HUNGARIAN INSTITUTE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

EFOP-3.2.2-VEKOP-15-2016-00001
The development of textbooks and other school equipments and digital content development according to public educational content regulations

EGER 1774
ESZTERHÁZY KÁROLY UNIVERSITY

NEW LEARNING ENVIRONMENT – HUNGARY

Gergely Pintér

SZÉCHENYI 2020

HUNGARIAN GOVERNMENT

European Union
European Social Fund

INVESTING IN YOUR FUTURE

New learning environment - Hungary

National framework and strategy regarding the introduction of digital uses/tools in education and learning environments

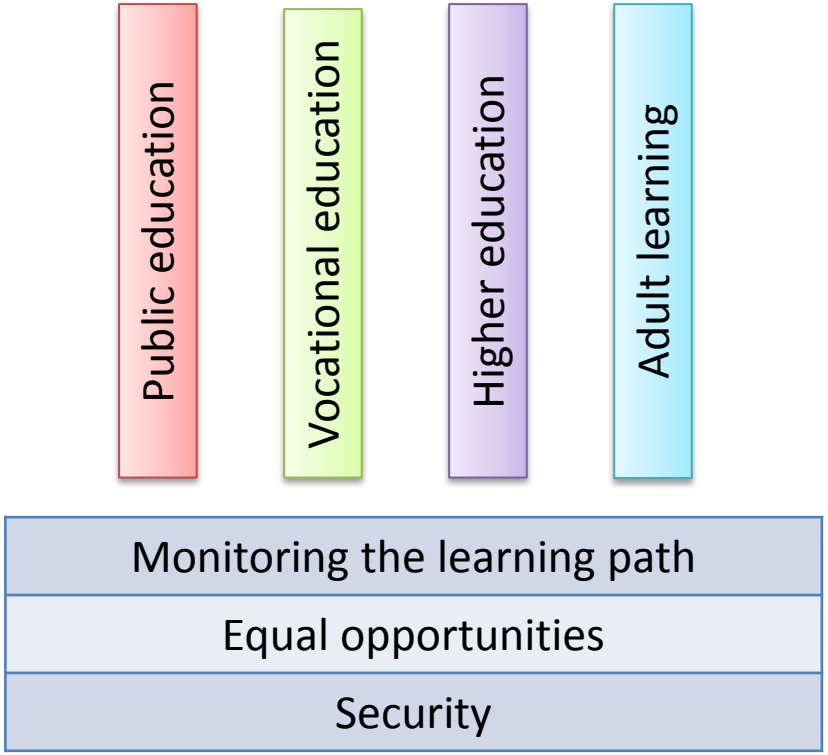
DES summery

- an open educational environment
- which reacts to the challenges of the digital age.
- will fundamentally change the operation of education and training in Hungary
  - digital infrastructure
  - digital economy
  - e–administration
  - digital competences

The DES is involved in every level and aspect of education

- applied methodology – training and retraining teachers and developing institutions
- the digital preparedness and attitudes of pedagogists
- physical infrastructure, access, inner networks
- the supplying of educational institutions with better tools
- content (National Core Curriculum – and its supervision, developing digital content)
- controlling education (administration, controlling quality, corpus system, evaluation, a separate informatory system for leading staff)

Pillar structure of the Digital Education Strategy



Main intervention areas

- Establishing a set of output requirements that supports digital competence development
- Creating learning materials and environments that support digital competence development
- Developing the ICT-based pedagogical-methodological practice of teachers
- Developing digital infrastructure
- Establishing digital centre support services

New learning environment - Hungary

Key features of actors and stakeholders taking part to the development of digital education and the evolution of learning spaces

Teaching - learning methodology

- pedagogists’ motivation,
- ICT knowledge,
- methodological culture and support

- Hungarian Academy of Siences
- Educational Authority
- Klebesberg Centre
- University (ELTE, EKE, etc)

