

University Seminars as the Cradle of Innovation

Virág Rab

The project was supported by the National Talent Program (NTP-SZKOLL-20-0018)

The research seminar as a framework

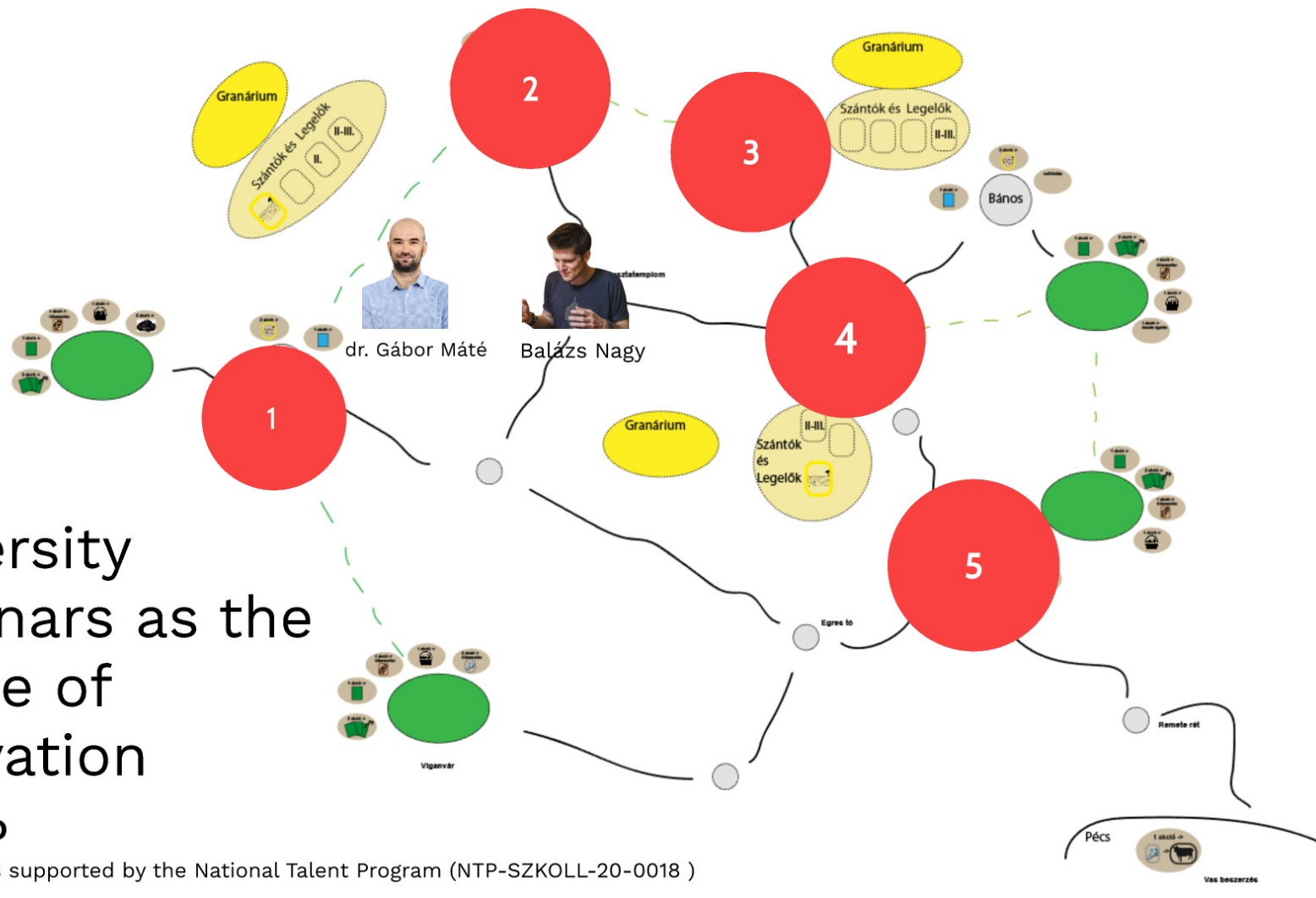


**Opportunity
to join
research**

**Focused on
growth
prosperity and
well-being of
society**

**Increasing
number of
practiced
oriented
training**

**Exercise a
considerable
influence on the
participants'
future**



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dr. Gábor Máté



Balázs Nagy

Research problems

**How to
prepare
students for
their future
work**

**What
expectations
do they have
to face?**
(on the side of the
parents, school and
students)

**Global vs.
Hungarian
Problems**

old-fashioned
curriculum

memorization
as a learning
strategy

negative learning
self-image

Global/Hungarian Problems

Global problems

overwhelmed parents

increasing inequalities

Special Hungarian Characteristic

constantly decreasing
motivation for learning

Lannert 2018.

