationship with them. The two opinions correlate: if there was a semantic indication of an active relationship, it clearly led to the acceptance of mentoring, but the majority of those students who did not have an active relationship also support the mentoring system *(Figure 7).*

The activities of mentors and the expectations towards them were tackled by the questionnaire's section on support systems.[13] The responses to the questions[14] mention the mentor on 8 counts in total. In the academic year of 2006/2007, they are mentioned on three occasions as someone who helps with the compilation of the portfolio and choosing tasks, and in one case as someone whose help would have been expected. In the case of the 2007/2008 academic year, there are five mentions related to self-reflection, and to choosing a thesis topic and specialization tier.

[13] Complex student questionnaire (SQ-4) Year 2006/2007, Section 4.2, Year 2007/2008, Section 4.3

[14] "1. In what did I need support? 2. By whom was I supported? 3. Who did I *expect* to be supported by?"

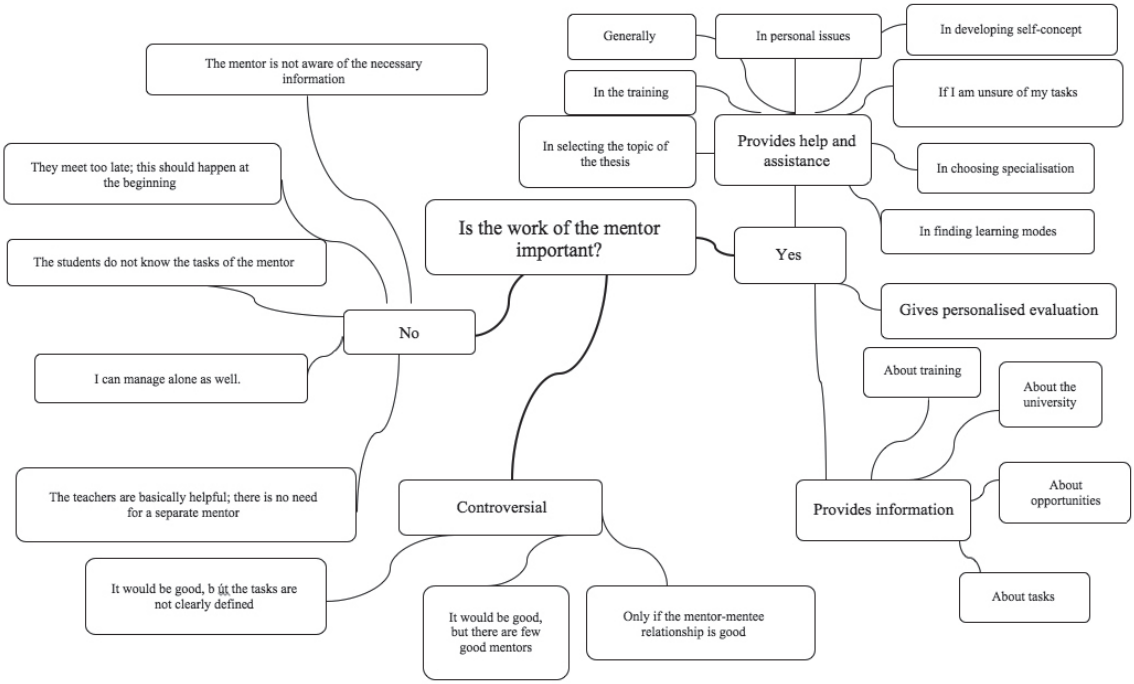

Figure 8: *Students' written responses to the question "Do you consider the work of the mentor important?"*

Figure 8 presents the responses according to their content. It is visible that when mentioned positively, the practical functions of the mentor as defined on a conceptual level are identifiable: information-provision and support. Interestingly, while we have not emphasized the support role of the mentor among the responsibilities, this is clearly the most mentioned factor in favour of the mentor:

- "Assists with (choosing) learning methods, and additionally we can have a conversation about my daily worries (outside of university as well)"
- "The mentor would be necessary in the first year so that one could get support and design a conscious university career"
- "It's important to have someone we can turn to with our problems related to education."

Controversial or negative opinions were driven by badly functioning mentor-mentee relationships, leading to the complete rejection of the mentoring system as a result of dissatisfaction. At the same time some respondents voice a similar critique to teachers about the way the mentoring system was set up. Yet there are others who regard the system redundant, claiming that university students can accomplish the tasks they face in higher education:

- "I think the mentor can provide help in many ways, but if they don't know each other with the student, the relationship makes little sense."
- "If the mentor is not familiar with the issue I want to resolve, it can't be guaranteed s/he can help, even if teachers like to help."

To shed light on the factors behind the data we also examined the correlation between some questionnaire items unrelated to mentoring and the perception of mentoring. First we compared the perception of mentoring with the difficulties during the studies as named by students. It seems that students who found mentoring necessary also had a similar perception of difficulties related to studying. To evaluate mentoring objectively, we find it especially important to take into account that those who showed a heightened interest in educational sciences tended to consider mentoring more important.

Examining the results further, we studied the degree to which mentoring experiences and the choice of a specialization tier and the intention for further studies correlated. Among those students who could justify their choice of specialization, 51.4% (19 respondents) indicated an active relationship with the mentor, while among those who could not, only 10% had an active relationship. Among those who were uncertain whether they would continue their studies after the bachelor programme (14 respondents), only 10% (2 respondents) indicated an active relationship with the mentor, while among those who were certain to continue their studies this ratio is 80%. This comparison shows that a student's conscious choice of specialization and the active relationship with the mentor positively correlate, which is also true of the plans for further studies.

The results suggest that the more involved someone is in terms of the studies, the more successful mentoring will be and it will be seen in a positive light by the mentees. In our mentoring programme the activity of the mentor was more successful for dedicated, motivated students rather than for students facing difficulties.

SUMMARY

We can conclude the following about the mentoring programme implemented within the BaBe project:

We created this experimental programme in parallel to the introduction of the bachelor training programme in order to support students' study performance. It operated for two consecutive student cohorts, before being replaced by a student mentoring system carried out by senior students within the "Katapult" mentoring programme. The teacher-based mentoring system did not become institutionalized, although it indirectly continues its impact through the mentoring systems of certain specialization tiers.

We examined the efficiency, success and shortcomings of the system we created based on the responses of students and teachers. We can observe that many elements of the original system were modified during practice.

In the original concept the mentor was designed to undertake study counselling, whereas in practice personal support and counselling had become equally significant. It seems that every mentoring programme needs to pay some attention to an organized response to the consequences of a personal relationship and the issues that this raises, even if the envisaged mentor-mentee relationship is not particularly encouraging an intimate relationship, as such a relationship will inevitably develop during the process.

The responses suggest that it facilitates greatly the operation of the mentoring system if the mentor and student know each other from another field, as this creates rapport more easily. This solution, nevertheless, raises several other problems, especially in terms of the evaluation of the student's work.

As far as mentoring systems within higher education are concerned, the relationship with the whole training programme and personal choice are important factors. It seems that with these factors in place, the system can assist motivated students to overcome challenges during their studies.

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CHAPTER 8
IMPLEMENTATION PROCESS, ANALYSIS AND RENEWAL OF A BACHELOR PROGRAMME

ÁGNES VÁMOS & ISTVÁN LUKÁCS

In the present paper, the case study of the bachelor training programme development supported by the BaBe research is introduced: the analysis of situation and the process of innovation, the problems of using competencies in curriculum work, and finally, apart from some elements, the old and new version of the training programme are to be compared. During the reorganization of the training programme we relied on the results of the BaBe research, but it was also influenced by the experience and outcomes of a research done in 2010 supported by Tempus in our Institute, the so called LeO2[1] research (Vámos 2010), and the TÁMOP 4.1.3 project dealing with higher education validation also in 2010 by Mihály Kocsis, András Derényi and Éva Tót.

1. SITUATION ANALYSIS

In higher education describing, and especially connecting learning outcomes with given courses, modules and training programmes is found difficult (Kennedy 2007; Vámos 2010). It is not easy to find and apply expressions which orientate the trainer and the student alike in the organization and successful management of learning. At times, it is only a problem of wording that is, a task related to the use of professional language by which given knowledge, ability and attitude can be expressed on the level of activity-expectations. At other times it is about paradigm change that is, about the emergence of a new approach when training institutions do not define what they are willing to and going to teach, but what the student should reach at the end of training. The task is assigned to different people, since sometimes they have to work with the curriculum of a training programme, with a subject, or with courses under the same subject but taught by different teachers.

The BaBe research can demonstrate how a group of teachers can get to the critical revision of a training programme they operate (with others), and how the organization gets to the reorganization of the training programme. The BaBe project *(see Chapter 1)* also comprising the BaBe research also illustrates that this construction process has its own history of development.

1.1. Operational problems of the training programme and the principles of change

The experts of the Faculty of Education and Psychology of ELTE 'carved off' the three-year bachelor programme from the former five year humanities programme in a consortial framework, but still without antecedents, in a way that the continuation, the training conception and programme of the MA in Education was not completed. The process evaluation of the bachelor training programme in Education was undertaken by the BaBe research, and its 2011 reorganization is defined by the fact that expectations related to education, and especially to higher education have changed. Demands from the world of work, through the previously mentioned LeO approach[2] make it clearer and clearer for higher education that by now the Bologna process does not only mean change in structure, but in content as well. The research results presented in other studies of this book underline that the problems of the examined training programme were simultaneously structural and content-related, and these can only be separated on a logic level: (1) some subjects belong to the BA level in terms of their difficulty and content, but

[1] LeO2 (Learning outcomes 2) = In the research entitled Learning Outcomes in Teaching and Evaluation supported by Tempus members of the BaBe research team also participated. See the results of the research at: http://www.tpf.hu/pages/books/index.php?page_id=35&books_id=229 *(Retrieved on 4 February 2011)*

[2] LeO approach = relation to the role of Learning Outcomes in training, a feature of competence based higher education

are not taught in the proper year; (2) in several subjects there are overlaps, at others learning antecedents are missing; (3) the great number of low credit subjects taught in few lessons fritters the training and results in too little and too much workload for students at the same time; (4) some subjects, such as the comparative, complex analytical courses are difficult for students, and these should not be taught at the bachelor level; (5) the specialization tiers offered by the bachelor programme do not adapt well enough to the world of work.

After the above mentioned were revealed, the theoretical principles of changes became articulated:

- The number of contact lessons for students should be decreased in accordance with the standpoint of individual learning and the interpretations of learning that exist in the Institute.
- Te training should shift to the large credit subjects, blocks and modules, the frittering of subjects and the number of few credit courses should decrease.
- Similar student tasks should be rewarded with identical credit numbers.
- Training overlaps should be decreased.
- Disproportion concerning the different training areas should be evened.
- The training should move closer to the expectations and circumstances of the world of work.
- Launching the master programme demands the re-thinking of subjects and subject-blocks in terms of content and learning management.
- Intellectual socialization should be strengthened among students.

1.2. Inclination and drive for change

The BaBe research made suggestions to revise the bachelor training programme in Education for the first time in the spring of 2009. However, actual changes came as late as October 2009, when, based on the initiative of the rector of ELTE, the general revision of bachelor programmes began. The Institute of Education assigned this revision work to the head of the BaBe research, who undertook the task on the condition that a working group is formed from the colleagues who took part in articulating the suggestions for revision in the spring of 2009. The so called RBA (Revision of BA) working group, which completed the revision of the BA programme, reinvestigated the functioning of the bachelor programme, including the factors hindering the solution of problems, in order to identify the elbow-room for intervention and development. It had to be taken into account that when monitoring the launching of the bachelor programme several problems came to the surface, however, a part of these were resolved or at least consolidated through the logic of research and development. With the supportive framework, and with the passage of time in itself, uncertainty and the lack of experience became less characteristic. In 2010, a concern became articulated that with the launching of the master programme, *"new tasks will bring about new focal points of uncertainty, which may threaten with the fossilization of the bachelor programme, or the rejection of innovative corrections in the programme to avoid new uncertainties"* (*Revision of the bachelor programme in Education*, 2011.36). Taking all this into consideration, the RBA working group elaborated four latent strategies, which hindered the management of problems.

- *strategy of anticipation*: the complete run of the training is unfinished, we do not know the situation of graduates, and the fitting of bachelor and master programmes is also unknown, therefore we must wait for answers to these questions;
- *strategy of striving for security*: new changes are accompanied by new fears, therefore we should not change anything;
- *strategy of striving for loyalty*: changes can influence the existing distribution of teaching capacities, which can mean harm to personal interests, therefore we should not make changes;
- *strategy of delaying*: the economic background employing the future graduates is still unprepared, unsatisfactory and unexplored, therefore, we still have time to make changes (*Revision of the bachelor programme in Education*, 2011.38).

1.3. The extent of changes

As the RBA working group was in a decision preparatory position, in consideration with the extent of changes, it created alternative versions, the so called *Small-step* and *Big-step* conception *(Table 1).*

Table 1: *The so called Small-step and Big-step conception of the RBA working group,which were put forward at the 5 January 2010 board meeting (Source: Revision of the bachelor programme in Education, 2011.37).*

	Small-step conception	Big-step conception
Principle	Less investment – less expected benefit	Larger investment – higher expected benefit
Advantage	• It can basically be realized with the new distribution and re-blocking of credits. • It brings about fewer personal issues, it is easier to coordinate. • The familiar system provides security, and there are ways to refine it.	• The specialization tiers are renewed conceptionally with the complex reorganization of subjects. • Specialization tiers are not connected to departments, and are market-based in their description. • It provides a better foundation to the MA programme. • It can be advertised as a kind of supplementary training programme.
Disadvantage	• The annually emerging problem related to the organization of specialization tiers is not resolved. • There is still no solvent market for the output knowledge belonging to the bachelor programme, teacher training programmes and NQR trainings mean competition. • There are issues of coordination with the MA programme.	• It could bring about more personal conflicts, coordination takes longer and the chances of consensus are smaller. • Without the intervention of ministries, the market background is still uncertain, and the training supply of modules still means competition. • Yet unknown, new difficulties may arise.

From the suggestions, it was the so called Big-step strategy which got support from the leaders of the Institute. In order to protect disciplinarity and the interests of organizational units, members from the departments of the Institute were added to the RBA working group. This proved to be a good decision regarding the further institutional embeddedness of the work and the collaboration with the departments.

In the following period, work was done in consideration of the permission of the Hungarian Accreditation Committee for founding and launching the training programme, thus the development process remained in the sphere of influence of the university. The reasons were the following: (1) the BaBe research did not extend to the large structural elements of the training, as these were considered as given conditions. (2) The supervision of the entire accreditation of a training programme must be done in a consortium, relying on international experience, and with the active involvement of the world of work. For this, there were not enough resources in the research. (3) In mid-2010, the campaigns of the parliamentary elections made the education policy background uncertain.

2. REORGANIZING THE BACHELOR PROGRAMME[3]

2.1. Conceptual questions of the reorganization

Between January and June 2010, the RBA working group completed the new training grid, for which the group relied on the findings of the BaBe research, and on consultation with students and with representatives of the world of work. The institute board meeting finalized the proposal after a consultation process of several steps. The points of argument were as follows:

- What does training programme development according to the previously accepted principles mean?
- Who has the competence to define the subject structure of a training programme?
- Within a training programme, who is responsible for a given subject; who has the right to change its place and the number of contact lessons?
- What are the competencies of the person in charge of the training programme?[4]

[3] The renewal concerned the core training and two specialization tiers. The third, unchanged specialization tier is not dealt with in this study.

[4] From the academic year 2009-2010, *Ágnes Vámos* became the head of the Department of Theory of Education, and as the leader of the BaBe research, after the retirement of *István Bábosík*, she was also nominated the person in charge of the bachelor training programme in Education.

After the compromises reached during the coordination of the interests of smaller organizational units and the intentions of the RBA working group, the first phase of the training programme development was finished with the step of creating the new training grid (structure of subjects). After this, the elaboration of the subject curricula started, in which the RBA working group involved its entire teaching staff; new working groups and development teams were formed, whose establishment was also influenced with the aim of being inter-departmental. In want of previous experience, and along the previously mentioned points of argument, the lines of force resulted in the following:

- …the so called Big-step conception was realized *(see Table 1).*
- …at the renewal of the bachelor training programme, the organization became competent in accepting the conceptions, the objectives and the grid of subjects; the RBA working group took a preparatory role.
- …the organizational units are in charge of the elaboration of subjects taught by them
- …the task of the person in charge of the training programme is to lead the development team and the coordination of development work.