Infrastructure

- Internet
- ICT equipment

- T System
- MVM NET
- Naracom
- National ICT Company

Support services

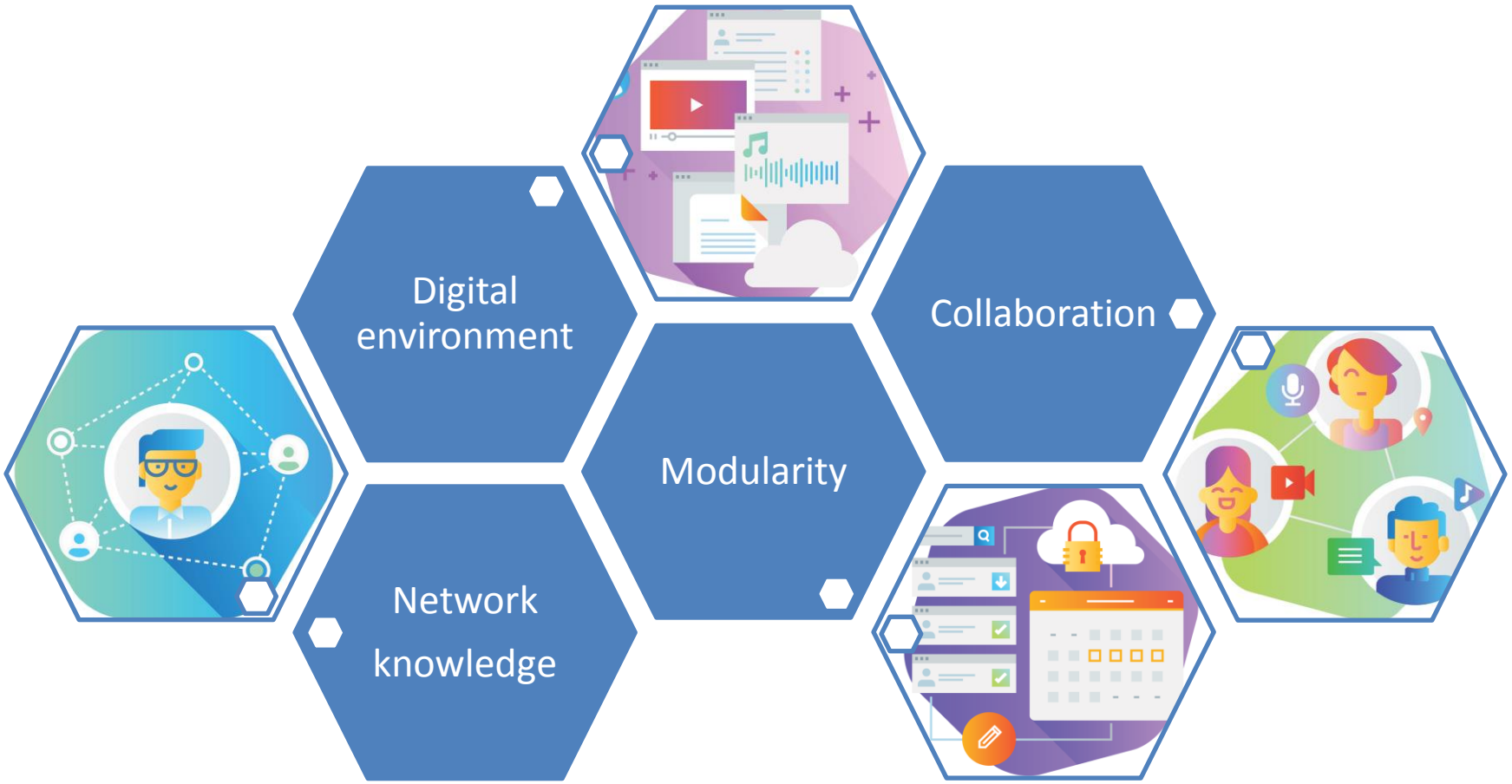
- Decision support,
- administration,
- communication,
- data servicing

- Public education institutions
- Klebesberg Centre
- University

New learning environment - Hungary

Relevant examples of “new learning spaces” using digital tools and/or virtual environments