Research problems

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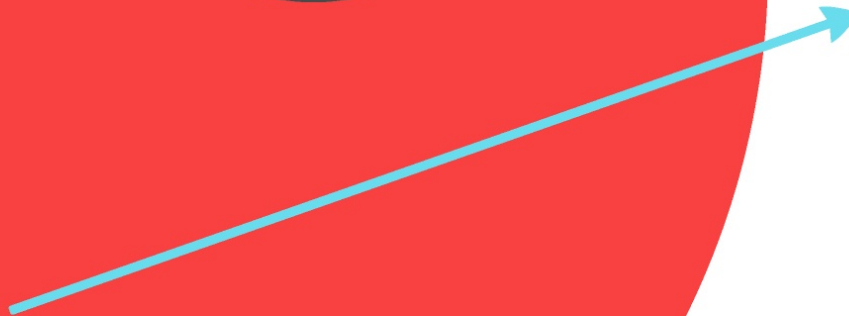
negative learning
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Research problems

How to prepare students for their future work

What expectations do they have to face?
(on the side of the parents, school and students)

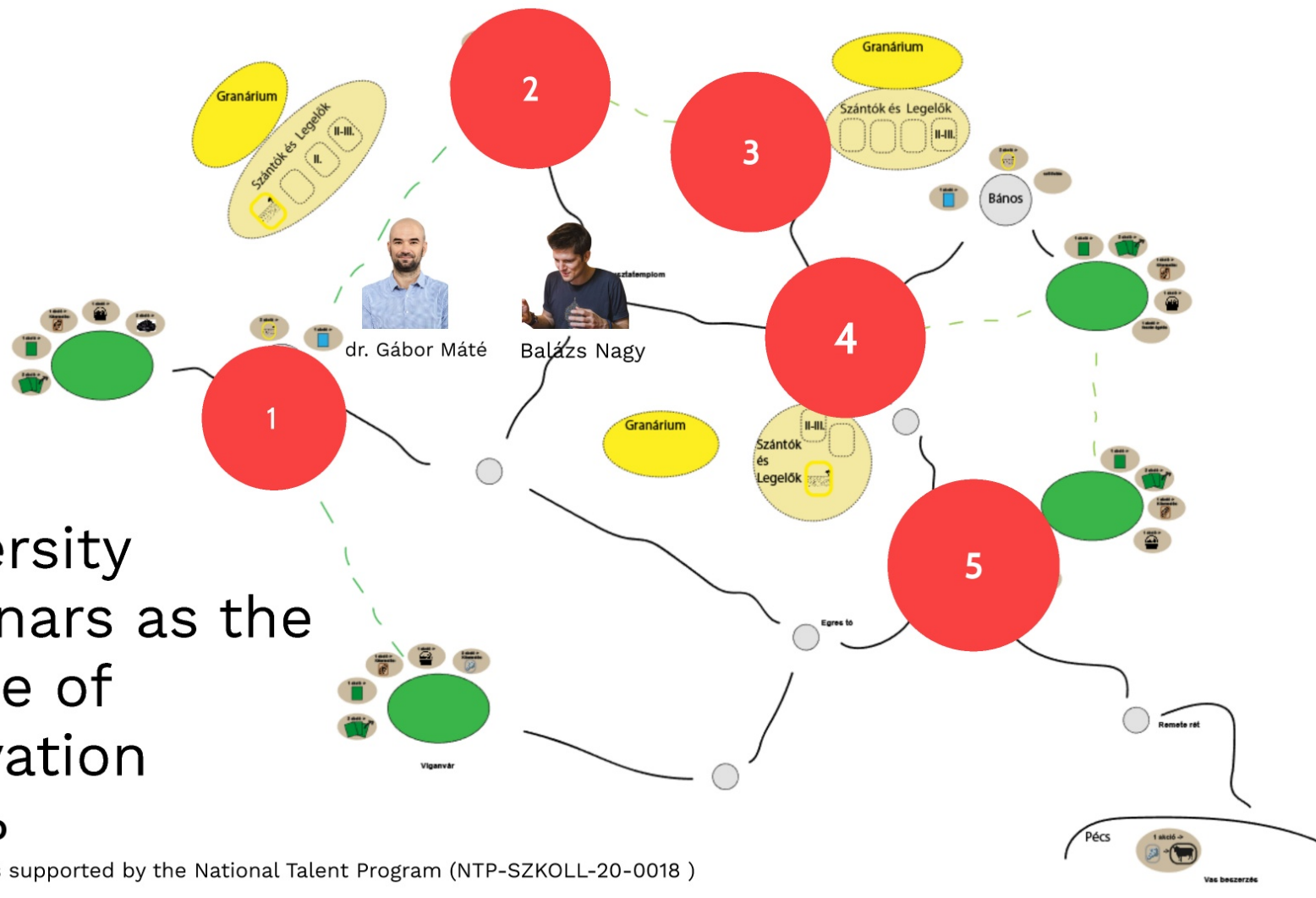
Global vs. Hungarian Problems



old-fashioned curriculum

memorization as a learning strategy

negative learning self-image



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What education and school, and especially teachers, are responsible for?