It was because of these features of the renewal process of the bachelor training programme that a training programme coherent in its every element could not be born. The elaboration of a new competency grid which would adapt to the new conception did not take place, and neither did the connection of subject curricula to the conception, the objectives and the learning outcomes of the training programme. In a reflective way, today we see the logical process presented in *Figure 1* as the defining and necessary steps of training programme development, from which several were left out in our case. Due to this, the training programme development reached the limits allowed by the given opportunities, however, in lack of experience and knowledge, the resources could not be maximised.

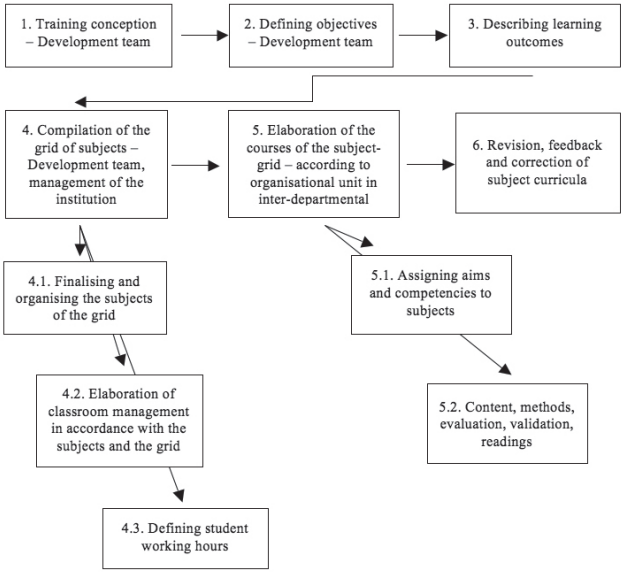

Figure 1: *The flow chart of the development of a training programme*

At the 2011 launch of the renewed bachelor programme the RBA working group was transformed into training programme management[5], which considers the following to be points of conceptional relevance:

1. For the renewed bachelor programme an implementation plan is needed.
2. In order to realize the implementation plan institutional support is needed.
3. The functions of people in charge of a training programme and training programme management should be examined and reformed.
4. The unity of research-development-innovation is still a priority.

2.2. Features of the renewed training programme and their critique

2.2.1. Competencies and training programme

Competencies and subjects

During the reorganization of the bachelor training programme in Education it was a task belonging to the 5th point of the above chart that the development

[5] http://www.ppk.elte.hu/oktatas/pedagogia-alapkepzesi-szak/ *(Retrieved on: 15 December 2011)*

teams select the two-three most important competencies related to the given subject. The seven main competencies of the competency-grid and its total 101 elements[6] as differentiated according to specializations were matched to the 90 subjects in a total of 487 cases: the highest number (15 competencies) was received by *Communication with partners*, whereas the lowest number (3 competencies) was given to *Planning and evaluation* and *The teaching of learning*. The average number of competences was 5.4 per subject.

The assumption, according to which the form of work in the course defines whether within competences, knowledge, skills or attitudes are given emphasis, was not verified. This can be explained by: (1) the shortcomings of development management in the dissemination related to planning work with competencies; (2) the general lack of information on competencies; (3) the lack of awareness about competence-based higher education; (4) the views of teachers that their work would affect every element of the competency regardless of the nature of the subject.

Competencies and years

The training programme can be divided into core training and specialization. The assumption, according to which in the training programme emphasis is laid first on the development of attitudes and skills, and with the advance of years the training is shifted to a theoretical, knowledge-based development, was not verified *(Figure 2)*.

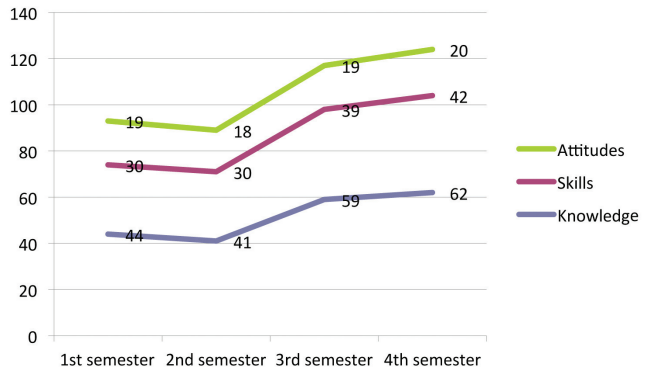

Figure 2: *Distribution of competency elements planned in the core training by semester in grades starting from the academic year 2011-2012*

[6] See in this volume the study of *Orsolya Kálmán* and *Nóra Rapos* entitled 'The development of a competency-grid and the study of its effects'.

As opposed to expectations, in specialization tiers (semester 5 and 6), although not significantly, but efforts to shape attitudes seem stronger than the skills development. Among the specialization tiers there are no statistically relevant differences in terms of competencies and specialization. In the entire curve of the training there is a significant relationship between the year of studies and competencies: in 11 subjects the same two competencies appear, namely (1) *the student is able to contribute to planning, organizing and evaluating projects as a professional assistant or under supervision, and is able to present any result obtained in an understandable way, with special regards to evaluation and measurement systems*, and (2) *the student is able to participate in professional activity and to plan and organize cooperation-based activities*.

The number and weight of competencies

The low number of competencies to be developed within a subject does not necessarily mean that the given course would develop competencies less than another one, or vice versa. The differences can mean that (1) the subject is thematically more homogeneous or integrating; (2) the developers had a more or less clear idea of the competency elements in the focus of training in a given subject.

However, observing it from the aspect of competencies we think that for a given competency or competency element, there exists a so called *critical occurrence*, which is necessary for it to be substantive. After investigating the occurrence of the seven main competencies of the competency-grid, the following can be observed *(Figure 3)*:

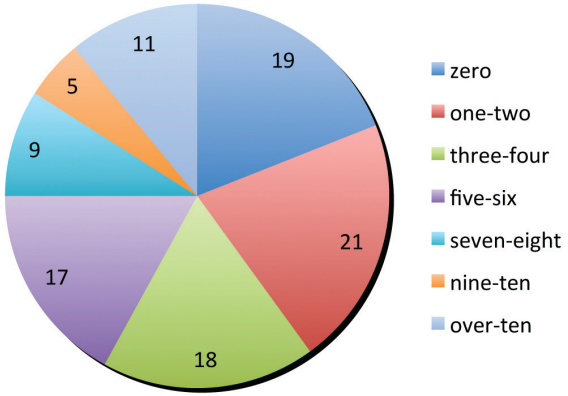

Figure 3: *The number of occurrences of the elements of the competency-grid– searching for training focus*

- In the focus of the reformed bachelor programme we can find the 3rd (*Educational phenomena and problems detection, investigation and scientific analysis*) and 4th (*Pedagogical identification, creation and shaping learning environments*) competencies.
- The least selected competencies were the 5th (*Pedagogical developments, innovations, project developments*) and the 6th (*Cooperation activities, organization of communities, different social actors*).
- 19% of the competency-grid was not used.
- 16% of the competency elements belonged to the category of high mentions (over 9).

The number and weight of competency elements

Based on the above mentioned outcomes, we selected the most frequent competencies and their elements, the attitudes, skills and knowledge elements for analysis. We assumed that at the development of the bachelor programme, the approach of higher education related to the bachelor programme predominated, namely, preparation for assistant tasks in order to secure immediate employment. According to the professional literature, in the economy employers primarily expect personal characteristics and commitment, and less concrete elements of knowledge. In the world of public education we do not know of such investigation of expectations, therefore we accept the existing investigations as a starting point. According to the analysis, in the training programme taking shape as a result of the bachelor programme revision, this assumption was justified, since from the five most frequent competencies six attitude elements, one skill element and four knowledge elements were selected by curriculum developers. Taking into account the structure of the competency-grid as described in *Chapter 4,* these are the following:

Attitude elements:

- Accepts that democratic societies are culturally diverse, and is open to understanding different theoretical and practical approaches to education and research (2at1[7]).
- Sensitive to current social-cultural phenomena and changes; approaches the opportunity decreasing, segregating effect mechanisms of educational systems in a critical way, and therefore finds it important to take a professional role and responsibility for the adaptive development of students, student groups and social groups (2at2).
- Committed to the problem-centred, evidence based scientific investigation of of pedagogical phenomena (3at1).
- Finds it important to realize the principle of personalised development, and in this respect, reacts critically to educational-learning environments which oppress individuals or groups (4at2).
- Accepts that every human is an independent and autonomous individual, whose decisions must be respected. Open to the acceptance of others, and willing to learn about and respect opinions and values diverging from his/her own, and in favour of this, open to listening to and understanding other people (7at1).

Skill element:

- Able to approach pedagogical phenomena in a problem sensitive way, and with the help of professional theories, capable of multidimensional analysis, of balancing and contrasting points of view, and of introducing new aspects (3sk1).

Knowledge elements:

- Strives to be up-to-date with literature dealing with pedagogical issues and problems and the relevant concepts in order to establish a set of personal pedagogical principles (1kn1).
- Understands the historical evolution, the objectives, the structure, the institutions and the functioning of the social subsystems of education and research and the fundamental education and social policy effect mechanisms (2kn1).
- Based on historical and social scientific experience, aims to understand current social and cultural problems and to explore their historical background, and tries to interpret the fundamental mechanisms and effects of socio-cultural changes (2kn3).
- Knows the main theories dealing with dealing with social and cultural phenomena and understands the connections between fundamental pedagogical phenomena and social-cultural phenomena (3kn1).

By narrowing this list further, most people planned to include the first skill element of the third competency. When examining every element, we can see stronger emphasis on attitudes, since from the aforementioned 11 elements, 45% are attitude, 29% are knowledge and 16% are skill elements.

[7] The first (numeric) indicator is the rank of the competency, the second (letter) indicator shows the kind of competency element (kn=knowledge, at=attitude, sk=skill), whereas the third (numeric) indicator shows the place of the element in the competency-grid.

2.2.2. Competencies and training block

The inter-subject relations of themes were examined in more detail in case of one subject block (educating for social sensitivity and understanding)[8]. According to the analysis, students encountered the theme within the framework of ten subjects in a way that it was in focus or emphatic. In a further nine subjects the opportunity is provided by some topics. This aspect is dealt with even more emphatically in optional courses. Therefore, the curriculum presents the social perspective in an appropriate way; the subject curricula adequately place the world of school into the social context. More in-depth aspects of analysis (such as postmodernity, the changing role of the school) are not as much present, but on the other hand, inequality, diversity and fairness are more articulated. The opportunity for building is created, as in the subject *Child, family, society* students encounter the topic, and then in the subject *Intercultural pedagogy* all this appears more emphatically. In both cases, it is processed according to the corresponding level. Based on the analysis, the human rights perspective is explicitly weak in the descriptions.

The subject distances are acceptable. Although in case of the subjects *Intercultural pedagogy* and *Minorities* there is some intersection, but the shift of stress is still tangible. In the latter subject emphasis is laid on general aspects (being a minority citizen, different minority groups), whereas in *Intercultural pedagogy* ethnic differences, and especially, more specifically the theme of Roma minority is in the foreground, in addition to methods of intercultural pedagogy. The *question of identity* is a topic overarching the bachelor training programme in Education. Several questions can be processed through this by combining the social and the personal perspectives.

2.2.3. Subject planning strategies

In order to explore how teachers think when planning a course, the methods of stimulated recall and group interview were applied. According to these, during curriculum development, teachers considered the kind of subject (lecture, seminar, training) as a starting point, and then continued with the aims. Topics were treated as central elements of planning, and the last place was given to defining the validation principle. It is general experience that teachers assigned competencies to topics and did not set off from the competency-grid to think about the topics and themes through which the competencies can be enhanced. They were not able to recall how much attention was given to credits and the number of lessons. They think they were not much concerned about the phase of the training programme the subject was in, what subjects it is preceded or followed by. Such kind of consideration, which enhances training coherence, is more characteristic of modularly organized, or interconnected subjects, or to a lecture accompanied by a seminar.

By applying content analysis we could see that the curricular building of subjects followed two paths. One can be characterised by the sequence of steps, whereas the other by returning and recurring procession.[9]

Content oriented curriculum planning strategy

This strategy starts from the content and the topics presumed to correspond to the title of the subject; the curriculum template is filled in a one-way process. Competency is not, or at least not a primary concern.

> *"This competency issue has only come up recently. Until now we didn't have to deal with it."* (Teacher 1) *"I cannot help it, but when I see a subject, what immediately comes to my mind is what I could teach in it and not the competencies, Those are too general for me."* (Teacher 2) *"With teaching work of several years it was not easy, now I know where I would like to get by the end. I would be lying if I said this was the same at the beginning as well."* (Teacher 1)

Content oriented, trial-based, multiple approach (probabilistic iterating) strategy

This strategy can be characterised by the coordination of topics, competencies, learning management and literature blocks.

> *"There isn't a big difference between the lecture and the seminar. During lectures I also have a lot of conversations with the students, we do group work and they work during the semester as well. Perhaps this is against the rules, because attending the lecture is not compulsory, but I usually discuss this with them."* (Teacher 3) *"I started out from the course description, and then I selected from the competency-grid the ones I found the best. No, actually I did not take the course description*

[8] In the analysis of the subject block (subjects serving a well-defined training objective) György Mészáros, assistant professor also took part by studying the course descriptions of ten compulsory and restricted optional courses: PEDB11-110 Equal opportunities, fair education; PEDB11-127 Socio-cultural differences and the school; PEDB11-112 The network of outside school education; PEDB11-113 Institution visit and practice outside school; PEDB11-114 Taking roles in civil society, community work; PEDB11-111 Social studies; PEDB11-133 Intercultural pedagogy; PEDB11-142 Child culture and media (optional); PEDB11-604 Social sensitivity and social cohabitation training; PEDB11-142 Minorities – minority status, school (optional).

[9] We found these strategies after the transformation of the training programme, therefore, in lack of the necessary sources and time for in-depth analysis, we do not know what kind of consequences it had related to the description of the course curriculum.

as the basis, but the objectives, or I had some vague picture of where to get." (Teacher 4) *"Everyone had some idea, so at times we changed something in the curriculum, at other times in the tasks to be given. Then we somehow made an agreement."* (Teacher 5)

2.2.4. Illustrating subject development through the example of some courses

We get even closer to the picture of subject planners about development if we do the text analysis of the subject goals. This is what was carried out for example in the subject *Intercultural pedagogy (PED11-133)*, which was taught in the fourth semester according to the training programme. The type of the course is lecture with contact lessons worth two credits. In the curriculum 3-3 knowledge, skill and attitude elements are combined into subject-based competence development, which serves the following purpose:

> "Students should be familiarised with fundamental knowledge of the different theories of inter and multiculturalism, their pedagogical implications and the approaches and methods of intercultural pedagogy. These knowledge elements should help them to become more open to the variety of cultures and social diversity in general. The course fosters this process by connecting the social and the personal dimension, starting from the question of identity. The aim of the course is to shape pedagogical attitudes, and through the particular knowledge elements, to enrich and refine the theoretical and practical pedagogical toolbars of students." (Bachelor programme in Education 2011)

According to this, the subject forms attitudes on the basis of knowledge, and then, as a result of this, the enrichment of theoretical and practical knowledge takes place. In the description, from the competency trio it is attitudes which are emphatic, as much as knowledge elements need to contribute to their shaping and this is explicitly defined as well.

Development through seminars showed a reverse logic, as much as, through the shaping of attitudes and the development of skills, it plans to transfer the student to the position of understanding the necessity of professional knowledge and later on, to possessing that knowledge. For example, the objective of the subject entitled *Current issues of pedagogical work in school* is that *"students become critical and motivated readers, viewers and listeners of publications, news and articles related to school work and pedagogical activity, and learn the methods that should be used to analyse the current problems and questions of education."* The thematic nodes of the subject are formed by the actualities that are in the centre of interest. The subject shows what role professional background knowledge plays at the assessment of actualities, and through some examples the students explore the professional content behind the selected topics, events and processes.

2.2.5. The realization of the validation principle

At the reorganization of the training programme, one of the development areas called for decision about how previous studies of students can be taken into account. At the elaboration, the developers could choose from four options: (a) exemption cannot be given from the subject, (b) exemption can be given from certain tasks, (c) some tasks can be replaced with other, supplementary work, and (d) full exemption can be given. From the data it can be seen that in 38.8% of the subjects (N=67), version (b) was selected. From lectures (a) constitutes 33.3%, (b) accounts for 14.3%, (c) for 19%, and (d) for 28.8%. The difference between them is not significant ($p=0.09$). With the advance of training, (a) decreases continuously.