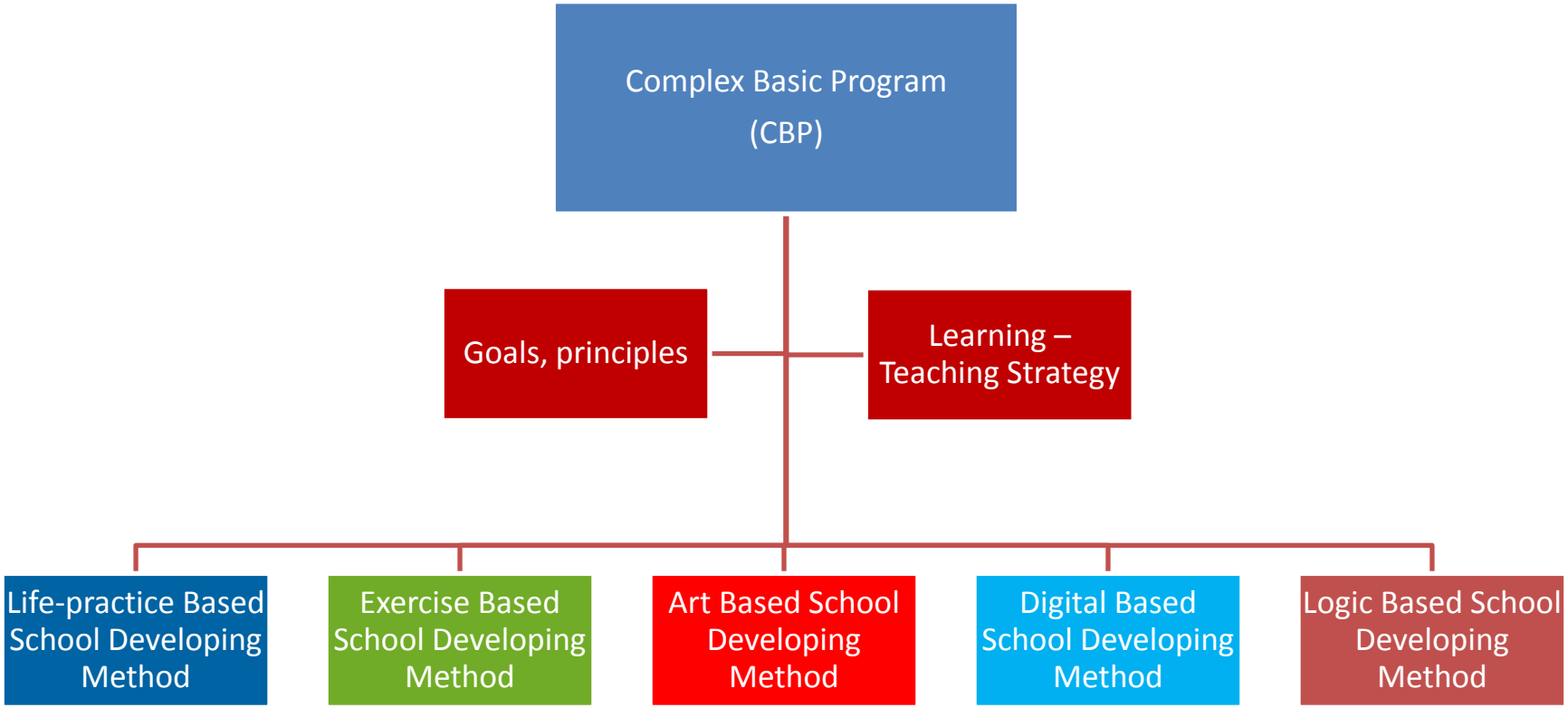
National Public Education Portal



National Public Education Portal

- 3.000 schools connect
- School on time: students usage
- After school: student / teacher usage
- 50.000 digital content
- 15.000 modified content
- Special educational needs – only digital content
- API connect:
  - iWittness
  - Museum-digital.de
  - Nava

Complex Basic Program



CBP teachers

- accept the diversity of individual characteristics and consider them as opportunities;
- his/her pedagogical toolbox is based on students' diversity and their different knowledge so this way the teacher can build his/her teaching process/activity adaptively.
- accept the variety of different learning methods therefore prepare students for self-study and tolerance (giving a chance for learning)
- his/her professional system is formed by these principles: adaptation, social embedment, and learning support

CBP would like a school

- where learning and teaching are not a social duty, but a community experience;
- where students get involved in social-economic life of our society, where adaptive relationship with their body, personality and environment is possible;
- where students are aware of the responsibility felt and taken for themselves, others and the environment;
- where students are sensitive and critical to values, learn to overcome obstacles, self-disciplined in achieving their aims and also creative in their actions;
- which are left by self-confident youth capable to prevail in the society, able to contribute to the development of the society;
- where not the end but the beginning of the school-day is looked forward to by both students and teachers.

Private sector

- Telenor – HyperSchool
- Vodafone – Digital School Program
- Mobidik – digital mobil classroom
  - Lego Education, Lego robot
  - 3D printer
  - Financial awareness
  - Sustainability

New learning environment - Hungary

Consequences on professional training, teacher posture, pedagogical practices, classroom organization, curricula and acquisition of 21st century competencies

SWOT analysis - Strengths

- School network - VET Centres
- Group of motivated and open teachers and students
- Most students own “smart” devices
- Company trainee programmes
- Up-to-date, upgradeable learning materials
- Access to internet and internet coverage at home
- Occupational structure - wide range of trade options
- Availability of domestic content developers
- Practical preparedness of instructors
- Access to internet at schools

SWOT analysis - Opportunities

- Increasing chances to enter the labour market
- Governmental commitment
- Spread of mobile devices
- Quality management
- Development of methodologies for ICT use
- Strengthening career orientation and career awareness
- There is an existing innovative school network to rely on
- Students’ equipment development, BYOD
- Availability of a lot of free content (currently unused)
- Digital teacher further trainings
- Access to EU funds for development guaranteed until 2020
- Common learning management system
- Infrastructure developments
- Trade development

SWOT analysis - Weaknesses

- Technological / equipment shortages + obsoleteness in the institutions (it is important to make equipment available in classes other than information technology)
- Most of the instructors have insufficient motivation (inclusiveness, fear from changes)
- Lack of digital preparedness of vocational teachers
- Lack of foundation skills public education should have transferred
- Insufficient amount of digital learning materials
- Misconceptions about e-learning
- The industry wants specialists to meet today’s needs while VET institutions want to prepare for the future
- Students have a lack of knowledge - shortages in ICT competences

SWOT analysis - Threats

- Digital learning materials not updated, with inappropriate content
- Children with disadvantages and multiple disadvantages (lack of tools and motivation)
- Changing/unforeseeable legislative environment
- Rapid outdating in technological and professional terms
- Unsynchronised development of knowledge content and tools
- Lack of availability of a non-stop IT helpdesk
- Fear of changes (rejection)
- Basic deficiencies (students)
- International experience is not utilised
- Huge complexity of tasks

THANK YOU FOR YOUR ATTENTION

SZÉCHENYI 2020

HUNGARIAN GOVERNMENT

European Union
European Social Fund

INVESTING IN YOUR FUTURE