Assessing the data:

1. There is openness to credit transfer, but it cannot be brought into connection wuth competency development.
2. Attitudes to the recognition of knowledge from elsewhere seem to be more rejecting at academic subjects, such as lectures than at practical subjects.

2.3. Comprehensive exams, core exam, final exam

Thanks to the BaBe research, it became continuously clearer that the Bologna process is not only and not primarily the sum total of structural changes (the transition from one-cycle and dual training to two, and three-cycle training), but it is much more about changes in planning, in process management and in content.

1. One of the first efforts of the research and development undergoing from 2006 was the substantial renewal of the structure and function of one of the comprehensive exams at the end of the fourth semester. Its aim was to realize the learning outcomes approach and competence-based practice through the system of exams.

   During this comprehensive exam, students had to prepare from a set of topics given to them in advance, and compile their portfolios based on their studies. At the exam, the topic is presented in speaking by the students based on the professional literature and through recalling their

previous studies. In the latter, students are expected to make reflections and documentations of how their attitudes evolved in connection with the topic, how they see their skills and knowledge developed. Furthermore, they have to elaborate on their achievements and further tasks regarding one selected competency, based on the portfolio.

The comprehensive exams parallel to this remained in the traditional format.

2. Another articulated element of the research and development taking place from 2006 was the final exam introduced to the first graduating group of students. Its objective are again the realization of the learning outcomes approach and competence-based practice through the system of exams, and the documentation of the results of the graduates entering the world of work.

   The detailed content and procedure of the final exam were elaborated by a working group formed from one representative from each of the three main areas of the bachelor programme in 2009. In the period from 2006, influenced by the results of the BaBe research, the final exam was marked by a reform regarding its approach and the process-based organization of content, which could be described in exact terms. Instead of an exam demanding the reproduction of acquired education content and evaluating the soundness of the reproduction, which is typical in higher education, the topics of the final exam cannot be connected a single subject in their content, therefore the exam cannot be regarded as some kind of 'super-colloquium'. The final exam broke with the tradition according to which the student is not allowed to use any support material. Contrary to this, it creates a situation similar to the ones during working, with the possibility that during preparation time the students can rely on books, the internet, their own portfolio, and compile a presentation about the results of their previous work, and then defend their results and standpoint in a professional dialogue with the members of the committee in front of fellow students.

3. It became a consequence of the examination of the bachelor training programme in Education that a new type of exam was also inserted, again at the end of the 4th semester. The reason for the introduction of the core exam was to guarantee training quality, and to examine the pedagogical knowledge acquired during the core phase of the training programme. Its aim is to check and evaluate the ways of thinking about the fundamental and current issues of education science, the recognition of the most important relationships and proficiency in their elementary analysis. The goals of the core exam are realized by expecting the completion of tasks not only related to certain scientific fields, but to the synthesis of knowledge as well. In this sense, this exam undertakes the examination of the knowledge component with regards to learning outcomes in the disciplinary interests of education science.

   The core exam is a written one. Its exercises are compiled in consideration with defined parameters (number of questions, scientific area, weighing, total points) by a computer program, for every exam date, from an electronically stored and editable exercise bank. This way it can be ensured that for every occasion the exercise sets are equivalent.

3. COMPARISON OF THE 2006-2010 VERSION OF THE BACHELOR TRAINING PROGRAMME IN EDUCATION AND THE ONE IN FORCE SINCE THE 2011-2012 ACADEMIC YEAR

The comparison of the old and the reorganized training programme was done with mathematical statistical methods and content analysis along the subject characteristics, the course objectives, learning management and evaluation. The old programme is referred to as BA, whereas the new one, as it has been introduced before, RBA.

3.1. Major phases of the training according to subject groups and credits

The objectives of the training programme innovation taking place in 2010 were: (1) to address the structural and content anomalies of training, (2) to present sciences in contents appropriate for the level of training and in consideration of learning outcomes, (3) to assist incoming students in learning in higher education better than before, and (4) to ensure that the training programme contributes to organizational integration.

In terms of the structure of core training, the original curriculum predominantly copied the disciplinary structure of education science. The renewed curriculum is conceptually interdisciplinary with its subjects and the labelling of certain subject groups *(Table 2)*.

Table 2: *Subject groups of the core training phase of the bachelor training programme in Education in the old and new curriculum with their lesson and credit distribution*

BA			RBA		
Subject group	**Weekly number of lessons**	**Credits**	**Subject group**	**Weekly number of lessons**	**Credits**
Common subjects of the training branch	8	11	Supporting learning in higher education	8	8
Introduction to the world of education and schools	7	8	Pedagogy and psychology propedeutics	10	12
Introduction to outside school education	7	7			
Introduction to the world of culture and science	4	4			
Hungarian and international history of education	8	10	Theoretical foundations of the history of education	7	9
Theory and philosophy of education	6	10	Theory and practice of education and teaching	22	24
Teaching theory	8	10			
Psychology of education	10	10	Psychology of education	10	10
Sociology and economy of education, education policy	9	10	Sociology of teaching and education, the social environment of school	10	12
Comparative education science	7	10			
Research methods in pedagogy	8	8	Sensitivity to pedagogical problems and pedagogical research	6	7
Applied pedagogy and practices	8	8	The world of school; students and student groups	9	12

In the new specialization tiers, in terms of content, connection with departments as discipline-based organizations ceased to exist; the emphasis shifted to the tasks to perform in the world of work and to the preparation for these duties, while also keeping open the preparation for the master programme as well.

3.2. The type and credit number of subjects

The new training programme substantially reorganized learning management, which can be explained by the reinterpretation of the function of the bachelor programme, the strengthening of the learning outcomes approach and the better in-depth understanding of the specificities of learning in higher education.[10]

For example, the 63%-37% ratio of lectures and seminars in the first year of the old training programme was changed to 22%-0%. The empty slots were filled with practice (72%) and training (6%). This rearrangement is also reflected in the subsequent two years. Regarding the training process this change is the most significant in the beginning year receiving the students and the closing year which sends them out of the programme.

Parallel to the decrease in the number of weekly contact lessons and subjects, in the grade entering in the 2011-2012 academic year the average number of credits assigned to a subject increased. The increase of credit numbers took place in the entire training, but the average is lowered by the fact that the trainings are worth one credit. The ratio of two-credit subjects is 35%, that of three-credit ones is 33%. 20% of the subjects are rewarded with four credits, and 4% were given five.

Taking the student workload influencing the number of credits and the higher education pedagogical concerns into consideration, besides the decreasing number of contact lessons, the amount of compulsory literature increased. When analysing the situation we saw that to the 58 subjects,

[10] See in this volume the paper by Krisztina Gaskó and Orsolya Kálmán entitled *Learning in higher education*.

149 items of compulsory readings were assigned, from which it happened in 13 cases that the same work was used in more subjects. This number in itself is not informative enough, as in the case of collection books, assigning chapters is not unusual. Journal articles constitute 2% of the literature. 10.7% are available online. From the latter, there are relatively many primary sources (e.g. legal regulations), however, there is little reference to explicitly online learning materials. On the list of compulsory readings there are no foreign language items, but such can be found among optional readings. The opportunity for selection is narrow in the compulsory literature. The volume of optional literature varies, but it is often 5-8 times more than the compulsory literature.

3.3. Subject objectives

When doing the content analysis of the articulated objectives of the 86 subjects in the old and the new bachelor programme, it can be remarked that there has been a considerable quantitative shift to the direction of planning with attention to learning outcomes (LeO-based planning). In the expression of learning outcomes, knowledge elements became more frequent, but the number of subjects which were regarded as appropriate for forming attitudes quadrupled.

3.4. Student activity, learning management

The organization of student activity is most recognizable at the marking of management modes, but without the indication of specific tasks, in 47% of the course descriptions. The RBA contains such plans in 100% of the cases, as it was already part of the subject template. In 55% of these descriptions it is not only the form of work which is specified, but detailed descriptions of the tasks and their content are provided as well. These descriptions are also in accordance with the ones about evaluation.

3.5. Planning evaluation

From the 94 course descriptions of the BA, reference to formative or diagnostic evaluation can be found in altogether two cases, in the documents of the RBA, in 36 out of 53. The LeO-based approach is realised below the national average in the BA curriculum, and above the national average in the RBA curriculum. In the Tempus-research mentioned in the introduction of this paper, reference to diagnostic and formative evaluation could be found in 10% of the examined course descriptions, whereas in the case of the BA it was 5%. The remaining (95%) cases showed summative evaluation. In the RBA curriculum the weight of summative evaluation remained in 90% of the subjects, but in addition to this, formative and diagnostic evaluation also appeared in the texts (57%). The presence of diagnostic evaluation is 24%, that of formative evaluation is 33%.

3.6. Optional subjects

The support of individual learning paths and especially orientation provided the reason for the increase in the number of optional subjects from 4 to 15. The group of optional subjects contains, among others, courses of comparative science, and those special professional areas, through which students can lay the foundations of their further studies (e.g. Fundamentals of special education, or Practical studies in research methodology). The increased weight of optional subjects eased on the previously stronger 'saturation' of subjects, and it helps the individual progression of students with different conditions and goals.

4. GENERAL QUESTIONS OF THE APPROACHES TO CURRICULUM DEVELOPMENT AND THE NATIONWIDE RESULTS OF THE 2010 LEO RESEARCH

In 2011 we examined that from the dimensions of the research supported by Tempus Foundation (Vámos 2010), how the learning outcomes (LeO) approach influences the renewed training programme.[11] The previously differentiated BA and RBA training programmes were examined and analysed based on the following hypotheses, and then compared with the nationwide results of the aforementioned research.[12]

4.1. Hypotheses

1. In the RBA curriculum a positive shift can be observed compared to the BA curriculum in terms of the learning outcomes approach.

[11] See the characteristics of the so called LeO approach in the references given.

[12] To this part of the research, the students participating in the courses ISSZK-V3/1 and V5/2 of the Sándor Illyés Special College in the autumn semester of 2011-2012, and Vilmos Vass and Máté Schnellbach teaching consultants also contributed. The results were summarised by Orsolya Csík, László Horváth and Rebeka Dorottya Mózessy at the Celebration of Hungarian Science on 18 November, 2011. (This could be found at: *http://www.elte.hu/hir?id=NW-2855)*

2. The shift in the course descriptions of 2005 and 2011 is caused by the increase of practical lessons.
3. If a course description can be characterised by formative and diagnostic evaluation, it is more LeO based.
4. In the RBA curriculum the LeO approach is more articulated than the national average.

LeO aspects were examined by coding the following key points:

1. Learning-centeredness appears among the objectives
2. The curriculum answers the How question
3. The curriculum answers the Why question
4. The curriculum contains competency elements
5. In the curriculum there are elements referring to the process of learning.
6. The requirements of the course description have LeO elements.
7. There is reference to formative evaluation.
8. There is reference to diagnostic evaluation.
9. There are elements related to student activity.
10. There are elements related to learning management.

4.2. Sample, methods

In the investigation, 77 subjects (78%) of the 2005 bachelor programme in Education (BA) and 64 subjects (94%) of the 2011 version (RBA) were included. Exam subjects were not dealt with. First, we carried out content analysis with the processing of subject curricula along predefined aspects, and then the data obtained were statistically processed with the SPSS program. From the data, we created standardised variables, which measured the LeO centeredness, and kept subjectivity at a minimum level. The advantage of the so called z-score variable is that it is characterised by high level of measurement, and contains the individual variables in a ratio corresponding to the frequency distribution. From the z-score values, the higher values mean more LeO centeredness. The variable obtained this way was then correlated with the four-category variable answering the question "How much can it be characterised by the LeO approach?". Based on the results it can be seen that the LeO centeredness as judged by those coding the answers had strong relationship (0.87) with the newly created standardised variable, therefore it can be claimed that the new variable measures LeO centeredness adequately. From the new variable we created a four-category variable, based on the quartiles. By this, in comparison with the previous variable used for coding, we obtained more reliable categories, from which the higher ones mean more LeO centeredness, with the additional remark that the value '1' does not correspond to the previously lowest category, thus it does not mean that the course description contains no LeO-based elements whatsoever, but that according to the data obtained, it is little related to the LeO approach, and the same can be said about value '4'. This is important, because the difference between the individual categories will be identical.

During data processing, in order to test the 2nd hypothesis, we created the variables called 'lecture' and 'not lecture'.

When interpreting the results concerning evaluation it must be recognised that diagnostic and formative evaluation helps teachers and students alike in continuing the learning process in the direction of the objectives (LeO), and if necessary, change learning strategy, or reconsider their tactics, methods or views. Summative evaluation registers the achieved result, which cannot be changed by any of the actors.

4.3. Testing the hypotheses

Hypothesis 1: In the RBA curriculum a positive shift can be observed compared to the BA curriculum in terms of the learning outcomes approach

The chi-square test is significant; therefore there is a relationship between the two variables. Based on the 0.8 value of Cramer's V we can describe the relationship as a strong one. Thus it was verified that the new version of the training programme is more influenced by the so called LeO approach than the previous one. For example, in the BA curriculum we could not find any 'Most LeO-based' subjects, whereas in the RBA there were 35 (55% of the analysed subjects) *(Figure 4).*

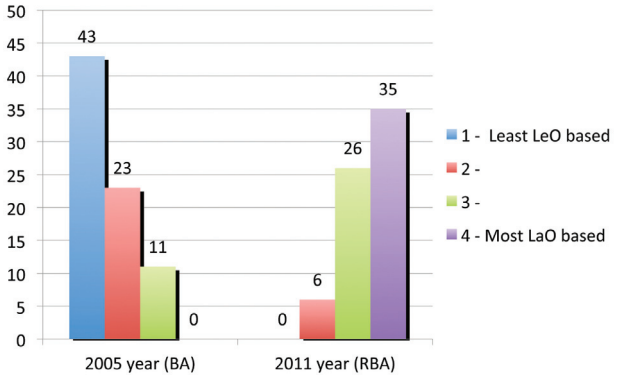

Figure 4: *The presence of the LeO approach in the BA and RBA curriculum*

Hypothesis 2: The non-lecture subject types are more LeO-based, hence the difference between the BA and the RBA curriculum is caused by the decrease in the ratio of lectures

The chi-square test is significant; therefore there is a relationship between the two variables. Based on the 0.564 value of Cramer's V we can describe the relationship as a strong one. Thus, it was verified that lectures and other types of subjects represent different levels of LeO centeredness. During the analysis we would have liked to exclude the reason according to which the increase of LeO centeredness was caused by the shift in the ratio between lectures and other types of subjects towards the latter (in the BA curriculum the ratio was 52%-48%, in the RBA it was 30%-70%), and verify that the two types of subjects reflect two kinds of attitudes. The test could have been done with a three-dimensional crosstab, but owing to the low numbers in some cells, this could not be done. We examined possible differences between subject blocks, but again, due to the low numbers no meaningful results were obtained.

Hypothesis 3: If a course description can be characterised by formative and diagnostic evaluation, it is more LeO based

Based on the content analysis, diagnostic evaluation does not appear in the BA curriculum, therefore its breakdown is not possible, however, in the case of formative evaluation, the investigation of the relationship between its prevalence and the LeO centeredness of the course description can be carried out. The result of the chi-square test is significant; therefore there is a relationship between the two variables. The 0.842 value of Cramer's V indicates strong relationship. Thus it has been verified that the presence of formative evaluation renders the presence of the LeO approach more likely *(Figure 5)*.

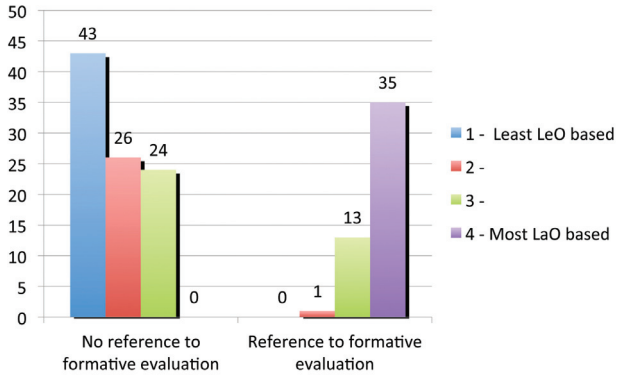

Figure 5: *Relationship between formative evaluation and the LeO approach*

Hypothesis 4: In the RBA curriculum the LeO approach is more articulated than the national average

Based on the verification of Hypothesis 3, it can be claimed that in the BA curriculum, the learning outcomes approach is less characteristic than the national average, and in the RBA it is above average. It has been verified that while in the Tempus research in 10% of the course descriptions we found reference to diagnostic and/or formative evaluation, in the BA curriculum the corresponding figure was 5%. The remaining cases (95%) presented summative evaluation. In the RBA curriculum, the weight of summative evaluation remained in 90% of the course descriptions, but in addition to this, formative and diagnostic kinds of evaluation also appeared in the text (57%). The prevalence of diagnostic evaluation is 24%; that of formative evaluation is 33%.

4.4. Stakeholders of the development[13]

In addition to the comparison of the curricula it is important to see how the organization can be characterised, in which the development took place.[14] To investigate this, we asked several questions from the survey of the aforementioned higher education research in our own institute as well, in order to compare the results with the nationwide ones. The questionnaire was sent to the respondents in our institute in December 2011. We regarded the total population to consist of the teachers in full or part time employment and the circle of PhD students. From the sample (n=28), we created groups based on position, scientific degree, and participation in the 2010 renewal of the bachelor programme in Education. From the data received, we made rankings[15] on the basis of which the data could be compared with the sample of the previously mentioned nationwide research. Due to the small sample size the SPSS statistical analysis did not show significant relationships in the questions examined, so the conclusions below may have some limitations. The investigation we undertook made it possible to get a more refined picture of the inside world of an institution compared to the nationwide research results. Similarities and differences in this case could only be grasped along the groups. We found that in the attitudes of the respondents, scientific research, doing and disseminating science are articulated.

[13] In this part of the research, we were assisted by an Education MA student, Orsolya Csík. She presented the results at the 2012 Tani-Tani conference.

[14] ELTE-FEP Education bachelor programme development, 2010–2011.

[15] K independent samples; the lower a rank number, the stronger the agreement, whereas the higher the rank, the weaker the agreement with the given statement; rank numbers are indicated by the figures in brackets.

This is the primary element of group formation, similarly to the national picture. Differences can be marked along the acceptance or rejection of changes, the influence of the world of work and the international context (Vámos 2011: 31), which is refused more strongly in our institute than generally in the country. In the following, due to the small sample size, the above statements are to be illustrated by some examples, with the ranks of positions and the connection to the programme renewal *(Tables 4 and 5).*

- University professors mostly agreed with the statement (7.33[16]) according to which *the importance of the relation with the world of work is overrated*, and they accepted the statement that *the internationalization of science threatens our national achievements* the least (19.50). The opposite of this set of attitudes can be seen among assistant lecturers
- The rankings of associate professors and assistant professors are the inversions of one another. Associate professors, as the high rank number indicates (21.00), do not at all agree with the statement according to which *higher education is mostly about doing science, thus the quality of research work is more important than that of teaching* and they agree (7.50) with the statement that *students will have to work in international circumstances*. On the other hand, assistant professors tend to agree with the former (10.36) and reject the latter (19.70).
- The group of heterogeneous composition (guest lecturers, PhD students, retired lecturers) emphasize the importance of nurturing talent, but the conservative, nostalgic attitude to pre-Bologna higher education is not characteristic.

[16] The lower the number, the stronger the agreement with the statement.

Table 4: *The opinions of the teachers of the organization developing the bachelor programme on the functions and operation of higher education according to position*

Position	Most accepted statement (rank number)	Least accepted statement (rank number)
University professor	The importance of the relation with the world of work is overrated. (7.33)	The internationalization of science threatens our national achievements. (19.50)
Associate professor	Students will have to work in international circumstances. (7.50)	Higher education is mostly about doing science, thus the quality of research work is more important than that of teaching. (21.00)
Assistant professor	Higher education is mostly about doing science, thus the quality of research work is more important than that of teaching. / The importance of the relation with the world of work is overrated. (10.36)	Students will have to work in international circumstances. (19.7)
Assistant lecturer	The internationalization of science threatens our national achievements. (11.10)	The importance of the relation with the world of work is overrated. (19.10)
Other (PhD, guest lecturer)	Higher education is fundamentally about nurturing talent. (13.17)	The pre-Bologna system was better. (16.44)

According to participation in the development process, there is marked difference regarding the statement according to which *it is difficult to follow the pacing change of science and there is no time to deal with teaching*. Those participating in the programme renewal as developers in charge of courses agree with this statement (11.22), while non-participants do not agree with it at all (17.61), but agree with the statement that *the pre-Bologna system was better* (12.61). These two groups are the inverse of one another in this case as well. The contributing developers typically find scientific research more important than teaching, which they joined to develop, but accept the presence of the concerns of the world of work in higher education.

Table 5: *The views of the teachers of the organization renewing the bachelor programme on the functions of higher education according to participation in the development process*

Participation in the development process	Most accepted statement (rank number)	Least accepted statement (rank number)
Developer in charge of subjects	It is difficult to follow the pacing change of science and there is no time to deal with teaching. (11.22)	The pre-Bologna system was better. (17.39)
Contributor, member of the developer team	Higher education is mostly about doing science, thus the quality of research work is more important than that of teaching. (10.80)	The importance of the relation with the world of work is overrated. (16.40)
Did not participate	The pre-Bologna system was better. (12.61)	It is difficult to follow the pacing change of science and there is no time to deal with teaching. (17.61)

Based on the results, similar conclusions and relations can be expressed as in the nationwide survey, namely, those who emphasised the importance of doing science, quality research and talent management, and agree with the statement that the importance of the relation with the world of work is generally overrated, do not, or only to a little extent accept the necessity of innovation. Although it cannot be unambiguously stated that the organization turned towards the LeO approach during the time of development, LeO centeredness during the development is proven on the level of curriculum documentation.

4.5. Discussion and conclusions

The results of the statistical analysis underlined that during curriculum development, the learning outcomes approach must be raised to the level of operationalisation. In the renewed training programme, elements of the learning outcomes approach became significant, but it could not be verified whether it had deep-lying, attitude factors, or it can be attributed to the shift in the ratio of theoretical and practical subject-types. It has been proven that there are differences between lectures and seminars in terms of the LeO approach, which however, cannot be concluded simply from the course objective which focuses on theory, because in addition to skills and attitudes, knowledge is also the constituting element of competency. Since with indirect tools, for example the analysis of the planning of evaluation we can see that there has been a remarkable shift to the direction of supporting learning and advance in the training programme (formative evaluation), from which one can assume changes in attitudes, while there are also signs that the scientific and academic positions of the training institution have also been kept.

5. THE PLACE OF THE BACHELOR TRAINING PROGRAMME IN EDUCATION IN THE NATIONAL QUALIFICATIONS FRAMEWORK

At the planning of the bachelor programmes (in 2005), firstly the often mentioned organizational task had to be completed, namely that the teaching of science should be done in accordance with the qualification corresponding to the level of training, in view of the concerns of the world of work. At the time when this challenge emerged for higher education, neither the European, nor the later, based on this, created National Qualifications Framework had come into existence (Derényi 2010; Falus 2010). At that time, as points of reference, the previous five-year training and the NQR training were available. Due to the parallel nature of the processes and the slow shaping of approach, the process of the accreditation of the training programme in Hungary did not bear a system of key elements necessary for dividing the curriculum in accordance with the level of training, or the learning outcomes approach. In the description of the training programmes the output characteristics belonging to the NQF were only expressed in one point[17] (László 2010: 213). The stages of the work on the qualification framework clearly indicate that the management of training programmes in higher education is partly independent of science, and takes place amidst international and Hungarian trends. The leading motives are 'transparency' and 'recognition', behind which it is not the logic of science, but that of the world of work that can be marked, interest in the free movement of labour (Zachár 2010).

[17] See in the structure of bachelor programmes: 7. The aim of the bachelor programme is to acquire professional competencies. Bachelor degree holders know ... Bachelor degree holders are capable of ... Bachelor degree holders possess defined skills (this word does not appear in every training programme) (László, 2010: 213)

In 2010 the developers could already take into account the experience of the two-cycle training, the learning outcomes approach, the better known expectations of the world of work, and the curriculum of the master programme. In this process, the disciplinary and prestige questions were implicitly reassessed. This means that when intervening into training programmes, knowledge about certain sciences and views on scientific publications can be reinterpreted on the different levels of training. From this it can be concluded that dealing with any level of training for the purpose of development means dealing with the given scientific field, and any kind of development work can only progress if the "composition" of the levels of training is taken into account. The programmes (to be) renewed in higher education have to keep traditional disciplinarity and complete modernisation as part of system innovation at the same time. Today it is already known that the establishment of the three basic levels of training (BA, MA, PhD) and tertiary vocational training, the elaboration of the relations between them and the maintenance of the disciplinarity on these levels is not only an opportunity, but an obligation as well.[18] When summarizing the results of the BaBe project we think that the previously mentioned TOR (training and output requirements) and competency-grid (as learning outcomes), their appearance in the training programme (as a disciplinary context), and the levels of the NQF (relations between the different trainings in the world of work) can be the threefold centre of gravity in which the specificity of higher education training programmes can appear.

6. SUMMARY

In higher education, the higher education pedagogical manner of tasks related to training programmes means that when performing these tasks it is not only the hidden theory of learning, but also the theory of science which plays a part, and it is influenced by views related to the functions of higher education.

A training programme development cannot fulfil its potential and create a systematic and coherent integrity in the entire grid of subjects if it gets stuck on the level of course development. It seems convincing that the strong research profiles of the teachers and the critical investigation of their own work can increase their personal achievements as teachers, however, only a 'critical mass' consisting of such teachers can make an impact in the entire training.

According to our case study, the learning outcomes described in the competency-grid could not be discriminated in a coherent way in the training programme by the developers, all in all they could describe the focus of the training. On the level of competencies, what appears more emphatically is the expectations stressing scientific criteria and the support of personal development in the socio-cultural context. With regards to competency elements, attitude and skills development are emphatic. Therefore, we see it as our research result that it has to be admitted that the existing competency-grid must be dealt with in a critical way and it must be examined whether the previous version hinders development. We can see that by the identification of training foci, the training programme development sets the foot of a new competency-grid, which means that it is not enough to simply emphasize the one-directional regulative role of learning outcomes, but that learning outcomes (TOR, competency-grid) must be maintained by research works originating in the discipline, the practice of higher education and the world of work. In this sense, training programme development is in a dynamic relationship with learning outcomes and proceeds along its own developmental logic.

In describing learning outcomes flexibility is important, because in this case the training institution does not only have to interpret the demands from the world of work, but it also has to carry out the adjustment of the discipline it looks after to the different training levels. When undertaking this task the nature, traditions, the science historical role the institute has played and many other things cannot be overlooked. The programme-specific description based on the EQF, the NQF and the TOR is only one stage in the differentiation of training levels. A work of systematic and critical-analytical specification is most likely to affect the description of the general training levels; it would be strange if it was not so.

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CHAPTER 9
ACTION RESEARCH AND REFLECTIONS ON SCIENCE

ÁGNES VÁMOS

In 2006 a research project was launched on the implementation of the bachelor training programme in Education based on the Bologna Protocol in the Institute of Education at the Faculty of Education and Psychology of ELTE (Eötvös Loránd University). As the research activity was targeted at the practices and their amelioration, and at decreasing training risks, and it was conducted by those who were involved in the training, additionally, as it was utilising the set of tools of scientific research, from the very beginning the idea emerged that this is action research. In the course of the process that terminated with the reformation of the Bachelor training programme researchers faced the necessity of redefining their activity on several occasions. At times it was difficult to distinguish the activity that is going on as part of the research from those that are outside of it, or to identify whether something, a result came about due to the action research or is independent of it. Throughout the years other, non-research types of elements were also included in the undertaking that became known as the BaBe research in the beginnings. Today, without challenging the validity of the action research, the research team thinks about its work with more elaboration, as presented in detail in Chapter 2. The activity that was getting more and more complex preserved its target-oriented nature and reached its goal by renewing the bachelor training programme in 2011. In our view the action research had become multi-dimensional which process established the BaBe research as the core of a larger set that we call the BaBe project. The overview of action research from a history of science and a philosophy of science points of view, the examination of the role it has in learning can contribute to the evaluation of the accomplishments of the BaBe research team from the aspect of these scientific and methodological paradigms, in addition to assessing its significance.

1. THE HISTORY AND TYPOLOGY OF THE RESEARCH

It is generally emphasised in the international literature that we cannot rely on only one discipline if we are talking about action research, as its history and present can be explained in different branches of science. To underpin this statement we hereinafter outline the roots and international spread of action research. The basis for this is the bulging literature of action research and the papers analysing the international trends of research in Education. In numerous countries there are websites[1] dedicated to it, associations established for those who are involved or interested and bibliographies are published.[2],[3] Besides describing their own action research there are opportunities for cooperation, also with Education as a topic among them. There are journals entitled *Action Research*[4],[5],[6],[7],[8],[9], and recently a three-volume collection of articles was published in 2010, edited by *Anne Campbell* and *Susan Groundwater-Smith* with the title *Action Research in Education.* We extensively used its rich material presenting theoretical and research findings. *Doing and Writing Action Research* is also a remarkable book (McNiff & Whitehead 2009). Strictly speaking of the researchers of the

[1] http://recherche-action.fr

[2] http://www.recherche-qualitative.qc.ca/biblio/rech_coll_rech_action.pd

[3] http://biblio.recherche-action.fr/index.php

[4] http://www.hampp-verlag.de/hampp_e-journals_IJAR.htm

[5] http://www.sagepub.com/journals/Journal201642

[6] http://www.scu.edu.au/schools/gcm/ar/ari/arihome.html

[7] http://www.tandf.co.uk/journals/reac

[8] http://blog.recherche-action.fr/hugues-bazin/

[9] http://biblio.recherche-action.fr/sommaire.php?id=135

history and typology of action research, besides the information that can be obtained from the afore mentioned websites and books, as a source for the following descriptions the works of *Jacque Ardoino* (1989), *Georges Lapassade* (1993) and *René Barbier* (2006) must be highlighted.

1.1. Early period

The roots date back to the work of *Dewey* in Education at the beginning of the 20th century, namely the concept of socially embedded experiential learning appearing in his Education philosophy. *Dewey* fundamentally defined the directions of thinking about learning as well. He dealt with the professional knowledge of teachers, with the 'professional spirit' of teachers, he removed it from the purely disciplinary approach to teaching, and formulated doubts about the way and methods through which some content makes its way to children i.e. as it becomes knowledge (Dewey 1913a). Following him there were many whose work was based on his theory which describes learning as activity accompanied by reflection, and as trial and experimenting[10] (Dewey 1913b).

> "All our experiences have a phase of »cut and try« in them – what psychologists call the method of trial and error. We simply do something which works, and then we adopt that method as a rule of thumb measure in subsequent procedure. Some experiences have very little else in them than this hit and miss or succeed process. We see that a certain way of acting and certain consequence are connected, but we do not see how they are. We do not see the details of the connection; the links are missing". (Dewey 1916 – quoted by Campbell & McNamara 2010: 103).[11]

He did not only bring forth the new idea of "learning by action", but also his epistemological approach is pioneering, which states that the learning of humans is characterised by the constant renewal of the knowledge acquired through experience, which is learning in smaller or larger communities adding up to social learning (Campfens 1997 – quoted by Varga 2011). The concept of social learning and action research first met at the end of the 19th and in the first decades of the 20th century in the framework of the work organisation movement *Catholic Action*[12] which operated throughout several countries in America and Europe. This organisation had an affiliation to working class neighbourhoods and suburbs and besides strengthening religious commitment it advised its members to think about and analyse their own situation in order to find out in what way they need to change to become more successful employees and social beings. The activists of the organisation often employed questionnaires and other research methods in order to support the training of those who joined their organisation and aided them in obtaining the best jobs. The basis of the *Entre eux, Par eux, Pour eux*[13] movement is action and the Gospel which is manifested in the motto: "Observe, judge and act" (X. Pius 1905; Choquette 2004: 348)[14]. Of the same field René Barbier mentions the Workers' Inquiry movement in connection with Karl Marx which similarly sprung up from social tensions. Marx urged factory workers to reflect on their own living conditions and by using the findings of the questionnaires confront politicians with their unbearable situation (see also *Emile Durkheim*), in search of weapons against social inequality, prejudice and discrimination.

Another path in the history of science from the same period of the turn of the century had its roots in Anthropology. The examination of the "exotic" world influenced many branches of science and social discourse at the time not just because of its extraordinary nature but it was a hot issue in politics as well. It contributed to thinking about humans, culture, human rights and also to knowledge in natural sciences, and aided Museology, natural sciences and Anthropology in becoming disciplines. At the beginning of the 20th century Anthropology was not 'merely' dealing with studying the life of 'savages' any more, but, taking the above mentioned social responsibility as a wider topic, it included the lesser known segments of the Old World in the sphere of research. For instance in 1943 *William Foote Whyte* published the findings of his research between 1936 and 1940 titled *Street Corner Society* in the course of which he followed the lives of gangs consisting of young Italian immigrants living in one of the underprivileged neighbourhoods of the USA. It is the second edition (1955) which brought him critical acclaim and ever since he has been viewed as the founder of ethno-sociological *participating observation*. It is also worthwhile to mention the works of anthropologist *Sol Tax* who applied the expression *action anthropology* at the end of the

[10] Today we define this as learning by trial and error.

[11] The "rule of thumb" mentioned in the quote means a simple rule set up on the basis of experience. The etymological background of the expression is that in the past many things were measured with the approximate size of a thumb, i.e. based on the "rule of thumb" (by estimation, without real measurement tool).

[12] http://books.google.hu/books?id=hk6702aK6A8C&pg=PA348&lpg=PA348&dq=Catholic+Action+Mouvement+en+France&source=bl&ots=Xz2ulWQ1T2&sig=QUGjfOI5IQ6By4fQWMR_KUwxgXU&hl=hu&ei=htUZTZ-fF4Sg8QOu9oWFBw&sa=X&oi=book_result&ct=result&resnum=5&ved=0CD8Q6AEwBA#v=onepage&q&f=false

[13] 'Among them, By them, For them.'

[14] http://www.ewtn.com/library/EN CYC/P10FERMO.HTM

40's to those cases when the involvement of locals in occasional democratic processes was facilitated successfully.[15] The goal of the camps that became known as Fox programmes was to facilitate the encounters between different cultures. From the cohabitation of Mesquakey Indians and students aiding them (with legal representation, intercultural communication advice) he believed that both parties could benefit. However, the programme raised several ethical issues. Many saw him as the advocator of the philosophy of cultural relativism and fundamentally criticised his protocol: *"Action Anthropology is, in a sense, the practical application of the cultural relativist approach that emerged during the inter-war period".* (Vörös & Frida 2006: 412)

1.2. Classical action research and the T-group

The real founder of action research was psychologist *Kurt Lewin* in the 1940's. It is down to his work that first the concept of *cooperative research* then the concept of *action research* was born. The difference between the two lies in the fact that in the latter one more emphasis is laid on the freedom of cooperation, the process and – because of social learning – on communities. Changing the concept is a result of raising issues of research ethics and social learning processes and not least of discovering certain features of group dynamics. According to the research *Lewin* conducted in this field, changes in behaviour happen amid group conditions because decisions made together are sensed by the individual as a feeling of belonging together. According to his theory, learning is a process of reassessment induced by new experience and emotional effects. He defined the process of change in behaviour as 1) melting: prior habits are questioned in the new situation and new habits emerge; 2) change: we re-examine habits and a new behaviour pattern is created; 3) refreezing: fixation of new habits.

In 1946 *Lewin* experimented with so-called Training Group (groupe de formation) situations in order to mobilise resources within the groups. He gathered the participants in groups of less than 15 around a moderator whose task was not to share his knowledge with the group but to facilitate the group in discovering and exploiting its own resources. The moderator does not interfere with the process, his task is typically to "describe" the events within the group and not to *interpret* them. The difference between the two lies in the fact that while one is characterised by the intention to stay away from the events in the group and remain objective, the other is characterised by explaining events from one's own point of view through explanation and interpretation. The above mentioned *Whyte* also participated in such T-Groups, probably because they had a certain kind of ethnographic feature which attracted him.

With credit to the scientific achievements of *Kurt Lewin*, his description of the main stages of action research and their spiral organisation are still viewed as definitive. These are: 1) diagnosing, 2) planning, 3) initiation of the first phase, 4) executing the plans, 5) observing this, 6) planning the new phase on the basis of the assessment of the experience acquired. According to his interpretation, practice, observation and theory accumulate in this motion.

The literature of this field states that in the 1940's due to the influence of *Lewin* those research types appeared that defined themselves as action research that were characterised by practical application, work on the field and focused on the following:

- Axiological perspective (preferring democratic deeds; bringing closer the interests of scientists and citizens in order to decrease social dysfunctions and ease human suffering).
- Praxeological perspective (the value of knowledge is based on the practical applicability of theoretical knowledge, only that theory can support social decisions which was examined and applied successfully in practice).
- Methodological perspective (the definitely experimental examination and curing of social situations). (Ardoino 1989; Barbier 2006)

Although *Lewin* generally put emphasis on research, his followers were divided along their preference of action or research. It is not easy to choose, which is clear from the fact that it was not always clear from the research results whether those involved were operating as participating researchers or as agents of change (Ardoino 1989). The acts of research carried out by *Lewin* and his followers in the 1940's and 50's are defined today as *classical action research*. By raising the key question: what is necessary to be done for individual and public welfare, for facilitating social change, it is not just science methodology that earned yet another important tool, but also action research contributed to defining human rights and to cultural understanding amid research and not just research conditions.

[15] 'The summer camp of Chicago anthropologist Sol Tax started in 1948 among the Mesquakey Indians which later on was called Fox Programme. The goal of this camp was that the scientific approach that kept a distance previously is transformed into a special blend of theory and practice, which could yield new scientific knowledge and also brought advantages to the researched ethnic group: by giving advice, legal representation, developing intercultural communication, offering high school and college scholarships, professional further training or by supporting different service enterprises. The students carrying out research in the summer camps started to feel responsibility for those people who provided them information and data on which their own scientific career could also depend. There is heavy debate about the successfulness of the Fox Programme and action anthropology in general, views differ to a large extent.' (Vörös & Frida 2006: 412)

1.3. Emancipated action research

1.3.1. New epistemology

Until 1977 when *Heinz Moser* positioned action research in a new philosophical perspective, it was utilised on multiple occasions and on several scientific fields. In the methodology articles that are often viewed as mosaic-like, it frequently appeared as simple empirical research beside traditional methods. *Moser*'s theory was new because according to him action research is not some new logic which should guide the process of research but a new strategy, and in this sense it should be distinguished from *experimental research*.[16] As a consequence, from the 70's those acts of research were called *emancipated* that radically broke away from the positivist approach and viewed the insider, reflective participant as opposed to the outsider researcher the generator of processes.

As a logical continuation of the antecedents, by the 80's *Carr* and *Kemmis* defined action research as research realised in practice and relevant to the practice of the participants. They built on the "classical" antecedents but redefined them. The difference between the two approaches lies in the relationship of practice and science, and in the social role of science. The new theoretical paradigm became known as *emancipated or critical action research (Table 1).*

[16] Experimental research seeks cause and effect correlations. It looks at how the modification of one element affects another element. E.g. the leader of an organisation intentionally modifies the environment of a phenomenon, and would like to know whether this causes a change in the phenomenon.

Table 1: *The comparison of classical and emancipated action research*

Aspect	Classical action research	Emancipated or critical action research
The social role of action research	The democratic participation of small communities in social processes, and in putting across their own viewpoints	Democratisation of research by breaking away from a privileged circle, from the academic world, and "descended" into everyday life
The impact of action research	Innovation is easier to implement technically and has enduring social impact	In the process of innovation more relevant answers are produced to problems that are to be solved.
The scientific researcher	Member of the academic circle, with distinguished and exclusively possessed expertise	Those participants whose activity is the subject of the research and who facilitate the research with their activeness
Research methodology	Viz. targets reality, seeks scientific truth. Mathematical inspiration, experimental-technical approach	The scientific value of interpretative features increased

Indisputably, *Carr* and *Kemmis* described an epistemological revolution. They formulated four expectations on condition of which scientific results match the new approach:

1. it refuses such positivist approaches as truth, reality, objectivity;
2. it uses the interpretative categories of those making the processes and other participants;
3. motivates participants in the processes and others involved to identify those obstacles in their environment and in the social context that are in the way of change, and they should be able to prevail by interpreting these on a theoretical basis;
4. action research must rely on defined practice i.e. it must decline to raise the issue of truth, and it must be emphasised that the results are connected to the given practice. Practical problem in this case is such a problem for which the solution lies in the practice itself. As a consequence, its purpose is given as well, and refers to the concretely located practice. It is important to emphasise the insider researcher as opposed to the outsider researcher. It is him or her that knows the situation the best as s/he is a part of it, committed to enhancing it and has an interest in the process going along researcher practicality without using superfluous and senseless research tools (Carr & Kemmis 1986.).

1.3.2. The interdisciplinary background to the revolution in action research

In the beginning of the 20th century similar processes took place in terms of other sciences. In Philosophy, as a tradition, they sought and described the meaning of existence and present life among other pursuits, but at the same time the ontology of *Gadamer* and *Heidegger* by going back – mutatis mutandis – to *Aristotle*'s relationship to action, stated, as *Marleau-Ponty* put it,

that the self-understanding of humans happens by fitting between things, by observation, which leads to a clarification of the existence of things and ourselves. It is an important thesis in the theory of science that humans view themselves as being active. According to this system of theory discourses[17] connected to action serve the purpose of understanding human and social actions. In the modes of speaking practical philosophy finds theoretical aspects, such as: What shall we do? How shall we act? Why do we act as we do? What is the good deed? (Figal 2009)

The roots of practical philosophy date back to the action theoretical work of *Max Weber* (1864–1920) in the 1910's, and primarily to the great figure of Sociology and Statistics *Émile Durkheim* (1858–1917). The most important call words of *Durkheim*'s understanding of society are collective consciousness, social ethos, consensus, and social cooperation, solidarity, social norms and actions that lead to or disturb social consensus. According to him social phenomena form an interrelating system where one phenomenon can be explained by another. As a consequence, a given society has its own characteristic modes of action, ways of thinking, emotions, political and legal institutions, and these have an obligating effect on the individual. Practical philosophy seeks the opportunities and place to manoeuvre for actions and the justification of practice. Their system of conceptions differ in whether they state that justification of practice can exclusively originate from human scales and human sources, or it can exist independently i.e. it is objective.

Subjectivist and relativist approaches gained ground at the beginning of the 20th century as humans and society – as a result of anthropological research and previously in connection with the discoveries of *Darwin* (1809–1882) – faced the diversification of worlds, cultures and languages, and they wanted to understand this. They were searching for explanations for the differences between social groups, later on they wanted to understand how humans are capable of oppressing other humans, capable of anti-Semitism and the Holocaust: Why do humans act as they do?

A revolution took place in Linguistic Philosophy as well in the 19th and the 20th centuries as the theoretical orientation of Philosophy that had been so characteristic until then opened up towards experience. The thesis stating that language earns its culturally relevant meaning in everyday life and use is the basis of the qualitative and narrative approaches that emerged later on (Wittgenstein 1992). According to this, rendering a meaning to a thing is open and infinite because of its personal nature. Judging validity lies behind that system of conceptions whether this is true or not, i.e. the question: why our words mean what they mean and why we understand something. According to those who think that meaning is not arbitrary, meaning is validated by context "in which something can be defined meaningfully" (Geertz, 1994: 181). So validity in this logical relationship means that the world of our language "extends to the borders of that world within which our actions take on their intended meanings, our words have meaning and our reading and interpreting efforts are not in vain" (*see above*).

The epistemological revolution was fuelled by the case-study nature of action research and the historical feature that manifested in it. The reflections and interpretations of those involved in the "action" become in a way narrative messages that host the multiplicity of hermeneutic perspectives. According to theories that emphasise the social definiteness of the individual (László 1998, 1999, 2008; Pólya 2007), narratives, as concrete constructions give account of the world experienced individually and collectively, and are able to define and examine both the individual and the collective identity. Individual narrators, in our case the participants of an action research, primarily report from their own perspective, while we can also see the characteristics of that environment in which it is relevant. Among today's research paradigms narratives and mankind's "endeavour to explain the world" have a natural place. They bear the features known since the time of Aristotle, the schemes of building up a story and its functioning, and rendering intention. We simultaneously encounter uniqueness, which is not characteristic of anyone else, and typical elements in stories. The individuals' internal experience contents and those that are the result of their social environment also appear simultaneously (László 2000). As for the question of validity of such research that is based on unique, case-study type of action research, besides the above mentioned aspects we may apply the *Malinowskian*[18] theory of "anthropological present tense" that is accepted in anthropological research, according to which the knowledge and interpretations acquired through anthropological research are always valid for the given location (Vörös & Frida 2006). As soon as these points of view were involved in action research, the shift from the old, classical action research became more and more obvious.

[17] The description of what happened before the given action, or a description of the action after it happened.

[18] Anthropologist Bronislaw Malinowski (1884–1942) dealt with researching religion in the indigenous communities of Melanesian islands.

2. ACTION RESEARCH IN PEDAGOGY

2.1. Emancipated action research and the teacher-researcher

The emancipated action research is participatory research. As a consequence, those aspirations that aimed at directly examining practice by the practitioners themselves exceeded those types of action research that were undertaken by outsider researchers. The researcher's point of view changed, the practitioner gained an independent researcher position.

Teacher-researchers appeared in schools in the USA from the 50's and later on in other parts of the World too. *Lawrence Stenhouse* belongs to this movement in Education. His merit lies not solely in the fact that he found a new topic, curriculum, fascinating and worthy of research, but also that he examined it in practice. In doing so he blended different elements of action research, carried out classroom research on which the teacher reflected, and in this continuously ongoing activity perfecting accompanied by research took place in the course of teaching and learning. *Stenhouse* denied that such science exists that does not have any practical relevance. He did a lot for demonstrating the scientific values of education.

> "...could we have an education science? It is a question that can be construed in many ways, but here I mean: could we have a study of educational phenomena which opted neither for the common language of education nor for the language of social science theory, but instead for a theory which is related directly to educational practice? Not sociology, not psychology, but pedagogy". (Stenhouse 2010: 388)

Firstly, *Stenhouse* examined curriculum development in schools, with the cooperation of a social psychologist consultant in the beginnings. As a result of his work the "Teacher-Researcher" role gained prestige. He definitely refuted the idea held by the so-called academic researchers which states that teachers cannot carry out research because they are not educated enough in terms of research theory, as he puts it: they are "innocent" (Stenhouse 1975; Stenhouse 2010: 390). In interpreting the researcher role *Stenhouse* emphasised the role a teacher plays in the class and stated that the classroom is an excellent laboratory for testing educational theory. In this respect, he claims – in the above mentioned piece of writing – that the researcher who is most interested in natural observation is potentially the teacher.

Linking practice with theory showed new definitive directions for Pedagogy, see e.g. reform pedagogy (Parkhust 1922, 1982; Petersen 1927, 1998; Németh & Skiera 1999), or project-based teaching (M. Nádasi 2003) or later on cooperative learning or learning from one another (Wakai & Vámos 2011). This latter one is a practice based on a special Japanese approach to learning that date back to the past just like "lesson study"[19] (Gordon–Győri 2008). *Clinical pedagogy* was born in Japan[20] at the end of the 1980's, the goal of which was that the teacher-researcher should observe, examine and survey those phenomena that s/he him/herself is a part of by applying pedagogic, psychological and philosophical knowledge (Kawai 1996). In 2000 a book was published that focuses on subject pedagogy and summarises the findings of clinical research in connection with the behaviour and attitudes of students examined by teacher-researchers (Nishikawa 2000). In 2002 the *Society for Clinical Subject Pedagogy* was established. In the meantime the Japanese *Society for Education Psychology* surveyed practical research directly dealing with everyday teaching practice (Ichikawa 1999), and in the same year practical research column was initiated in the society's scientific periodical *(The Annual Report of Educational Psychology in Japan).* In connection with practical research language teacher *Hosokawa* explains that the day-to-day classroom activity of teachers is a kind of cycle-continuum, in a sense that they act, then consciously remember the action and based on this recollection s/he develops the lessons (Hosokawa, 2005). In his opinion, this motivates one to position practical research in the centre of language teaching research (Hosokawa, 2008).

Going back to the departure from European and American classical action research, it is important to mention the name of *John Elliott* at the beginning of the 1970's. In his activity the connection between teacher researcher and school innovations is worthy of our attention. He is often linked to decreasing the isolation of school research; *Elliott* created the international network of action research in schools called the *Ford Teaching Project*[21] and established the CARN (Classroom Action Research Network). He published his story and results in *The Enquirer* in 1996 (Elliott 1996), and importantly he highlighted the cultural characteristics of action research in different countries. It is worthwhile to note some of *Elliott*'s remarks concerning the context of education policy, saying that the significance of small innovative school communities increases if education policy accepts its limitations, namely that – by lacking resources and functions – it cannot implement indispensable and professionally relevant developments and

[19] The fact that these practices have an English name is the consequence of the opening up of Japan and her western orientation.

[20] In writing this part referring to Japan I was helped by PhD student Wakai Seiji.

[21] The goal of the project that was funded by the Ford Foundation was the creation of international work networks.

innovations in schools (Elliott 1995 – quoted by Mihály 2002). Similarly, the University of California built a network too called Cooperation Research and Extension Services (CRESS); they published periodicals and organised conferences (Zeichner & Noffke 2010).

As far as the evaluation of participatory research is concerned, it has become rather difficult due to their variety and number. According to the historical overview of action research by *Zeichner and Noffke* the basis should still be validity and reliability. They think participatory action research is good if it bears the following:

1. Democratic validity – participatory research is going on and those are involved who have an interest in the issue.
2. Result validity – the participants have an interest in solving the researched problem with the help of the results of the research.
3. process validity – the appropriate tools are being applied, the principle of triangularity is emphatically considered.
4. Catalytic validity – the research fills participants with energy and motivates them to get to know that reality they intend to change.
5. Dialogical validity – there is dialogue between the participant researchers (Zeichner & Noffke 2010: 442–443).

Others define the aspects differently, and there are some who expect participatory research just to start out on the basis of practice, to be inspired by getting to know practice and the results should be relevant for practice. The research methodology of action research has a really wide scope and varies greatly with authors and cultures, there is no uniformity.

2.2. Participatory research and teacher training

As a result of this and the new epistemological approaches there have been changes in teacher training as well from the 1990's. It has been more and more firmly stated and underpinned by research that practice that is accompanied by continuous research can help in achieving high quality pedagogic activity. According to *Gore and Zeichner* (2010: 191) if the pedagogic strength is in practice, then the quality of practice must be enhanced. For high quality practice it is necessary that the teacher trainee learns with the help of the university to transform theoretical knowledge into his/her own individual and concrete practice, and is able to break away from his/her prior experience and conceptions, and is prepared to undertake successful self-reflections later on. Others emphasise the importance of cooperative learning, problem sensitivity, classroom processes or professional networks.

This is the period when the exclusiveness of the creation and maintenance of knowledge is taken away from universities: there are new images of knowledge, new images of teachers, teaching and professional practice behind practical knowledge and informal learning, and there are new images of teachers' learning and of their roles in the changes in education.

In the pedagogic history of action research those types of research dominated that examined the activity, conceptions and dialogues of teachers in schools. In these it is characteristic that the viewpoint and aspect of the teacher appears. Parent expectations and answers are less researched, primarily because many teachers view parents as outsiders and do not think they are apt for joint research. Teacher-parent action research is rare where the functioning of personal and institutional contacts is examined from the aspect of education development. These pointed out that such action research can yield new results not just for the two parties or in terms of their relationship, but also, beyond the immediate findings, joint research may aid the parents in adopting a researcher's point of view in connection with school events, and together as a responsible community seek better solutions. Such are those rare examples of action research that were conducted with the involvement of the school or municipal administration. There is also the professional, non-professional paradigm underlying this, i.e. the conception about who is responsible for the success of education, for a better achievement. Many teachers think that they are responsible alone, and they are the only ones capable of that. In this conception the insider-outsider expert dichotomy is redefined; the gap between academic researchers versus school researchers has shifted to a new dimension in the world of schools, becoming the expert teacher, lay parents and students dichotomy.

Those types of action research that interpreted school community more widely and involved non-teacher staff, parents and maintainer entities as well had better results; interviews, student undertakings, parents' comments, group discussions enriched teachers with new aspects to consider in creating (alone or together) their teaching plans. Local communal and grass-roots organisations emerged with some action research mostly in connection with minorities; there are only some examples that are different. And although students were frequently subjects of systematic examination, they hardly ever took part in such type of research that would investigate from a student point of view. Some students created research teams after leaving school and as a result some stories were put down about how parents helped them in becoming more successful in learning at home and at school. However, these turned out to be rather family stories that are about school (Noffke & Somekh 2010: 298–301).

As far as terminology is concerned, *Anne Campbell* and *Olwen McNamara* (2011: 22) organised the terminological abundance into three major units emphasising similarities instead of differences. According to them research can be divided into three major groups and several sub-groups:

the major groups are 1) practitioner research, 2) practitioner inquiry and 3) professional learning. The first group consists of theoretical based research which formulates results for practical utilisation, in the second group the examination of practice is more emphatic, in the third group emphasis falls on learning. These labels do not necessarily mean different solutions, in many cases they are overlapping names of the same research philosophy or practice, or results of cross-cultural usage. As the authors put it, reflective practice is in the second group but this is the basis of many pieces of action research or self-examination as well. Thus research can only be interpreted well in the light of its date of creation, cultural and linguistic background, so researchers may have the right to determine their own research. According to them it is worthwhile to be open-minded and handle these tolerantly. In Hungary there are relatively few pieces of action research in progress, so fields and methods of action research the authors list and describe in their book are not at all or hardly known. Even though the examples quoted from the book of *Campbell* and *Olwen McNamara* (2011: 22) demonstrate how colourful that world is where theory and practice can encounter.

(1) Practitioner research
- Action research
- Collaborative/participatory research
- Critical action research
- Teacher research
- Research lesson study
- Participatory research
- Pedagogical research
- Curriculum research
- Evaluation research

(2) Practitioner inquiry/enquiry
- Evidence based practice
- Self study
- Teacher inquiry
- Action inquiry
- Narrative inquiry
- Pedagogical inquiry
- Inquiry as stance
- Inquiry for social justice
- Social inquiry

(3) Professional learning
- Inquiry based professional learning
- Action learning
- Evidence-based learning
- Evidence informed teaching and learning
- Reflective practice
- Coaching
- Mentoring
- Collaborative learning and team teaching

2.3. Antecedents and literature of action research in Hungary

Speaking of how widespread action research is in Hungary it must be mentioned that the expression *action research* was introduced to Hungarian pedagogic discourse by the scientific activity of *József Zsolnai*, but he was not consistent in this. From the 1970's he thought that the expression *educational experiment* suits best his pioneering activity, then he used the expression *model experiment at school* from the 80's, and *scientific pedagogy action research* from the 90's. In a lecture delivered in 2007 he characterised his entire scientific work as research in which the topics were real problems and the value of research results was rendered by concrete practical utility. The publications of *Zsolnai* and his colleagues are the hallmarks of the history of action research in Hungary (Balázs, Kiss, Vágó & Zsolnai 1986; Zsolnai 1995; Kocsis & Zsolnai 1997). In his activity as a whole, the elements of classical action research are dominant. At that time, besides this approach, the interpretation of action research as *participatory research* appeared in the course of the description of the cooperative school of *József Benda* (Benda 1998), and action research as a methodological tool (*as a project*) was included in higher education in the beginning of the 21st century (Fűziné Koszó 2006). The essay by *Gábor Halász* titled (in translation) *'The Quality of Learning in Higher Education. Institution and National Level Processes'* (2010) described those criteria in the case of higher education that would lead to high quality teaching and learning within an organisation and how they may be established. Many of these criteria could be based on action research, although this is not overtly stated.

As a result of these, it seems that the meaning focus of action research has changed over the past 30 years in the Hungarian scientific literature, which is supported by *Péter Havas* (2004) and such pieces as *Learning for Sustainability* (Havas & Varga 2006). The book in which this chapter can be found contains several articles about the Hungarian and international intentions of research and development of environmental education in

the framework of the OECD ENSI project, and describes the practice up to the point of the creation of the so-called 'eco-schools' (Varga 2006). Concerning the Hungarian literature of action research, the article by *Gábor Halász* which was published in 2001 highlights that from a theory of science point of view, action research contributed to the paradigmatic change in the role of scientific researchers and research itself (Halász 2001).

2.4. Researching learning and action research

Parallel to action research new paradigms appeared: new theories of learning, emphatically including the change of focus between teaching and learning, and the change in thinking about learning. Concentrating on features that can lead to high quality teaching became more emphatic in teachers' activity. The concept of learning got out of the classroom. It is not a novelty anymore if one talks about non-formal or informal learning, or about adult or old age learning. Stepping further ahead, learning is not viewed as a privilege of the individual but as a characteristic of organisations. The concepts of organisational learning, or learning organisation were adopted from the world of economics into education which exceeds social scientific embeddedness.

Theories of learning have come a long way since the classical theories. In the 1960's and 70's *Piaget* and *Bruner* criticised the behaviourist theory and created their new theory called *"discovery learning"*. The gist of this is that cognition is not a result but is an act of raising questions, and facilitating problem solving thinking with one's own resources is a process of several elements. The *cultural psychology* approach (Bruner 1996, 2004) and cultural theory of learning led *Bruner* to the theory characterised by the concepts of social thinking and mutual learning culture and the practice of it. Learning that is based on raising problems builds on the heritage of *Claparede* (1931) and *Dewey* (1939), and organise the solutions that rely on student independence and activity (raising questions, researching, make discover teaching) into the collective concept called modern theories of learning. Another scientific movement in the 1980's ended up as the subjective, humanistic approaches (Maslow, Rogers), and reform pedagogy enriched education with the concept and practice of teaching facilitation.

A revolution was brought about in the research of learning and teaching by the theory of *Argyris*[22], later *Argyris and Schön* (1974, 1978, 1996 – quoted by Smith 2001), according to which different theories work behind the actions of humans and the discourse about them, and all of these are consistent by themselves. Because of this the difference does not lie between theory and action but between two "theories of action". The two theories are: 1) espoused theory, which is a sum of such values and world views of which people think are the basis of their behaviour; and the 2) theory-in-use, which is world view and values referring to behaviour. It is important to emphasise that people are usually not aware that the espoused theory and the theory-in-use are not the same and they are not familiar with these theories.

The result of the research conducted by *Argyris and Schön* was the creation of such models that aid us in understanding how we connect our thoughts and actions. According to them the elements of the process are the following: 1) governing variables (or values), 2) action strategies, 3) Intended and unintended consequences for self, 4) Intended and unintended consequences for others, 5) Action strategy effectiveness *(Figure 1)*.

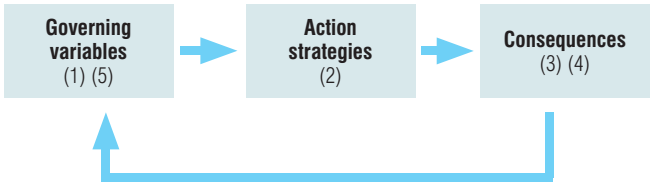

Figure 1: *Theories influencing action – based on Anderson 1994*

According to *Argyris* learning is nothing else but the continuous identification and correction of mistakes made on the way to knowledge and skilfulness. According to him people may follow two ways in the learning process: 1) In the first way we correct the mistake without questioning the values that determine the behaviour. This he calls single loop learning. 2) With double loop learning we examine the variables that determine the unfavourable consequence and change them, and change course of action only after that *(Figure 2).*

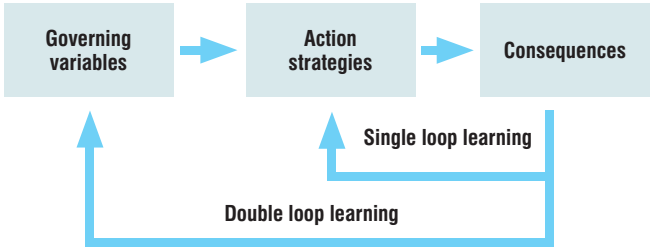

Figure 2: *Single and double loop learning – based on Anderson 1994*

[22] Chris Argyris was born in 1923 in New York. He got to know Kurt Lewin during his university studies. He graduated in Psychology in 1947.

Argyris and Kolb (1984) also view experience learning as a cyclic process: as an endless process of the plan of action, action, teacher support, feedback, assessment and new action. This cyclic and reflective learning can also be traced back to *Dewey*, as it was mentioned above in connection with the early phase of action research. The results of learning research mentioned here definitely connect to those theories and practices that inspired action research and in return action research contributed to a better understanding of processes that aid people in acting successfully.

Sami Paavola and *Kai Hakkarainen* (2005) enriched learning research with another dimension, namely with the monological (individual), dialogical (with interaction) and trialogical (between two or more people, creating an object) learning models. According to this latter one, emphasis falls on action in terms of learning, and less so on the end result in the traditional sense, e.g. on knowledge. Creating common knowledge through active participation, the *collaborative knowledge building* is trialogical learning, which "...puts emphasis on such interaction between two or more persons where the third participant is the object itself, which is some content that they create or process together". (Molnár & Kárpáti 2009: 1–2 – quoted by Simon 2012). Reflection is a characteristic of social, collaborative learning, as the individual constantly receives feedback from his/her environment, and based on that s/he further constructs his/her own or others' knowledge.

2.5. Social learning, organisational learning, learning organisation

Undoubtedly, one of the most influential organisation theory model builds on the action research concept of *Kurt Lewin*. Action research – as we saw above – is activity that aims at enhancing, developing organisations and learning from concrete experience. Organisation development is theory development in this sense, influencing those theories that govern our roles and activities in the organisation. Obviously, organisations, just like people, have to adapt to their environment in order to survive and be successful. Several elements of individual learning described above can also refer to organisations' learning as they use their prior experience and adapt, they change their goals, turn their attention and interest towards new directions etc.

These ideas and action research are linked because action research is typically carried out not by individuals but by groups or organisations. Group learning is not necessarily organisational, but it is hard to imagine organisational learning without a group in the background. Organisational learning is different in the sense that the learning of a group of individuals is not the learning of a multitude of individuals, but is such a process that is undertaken by the organisation by continuously identifying and correcting those mistakes that were made along the way to knowledge and skilfulness as mentioned above in connection with *Argyris*. If this mistake correction process makes the organisation capable of continuing his policies, and attain its goals, then this process is – similarly to individual learning – single loop learning. If the organisation is more than a simple monitor that observes differences, and it asks questions about goals, policies and/or prevailing values, including what caused the mistake and why, then this process is double loop learning.

In comparison to the social learning that commenced in the early period of action research the essence of organisational learning is that such social learning of the members of the organisation is under way that is not the sum of the learning of individuals living side by side, and is not some result that is independent of them, but a new common value. However perfect the members of an organisation may be in their own fields, for instance as researchers in higher education, or as teachers, if they do not reflect on their joint activity together, i.e. they do not discuss and go along the above mentioned process of *governing values – action – consequence (see Figure 1)* they will not come to reflective decisions.

The research of organisational learning raises questions like: what are its characteristics, how can it be executed, what type of organisational learning is adequate, what kind of impact does it have etc. In comparison to organisational learning, the research of learning organisation is interested in what organisations capable of learning are like, with what conditions they are able to develop their skills. *Márta Újhegyi* describes the characteristics of learning organisation in detail (2001) with reference to international and Hungarian researchers. She claims that important distinguishing features of learning organisations are "conscious, double loop learning, and that they are involved in problem based, cyclic learning processes". Members learn from their own and others' experience, try to make decisions based on consensus, and as a result of the whole process they learn to learn continuously. Learning organisations set tough requirements for their members. Besides maintaining their own personalities, they become group members. All these features aid learning organisations in attaining their goals: to become competitive and remain competitive.

2.6. Network learning, systems thinking, systems intelligence

Connectivism (Siemens 2005) positions learning and the learner in a network of connections that are virtual, unsystematic, and can be described by informal elements. The increasing role of electronic informatics devices and global space in our lives raised the issue of reinterpreting information and obtaining

information, and described the knowledge increase cycle of adding up and regaining knowledge from the network. The role of the network in learning does not only strengthen its social and cultural approach but also its organisational character. In the beginning of the 21st century such research was conducted and motivated in the systems theory laboratory of Helsinki Aalto University in Finland that sought social organisation and relationships in the operation of networks and systems, and also the human features of these (Hämäläinen & Saarinen 2002[23]). It was then that the concept of *systems intelligence* was formulated, the essence of which is thinking, acting and actively participating by considering complex systems and feedbacks (Hämäläinen & Saarinen 2004, 2007, 2008 – quoted by Banai 2012[24]). According to the authors systems intelligence is the innate skill of every human being. Everyone can utilise this capability if s/he acknowledges that the world is a network of complicated connections that everyone is a part of, and if one accepts the continuous feedback from one's environment when one gets in touch with it. According to the researchers of systems intelligence their activity is close to researching thinking in terms of systems. The person who is systems intelligent or an organisation that consists of such individuals is capable of constant reflection, and is ready to carry out the necessary corrections. In this sense systems intelligence research complement research into human intelligence.

According to the authors, the theory that established systems intelligence can be connected to *Howard Gardner*[25] *(theory of multiple intelligence*), *Herbert Simon*[26] (*artificial intelligence*) and *Marcial Losadá*[27] (*meta learning*). Several fields of research had an effect on systems intelligence research, these are:

- Systems theory and systems thinking
- The neuroanatomy of the human brain
- Positive psychology and cognitive psychology
- Applied Mathematics
- Creative problem solving and heuristics
- Limited rationalism
- Action research

[23] Link to systems intelligence research team's department at Aalto University, and the publications of the research team: http://www.systemsintelligence.tkk.fi/ (Retrieved on 11th January 2012)

[24] In writing this paragraph I was aided by PhD student Angéla Banai who wrote a review on the collection of articles about systems intelligence. The review was published in *Neveléstudomány*, first issue of 2012 (www.nevelestudomany.elte.hu)

[25] The website of Howard Gardner: http://www.howardgardner.com (Retrieved on 10th December 2011)

[26] The website of Herbert Simon: http://www.cs.cmu.edu/simon/ (Retrieved on 10th December 2011)

[27] The website of Marcial Francisco Losada: http://losada.socialpsychology.org/ (Retrieved on 10th December 2011)

2.7. Theory of science, theory of research and action research

In reviewing the history, characteristics and types of action research, we necessarily arrive at the examination of its embeddedness in the science of Education. As a starting point we have to consider that in recent years the attention of several Hungarian researchers was attracted by the value and assessment, national, regional and international trends of research into Education, by science policy and thinking about the social usefulness of science in general. With the intention of formulating a science policy concept *Benő Csapó* wrote the foreword to the *Zöld Könyv* (*Green Book* 2008), and the perception and reception of the results of scientific trends and their interaction is discussed in several articles in a book edited by *András Németh and Zsuzsanna Hanna Bíró* (2009). *Gábor Halász* discusses the changes in scientific fields and scientific research paradigms and their correlation to global trends in his article (2001, 2010). These are fundamental questions, and even raising them is of great importance. It could change the way of thinking about the science of Education and its research in Hungary as well, including the reception and acceptance of those research paradigms that differ from the German or Anglosphere research practices that are traditionally present in Hungary. Change is here as scientists shifted from philosophical and empirical traditions in those countries as well that have an impact on Hungary (Németh & Bíró 2009).

The diversity of action research presented above undoubtedly provides an opportunity for improving practice, for social utilisation and for learning together and individually. However, with the spread of the qualitative research paradigm, the question of their scientific value arises. There are many different types of action researchers and action research. The "orthodox" action researchers thought that only the usage of those methods and tools are acceptable that are traditionally used for systematic, correlational, causal and experimental type of research (Postlethwaite 2005 – quoted by Halász 2010: 15). The so-called 'naïve' researchers use this term for the simple, reflective classroom work and teaching. Some think action research is a method, others think it is a paradigm in research. In this latter sense there could be an epistemological viewpoint in the background, but it cannot be ruled out that the researcher does not have that in mind. This means that the present meaning of "action research" is further elaborated by historical and cultural differences, and therefore it is difficult to identify its focal meaning. As for orientation, the most important aspect must be the goal of its application.

While analysing the international trends of education research, *Gábor Halász* (2010) attempts to define the scientific and social value of scientific

research. He is not just discussing the differences and similarities of classical, empirical research and reflective, qualitative research, but also the new approach to applied and base research. Connected to that he describes the so-called Pasteur square[28], which means that there are such results in scientific research that satisfy both the need for new knowledge of the world and the solving of a practical problem. *Pasteur* is a good example of this and on this basis a lot more results can be evaluated similarly in natural sciences, life sciences and in engineering. Probably it would be possible to find such examples in social sciences. But in Hungary the condition that philosophy and positivism are embedded in education historically makes its acceptance harder. There are many who still think that only that research can be viewed as scientific which is based on these, although in the past decade it looks as though there is interest in other paradigms as well. Encountering these theoretical issues in research also transforms Hungarian educational research. It may have an impact on meta-research and research policy.

The latter one is a core issue for every country. In the foreword to the *Green Book Benő Csapó* (2008) describes the increasing social importance of education and education research, the financial support of which however is constantly ill-proportionate. According to him, this is one of the reasons why Hungary's distance from international education research results is continuously increasing. The financial support of scientific research is a priority issue in the life of a country as an effective educational policy can only function on the foundations of that.

> "We have to think about the situation and future of education research in a way that we embed it in the thinking about the situation and future of, most importantly, social sciences and secondly of all *sciences* in general. We have to connect the latter one to a *science policy thinking* that considers those national innovational *policies* that target the support of the development of national innovational systems that relocate scientific research into a perspective different from the typical. We have to position education research within the national research and innovation policy, taking advantage of the opportunity that the previously mentioned education research policy of the European Union provides, which is still under construction. This definitely interprets education research in that modern innovational thinking context, the starting point of which is positioning research in the continuum of the triad of *knowledge creation, knowledge transmission* and *knowledge application*, i.e. in that dynamic system that many call 'knowledge triangle', that essence of which is best described in the term 'Triple *Helix*' that may be translated as 'triple spiral' as well".[29] (Halász 2010: 58)

3. CONCLUSION

Action research is a special source of the possible scientific solutions to social problems. Its peculiarity lies in the spiral organisation of internal and external processes and their interaction, the idiosyncratic duality of theory and practice and in the way to new knowledge. Its role in the history of science is inseparable from social sciences and education sciences. The roots of action research date back to the 19th century, and its early phase was at the beginning of the 20th century. It has gone through a lot of changes since then which resulted in a new research paradigm. It has become widespread as it fundamentally changed our thinking of science and scientific research. This is not independent of 20th century epistemological thinking, of thinking about the origin, nature and obtaining of knowledge and about the limitations to cognition. The reason for action research gaining ground in Pedagogy is that it is a goal, tool and result for achieving the unity of individual and organisational learning; successful action research is unimaginable without continuous and reflective learning, which emphatically includes organisational learning that secures the social construction of knowledge, and the interpretation of the organisation as a learner. Action research is typical in the sense that it can aid an organisation in becoming a learning organisation: it sets tough requirements for its members, who, besides maintaining their own personality, become group members. All these features aid learning organisations in attaining their goals: become and remain competitive. In this sense action research unites research with development and innovation. As the significance of education and education research has grown over the recent years in public education and also in higher education, it became urgent to elaborate on branch and organisational science policy to support these.

Evaluating the scientific value of action research is possible separately, considering the unity of goals, activity undertaken and results. Action research is a collective term today, within which scientists put emphasis on

[28] The Pasteur square classifies sciences based on what they contribute to: 1) Adding to our knowledge of the World: YES or NO, 2) Solving one practical problem: YES or NO. In this coordinate system the scientific results of Pasteur are in the YES domain in terms of both dimensions.

[29] It is hard to define innovation and there are many different types of theoretical framework. Many agree that one of the key fuels to innovation is knowledge. If we are looking for such institutions that create knowledge, then the following are of great importance: 1) universities as knowledge producer and knowledge disseminator institutions (including academic research institutes), 2) government research institutes, e.g. organisations carrying out strategic base and applied research, 3) innovative enterprises. (Inzelt 2004)

different elements, and express this verbally, and there are differences in interpretations. Its presence in Hungarian scientific research is disproportionately low compared to its role in the history of science and science policy; however, there are signs of some kind of paradigmatic change in scientific and research theory.

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Appendix

Timeline of the BaBe-project, according to key elements, years and chapters

GABRIELLA DÓCZI-VÁMOS

<table>
<tr><th></th><th>2006</th><th>2007</th><th>2008</th></tr>
<tr><td rowspan="2">The process and momentum of the research</td><td colspan="3">Formal phase: establishment of the research relying on external and internal resources.</td></tr>
<tr><td colspan="2"></td><td>Non-formal phase: the decline of the circumstances of the research,</td></tr>
<tr><td>The ambition of the research for self definition</td><td></td><td>Országos Neveléstudományi Konferencia (ONK) (National Conference on Education): development research derived from the philosophy of action research.</td><td></td></tr>
<tr><td rowspan="3">The reason for the research</td><td>October: examination of the establishment of the Bologna system in the higher education area. The emphasis was on monitoring the implementation, but the lack of understanding the processes running in the higher education also came to surface. The organization was looking for those frameworks for the activities that might help the teachers efficiently solve the tasks challenging their work.</td><td>November: the education policy and system level validity of the research became emphatic. In addition to this, certain institutional consequences resulting from the unpreparedness of the introduction of the Bologna reform started to appear, such as counter-interest and ununderstating due to the lack of preparatory analysis. The teachers did not understand why the structure and the content of the training programme had to be changed.</td><td>From the academic year 2008/2009 the meso context changed. On s the management of the institution referred to the too intensive activity on the functioning of the Bachelor training programme in Education, in the curriculum-net and in the examination system of training progr (= the BaBe-project's) institutional embeddedness weakened.</td></tr>
<tr><td></td><td></td><td rowspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">The objectives of the research</td><td>The specific and practical objective of the research was to decrease the risk related to the implementation of the BA training programme in Education.</td><td>Strengthening the professional basis for the decisions that should be locally made in the Bologna system-based higher education.</td><td>Judgement and improvement of the efficiency of the training programme</td></tr>
<tr><td rowspan="2">During this process, special emphasis was given to teachers' cooperation, the teacher-student cooperation and reflectivity.
Studying and learning about action research, the extension of the methodological repertoire</td><td rowspan="2"></td><td></td></tr>
<tr><td>The question of the efficiency of the organization</td></tr>
</table>

<table>
<tr><th>2009</th><th>2010</th><th>2011</th><th>Chapter</th></tr>
<tr><td></td><td colspan="2">Informal phase: new circumstances and the background work of the BaBe group.</td><td rowspan="2">2., 3.</td></tr>
<tr><td>relying on internal resources.</td><td></td><td>Formal phase: finishing the BaBe-research; publication of the results.</td></tr>
<tr><td>Tempus conference: Reflection focusing on practice</td><td>The expression ‘action research’ is used as an umbrella term (see Glossary), with an emphasis on reflective research for development. From the point of view of the participants it is professional learning.</td><td>A learning and training programme-developing and monitoring project rich in research elements</td><td>2., 9.</td></tr>
<tr><td>several occasions, both formally and informally,
y of the BaBe-research team and its excessive influence
and they rejected the quick handling of the anomalies
ramme. The justification of the action research and its</td><td></td><td>The reasons for writing a collection of studies about the experiences of the research were: (1) reflection on the entire research, and (2) structuring the process and the results of the research, analysing at a meta-level, drawing the conclusions and forming recommendations.</td><td rowspan="3">1., 2., 3., 4., 8., 9.</td></tr>
<tr><td colspan="2">In 2009 the research team started a Tempus-supported research focusing on the learning outcomes attitude and practice in the Hungarian higher educational area. The results of the nationwide investigation triggered the need for reflecting on our institution as well, especially since the BaBe-research elaborated the competency-grid and integrated the portfolio in the Bachelor training programme in Education.
On the reflection-level, the following concerns were articulated:
(1) there was an uninformedness among the teachers and students in connection with the curriculum, the objectives and the materials that lead us along;
(2) there was a low level of cooperation and communication in co-functioning, and therefore in overcoming the difficulties;
(3) there was a lack of organizational and institutional strategy for the training programme and its implementation, moreover, it seemed that the Institution had a controversial attitude towards its own training programmes, and its role and tasks were unclear.</td><td></td></tr>
<tr><td colspan="3">(1) The context and the reason for the research changed again in the academic year 2009/2010, when the head of the research team (Ágnes Vámos) was appointed as the person in charge of the Bachelor training programme in Education, and was appointed to undertake the revision tasks of the Bachelor training programmes at ELTE. This gave the BaBe-research new validation framework and justification dimensions.
(2) In the same year it became possible to summarize the experiences and outcomes of the research in the framework of a TÁMOP 4.2.1. Programme as a part of a 4/26. project.
This made the reinterpretation of the objectives and reasons of the research possible as well as the synthesis of its theoretical and practical results.</td></tr>
<tr><td>Correction of the training programme</td><td></td><td>The research moved on to a new beginning:
the reorganization of the Bachelor training programme in Education.</td><td rowspan="3">1., 2., 3. 8.</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2">Operation of the training programme, the organization and the levels of the higher education</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td rowspan="8">Research methodology</td><td>Analysis of documents
October 2006: reviewing the accreditation documentation of the BA training programme in Education</td><td>Analysis of documents
November 2007: reviewing the accreditation documentation of the teaching assistant training programme (NQR)</td><td></td></tr>
<tr><td colspan="2">Teachers' group discussion
Collecting the experiences of the academic year 2006/2007 (“Teachers' workshop”)</td><td></td></tr>
<tr><td colspan="2">Teachers' questionnaires
Teachers' first experiences. Survey investigation – prepared with a focus group interview in the autumn of the academic year 2006/2007 – among teachers teaching at the BA training programme in Education.
Joining the BaBe-project. In June 2007 investigation of the extent of teachers' cooperation and their willingness to join the BaBe-project took place (possible answers ranked from I do not take part in the research – I want to take part in the research/development).
Range of tasks of teaching assistant. Teachers' survey for preparing the teaching assistant's competency-grid.</td><td></td></tr>
<tr><td colspan="2">Examination of teacher trainees
Teacher trainees' attitude about the training programme and about the teaching career. Survey research among students studying at BA training programmes and choosing the 10-credit education and psychology module.</td><td></td></tr>
<tr><td colspan="2">Questionnaire for employers
Expectations from future employees. Survey among the representatives of the world of work on the competencies they expect from the teaching assistants they will employ.</td><td></td></tr>
<tr><td colspan="3">Questionnaire for first-year-students in the academic years 2006/2007 and 2007/2008:
Questionnaire focusing on students' expectations about the training programme in Education
Questionnaire focusing on students' learning and socialization, filled within the frameworks of the mentor-experiment
Students' well-being questionnaire
Complex students' questionnaire
Flow questionnaire</td></tr>
<tr><td></td><td colspan="2">Questionnaire for second-year-students in the academic year 2007/2008:
Students' well-being questionnaire
Complex students' questionnaire
Flow questionnaire</td></tr>
<tr><td></td><td colspan="2">Teachers' group discussion
Collecting the experiences of the academic year 2007/2008 (“Teachers' workshop”)</td></tr>
<tr><td rowspan="2">BaBe ambitions with relative legitimacy</td><td></td><td>Spring 2007
Introduction of the portfolio in the training programme</td><td>Spring 2008
Elaboration of the competency-grid for the BA training programme in Education.</td></tr>
<tr><td></td><td></td><td>Organization of the International Students' Conference on Education</td></tr>
<tr><td rowspan="3">Slow institution-alization</td><td>Describing the competency-grid of the BA training program in education</td><td rowspan="2">Describing the competencies in the course descriptions became recommended, and students were expected to integrate their competency-development in the portfolios.
Launching of the mentor project</td><td rowspan="3">In certain courses designing the curriculum around the competencies became standard practice (e.g.: Planning and evaluation course)
Using competencies became a requirement at the comprehensive exam (Theory of Education comprehensive exam)
Efforts were made on the part of the departments to integrate the competencies in all course descriptions.
As an additional paper demonstrating the individual student's learning outcome was inserted in the diploma.
The mentor project was finished.</td></tr>
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<tr><td></td><td></td></tr>
</table>

Analysis of documents February-March 2009: revision of the content and structure of the BA training programme in Education		**Teachers' group interview with stimulated recall** After the revision of the BA training programme, a Teachers' workshop was organized where 3 groups of 4-5 teachers worked together and recalled the dilemmas they had when redesigning the courses.	
Students' group interview Conducted in the autumn of 2009 with the participation of 5 former students and 3 teachers		**Supplementary research** carried out for the reinforcement of already received data: comparison and contrast of curriculums; survey within the organization	
			1., 2., 3., 4., 5., 6., 7., 8.
Analysis of documents Academic year 2009/2010: comprehensive examination of the accreditation documentation of the BA training programme in Education based on the experiences of the BaBe-research, and in accordance with the instructions given by ELTE for the comprehensive revision of training programmes.			
Spring 2009 Strengthening of the relationship with the world of work – organization of the event called *Mesterségünk Címere.* (*'Trademark of our profession'*)			**2., 3., 4., 8.**
(ISCE) (July 17th-19th 2009)			
The programme management, the evaluation system and the external practices and internship of the BA training programme in Education changed. Successful final exam in spring 2009	Describing the competencies was a driver in redesigning the curriculum of the new BA training programme in Education.	Describing the competencies in the course descriptions became an institutional requirement.	
			4., 5., 6. 7., 8.

Legitimization of the research and its results		**Organizational measures of the Institute of Education** **March 2007** The Institute Council made a decision to try the mentor system.	**Organizational measures of the Institute of Education** **Autumn 2008** The Institute board meeting did not take a stand on the recommendations for development prepared by the BaBe-team (BaBe 12 points) **Spring 2008** Two BaBe-researchers (*Nóra Rapos* and *Orsolya Kálmán*) were appointed to elaborate the competency-grid for the training programme in Education. **Autumn 2008** The introduction of the portfolio as a possible form of final thesis
Actions and results stimulating teachers' cooperation	**November 7th 2006** Activity: 1st Workshop related to the introduction of the BA training programme in Education for all interested teachers (group work) Products: Posters about the possible forms of teachers' cooperation and teachers' needs were prepared. **November 2006** Activity: Creating an electronic interface with the aim of ensuring teachers' constant dialogue Products: Moodle interface **December 15th 2006** Activity: individual statements of intent from each teacher of the Institute on the extent they want to be involved in the research. Products: statements of intent	**February 28th 2007** Activity: BaBe questionnaire designed for the teachers about their experiences of teaching in the first semester in BA training programme in Education Products: Presentation for the teachers of the Institute **March 13th 2007** Activity: Launching meeting of the tutor group; discussion of tasks, agenda and the investigation that should be carried out during the experiment Products: Nothing **March 14th 2007** Activity: distribution of portfolios, matching tutors to students Products: student-teacher pairs **June 5th 2007** Activity: 1st *HolNap* (meaning *'Tomorrow'*) *conference*: presentation of works by teacher trainees' and education major students. Products: Exhibition – conference **July 3rd 2007** Activity: 2nd Workshop in relation to the introduction of the BA training programme in Education for all interested teachers (group work) Products: Summarizing experiences and measuring teachers' informedness, teachers' tasks to be undertaken in the next academic year **July 20th 2007** Activity: BaBe questionnaire designed for the teachers about their experiences of teaching in the second semester of BA training programme in Education Products: Presentation for the teachers of the Institute **September 18th 2007** Activity: Report of the BaBe-team at the meeting of the Institute Products: Agenda for the autumn term of academic year 2007/2008. BaBe 12 points (ideas for development for the next academic year) **November 20th 2007** Activity: Report of the BaBe-team at the meeting of the Institute Products: Presentation about the BaBe-research **December 18th 2007** Activity: 2nd *HolNap conference*: presentation of works by teacher trainees and education major students Products: Exhibition – conference	**February 2008** Activity: Department-level discussions and last amendments of the competency-grid for education assistant training programme Products: Competency-grid elaborated for education assistant training programme; principles for use **March 3rd 2008** Activity: BaBe questionnaire designed for the teachers about their experiences of teaching in the second academic year in BA training programme in Education Products: Nothing **May 20th 2008** Activity: 3rd *HolNap* ('T*omorrow'*) *conference*: presentation of works by teacher trainees and education major students Products: Exhibition – conference; distribution of information material, formulating students' questions **September 2008** Activity: An attempt was made to prepare and present portfolios based on professional competencies in the framework of the subjects of the theory of education bloc. Products: Development portfolios **September 2008** Activity: reconsidering the development of competencies in connection with theory of education course descriptions Products: Course descriptions with a common approach **December 15th 2008** Activity: Issue of *Útravaló* (meaning '*Guide'*), information booklet for students with FAQ arranged in thematic order. Products: *Útravaló* booklet

Organizational measures of the Institute of Education **February 2009** The Institute board meeting turned down the BaBe-recommendations for the quick correction of the training programme. The influence of BaBe was considered to be too strong. **Autumn 2009** One element of the BaBe-recommendations is realized. **Spring 2009** Introduction of the complex and up-to-date final exam	**Organizational measures of the Institute of Education** **February 2010** The head of the BaBe research team (*Ágnes Vámos*) was appointed as the person in charge of the Bachelor training programme in Education, and was appointed to undertake the revision tasks of the Bachelor training programmes at ELTE. **February 2010** An Institute board meeting decision is made on renewing the BA training programme in Education done by the BaBe-team; two additional non-BaBe-members were delegated into the working group (RBA-working group). **March 2010** The BaBe-foundation of the development was questioned among the Institute board members; nevertheless, the development was given support and could take place with smaller compromises.	**Organizational measures of the Institute of Education** The revision and renewal of the BA training programme in Education takes place with Institute-wide cooperation.	**2., 3., 4., 7. 8.**
Spring 2009 Activity: Revision of the curriculum of the BA training programme in Education by the BaBe-team, recommendations for curriculum change and development were offered.	**Spring 2010** Activity: Revision and reorganization of the BA training programme in Education through cooperation within the Institute Products: New BA training programme with revised and renewed specializations Activity: BaBe-research team closed the research and the project and started to process the outcomes.	**From January 2011 to January 2012** Activity: The BaBe-team organized and structured the research and its results into a collection of studies.	**3. 5., 8**

The process of getting familiar with the students	Getting familiar with students' expectations about the training programme in Education, their motivations and their difficulties. Students' satisfaction and well-being questionnaire Learning patterns survey and application of the results when developing courses Flow questionnaire	Getting familiar with first-year-students' expectations about the training programme in Education, their motivations and their difficulties in relation to work-load, requirements, the support they get and their learning, and how they perceive success, autonomy in connection to the training programme Students' satisfaction and well-being questionnaire Learning patterns survey and application of the results when developing courses Flow questionnaire	Getting familiar with first-year-students' expectations about the training programme in Education, their motivations and their difficulties in relation to workload, requirements, the support they get and their learning, and how they perceive success, autonomy in connection to the training programme Students' satisfaction and well-being questionnaire Learning patterns survey and application of the results when developing courses Flow questionnaire
Mentoring	**From September 2006** Activity: Establishment of supporting system, considering tasks, roles and integrating teachers Products: Plan of the tutor system	**March 13th 2007** Activity: First meeting of mentors and their mentees (students beginning their training programme in 2006) Products: Tutor booklet **April 24th 2007** Activity: 1st consultation: analysing and dealing with outcomes, arising problems and difficulties Products: Report **Beginning of May 2007** Activity: 2nd consultation Products: Report **June 19th 2007** Activity: Closing discussion Program-closing evaluation, further recommendations, discussing experiences and innovations Products: Evaluation report, teachers' reflections **September 25th 2007** Activity: First meeting of mentors and their mentees (students beginning their training programme in 2007) Products: Mentor booklet	**April 15th 2008** Activity: 1st consultation: analysing and dealing with outcomes, arising problems and difficulties Products: Report **Beginning of May 2008** Activity: 2nd consultation: results, participation rates, evaluating students' and teachers' involvement Products: Report, teachers' reflections **June 19th 2008** Activity: Closing discussion Products: No **September 15th 2008.** Activity: Recommendation for about finishing to the Faculty Council, decision Products: Recommendation for the Faculty Council about mentoring
Practical tasks in the BA programme in education			

Use of results gained in the BaBe-process by the individual teachers Students' group interview in autumn 2009 with the participation of 5 former students and 3 teachers		The BaBe-team organized, analysed and structured the research, its results and the elements of innovation into a collection of studies, with drawing the consequences and writing recommendations for those interested in innovation in the higher education area	**4., 5., 6., 7.**
			3., 7.
Revision of the task repertoire, requirements, efficiency and the students' competency development in connection with the practices of the first two years based on the curriculum of the BA training programme in Education	Revision of the task repertoire, requirements, efficiency and the students' competency development in connection with the practices of the first two years based on the curriculum of the BA training programme in Education		

<table>
<tr>
<td rowspan="4">The history and phases of developing the competency-grid for the BA programme in Education</td>
<td>October 2006
Getting familiar with students' expectations about the training programme in Education, their motivations and difficulties
Survey investigation about teachers' first experiences about the training programme</td>
<td rowspan="2">May-November 2007
Examining Hungarian and international practices in education and education assistants' training programmes as well as their competencies and competency developments
September 2007
Mandate for elaborating the competency-grid which was prepared for spring 2008
October 2007
Teachers' debate about the principles of designing and improving the education assistants'' competency-grid. For this: (1) Teachers' survey on the education assistants'' duties; (2) Creating a database based on the results of the survey investigation; (3) Questionnaire for employers about the possible duties and tasks of education assistants
May-October 2007
BaBe questionnaire for the teachers' on the courses launched in the BA training programme</td>
<td rowspan="3">February 2008
Following the last discussions, the competency-grid for education assistant BA training programme and the principles of its use were finalized (Orsolya Kálmán–Nóra Rapos).
Spring 2008
The use of the competency-grid for designing certain courses (facultative)
Discussions with students about the use of the competency-grid, the portfolio and the specializations
An attempt was made to prepare and present portfolios based on professional competencies in the framework of the subjects of the theory of education bloc.
Taking the output competencies into account when designing the final thesis requirements; setting the criteria for the portfolio type thesis
Taking the objectives of the competency-grid into account when shaping the final exam
Recommendations to the Institute for the timing of tasks in relation to the further development of the competency-grid
December 2008
Issue of Útravaló (meaning 'Guide'), information booklet for students with FAQ arranged in thematic order, mostly about the use of competency-grid and the portfolio
Supervision of two portfolio-type theses</td>
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<td></td>
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<tr>
<td></td>
<td colspan="2">November 2007 – February 2008
Elaboration of the first version of the competency-grid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autumn 2008 – Spring 2009
Thinking about competency development in relation to course descr</td>
</tr>
</table>

Spring 2009 First meeting with employers (organization of the event called *Mesterségünk címere* - '*Trademark of our profession*'). Introduction of future employees' competencies and specializations.	**Spring 2010** Reconsidering the BA training programme in Education by the RBA-working group in relation to the revision of the BA training programmes induced by the Faculty and the University.		**3., 4., 6., 8.**
iptions of subjects related to the theory of education			

Reporting to professional forums, consultations, publications	**Autumn 2006** Announcing the starting of the BaBe-research at the regular meeting of the Institute (*Ágnes Vámos).* **November 7th 2006** 1st Workshop in relation to the introduction of the BA training programme in Education for all interested teachers (*BaBe-team*)	**July 3rd 2007** 2nd Workshop in relation to the introduction of the BA training programme in Education for all interested teachers (*BaBe-team*) **September 18th 2007** Report about the BaBe-research at the regular meeting of the Institute (*Sándor Lénárd*) **September 28-29 2007** Activity: Árpád Kiss Conference, Debrecen, Hungary Products: Presentation on the BaBe-research (*Erika Kopp, Sándor Lénárd, Ágnes Vámos*) **October 25-27 2007** Activity: ONK (National Conference on Education), Budapest, Hungary Products: Presentation on the BaBe-research (*Orsolya Kálmán, Erika Kopp, Sándor Lénárd, Istán Lukács, Nóra Rapos, Ágnes Vámos*) *Gábor Halász* as reviewer **November 20th 2007** Activity: Domestic Conference of the Institute Products: Short version of the presentation given at the ONK on the BaBe-research (*Sándor Lénárd, Ágnes Vámos*) Repetition of *Gábor HalászÐs* reviewer's report	**December 15th 2008** Development research in higher education. Tempus Public Foundation, Budapest (*Sándor Lénárd, Ágnes Vámos*) **February 2008** Last discussions about the competency-grid for education assistant BA training programme and the principles of its use before its finalization First version of the competency-grid (*Orsolya Kálmán–Nóra Rapos*) **November 2008** Activity: ONK, Budapest, Hungary Products: Poster presentation of an element of the BaBe-research: *The history of the development of a competency-grid designed for education training programmes: outcomes, problems and critical reflexions* (*Orsolya Kálmán–Nóra Rapos*) **December 2008** Issue of *Útravaló* (meaning 'Guide'), information booklet for students with FAQ arranged in thematic order, mostly about the use of competency-grid and the portfolio

Glossary

Action research	We use the expression action research in this volume as an umbrella term.
BA	Bachelor training programme/Bachelor training programme in Education
RBA-working group	Team working on reviewing and renewing the Bachelor training programme in Education
RBA	The name used in the BaBe-project for describing the training programme which launched from the academic year 2011/2012 as a result of the RBA-team working on reviewing and renewing the Bachelor training programme in Education (RBA = Revision of Bachelor training programme in Education)
BaBe research	The scientific monitoring of the introduction of the new training programme between 2006 and 2010. The expression BaBe is formed from the initials of the Hungarian '*Bachelor képzés* és *Bevezetése'*, meaning the *Bachelor training programme* and its *Introduction*
BaBe project	Complex system of activities in relation to and based on the BaBe-research that includes the monitoring and development of the Bachelor training programme in Education, and the outcomes and activities resulting from them until the end of the year 2011
TQ	Teachers' questionnaire
SQ	Students' questionnaire
EQ	Employers' questionnaire

July 17-19 2009 Activity: International Students' Conference on Education (ISCE), Budapest, Hungary Products: Presentation on the BaBe-research: *Action research in higher education and its impact on students' contribution – The BaBe project* (*Ágnes Vámos*) **August 28 – September 4 2009** Activity: ATEE Conference, Mallorca Products: Presentation on the BaBe-research: *Who will become a teacher in Hungary?* (*Erika Kopp*) **November 19-22 2009** Activity: Conference organized for the 5th anniversary of ELTE PPK, Budapest, Hungary Products: Presentation on the BaBe-research: *Kikből lesznek tanárok?* (meaning *Who will become a teacher?*) (*Ágnes Vámos, Orsolya Kálmán*) **2009** Activity and product: *Ágnes Vámos* and *Orsolya Kálmán:* Kikből lesznek tanárok? In: *Az ELTE Pedagógiai és Pszichológiai Kar szerepe az átalakuló a tanárképzésben* (Anna H. Nagy, ed.). ELTE PPK, Budapest, Hungary.		**September 18-20 2011** Activity: Árpád Kiss Conference, Debrecen, Hungary Products: Presentation on the BaBe-research *(Gabriella Dóczi-Vámos, Krisztina Gaskó, Orsolya Kálmán, Sándor Lénárd, Nóra Rapos, Emese Szarka)* **November 4th 2011** Activity: ONK, Budapest, Hungary Products: Presentation on the BaBe-research (*Gabriella Dóczi-Vámos, Krisztina Gaskó, Orsolya Kálmán, Erika Kopp, Sándor Lénárd, Nóra Rapos, Emese Szarka, Judit Szivák, Ágnes Vámos*) **December 5-6 2011** Activity: OECD IMHE Conference, Mexicali, Mexico Products: Presentation on the BaBe-research (*Gabriella Dóczi-Vámos, Krisztina Gaskó, Ágnes Vámos*)	**1., 2., 3., 4., 5., 6., 7., 8.**

“People who are interested in the world of universities and committed to their improvement agree that, similarly to other areas, in higher education, one of the most important sources for improvement is innovation. The higher education systems that support innovation in institutions can gain an advantage that cannot be made up for against those that are neutral, or even obstructive to it.” (Gábor Halász)

The present volume is an overview of a comprehensive case study with the objective to introduce one of the longest and most comprehensive monitoring processes of a bachelor training programme in Hungary. From chapter to chapter, the effort of a professional community takes shape whose aim is the continuous development and correction of an activity, which was carried out in a determined context, in the framework of a cyclic higher educational structure, during the implementation and functioning of a training programme. In addition to this, the reflections of the community on the learning process, as subjects who became part of it, are also revealed.

The authors are professors at Eötvös Loránd University, who had undertaken the task of following the evolution of a bachelor training programme in the form of action research from its induction in 2006 until its renewal in 2011. They present the more and less inspirational phases of this innovation process, the possibilities and results of the use of teachers’ and students’ experiences enriched with research elements. Their work is a new approach to the research of practice, the reinterpretation of the traditional role of theory and science in higher education in a consciously new way of publication. The interrelations of the authors’ shared professional point of view and the scientific evidence shed light on numerous processes taking place in higher education.

ISBN 978-963-284-534-0