1 Education

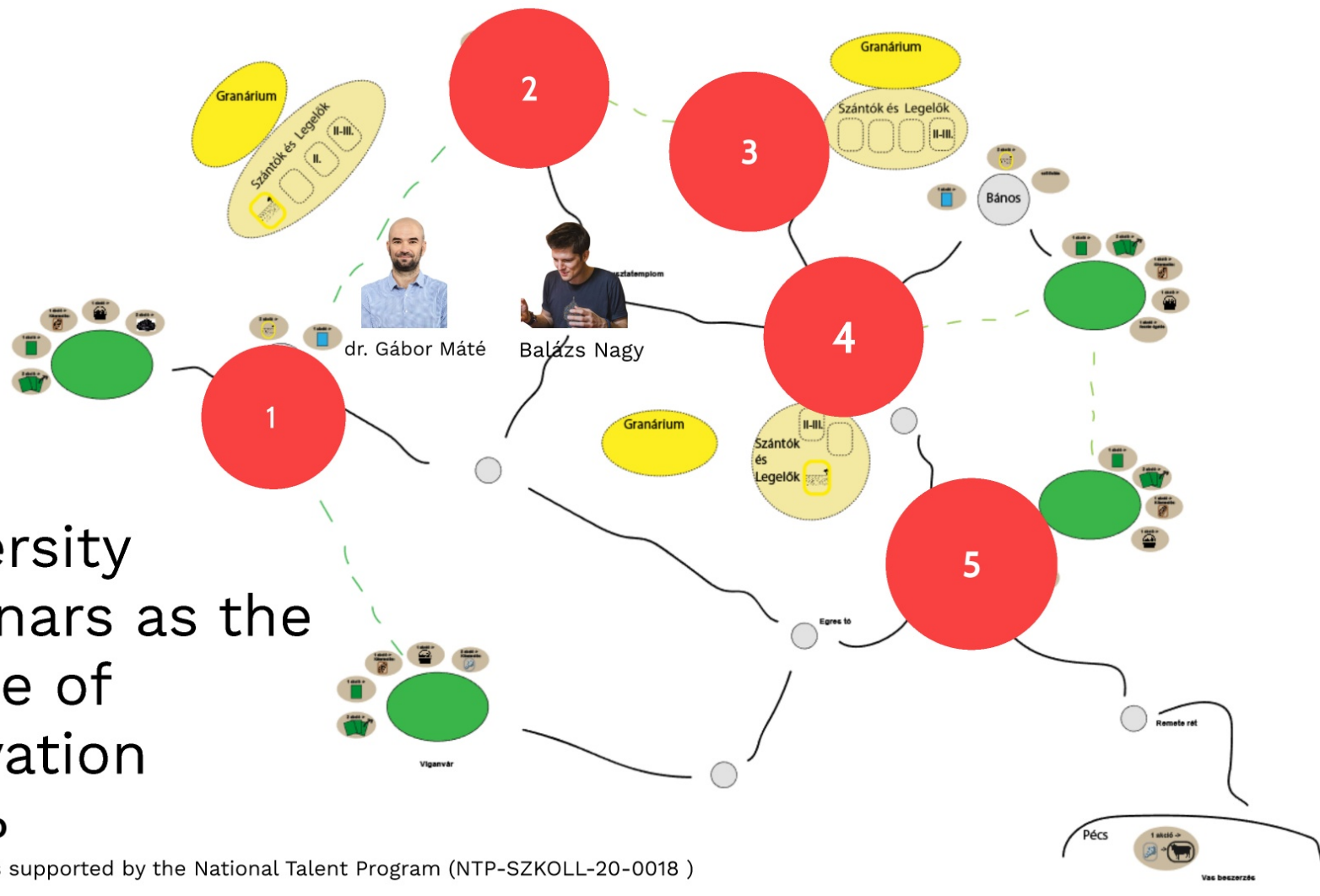
Education is designed to prepare students for the world they WILL have to live in. (Lannert, 2018)

2 School

The school must be a multifunctional development institution. (Bábosik, 2015)

3 Teacher

Teacher's task is more complex than it has ever been. A part of their task is to develop students' adaptation skills. (Horváth, 2017)

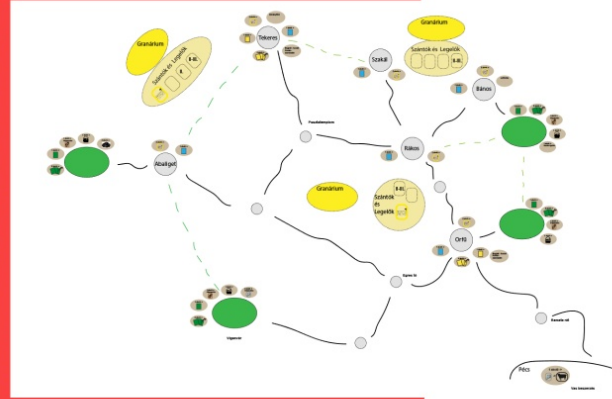


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Main goals of the board game



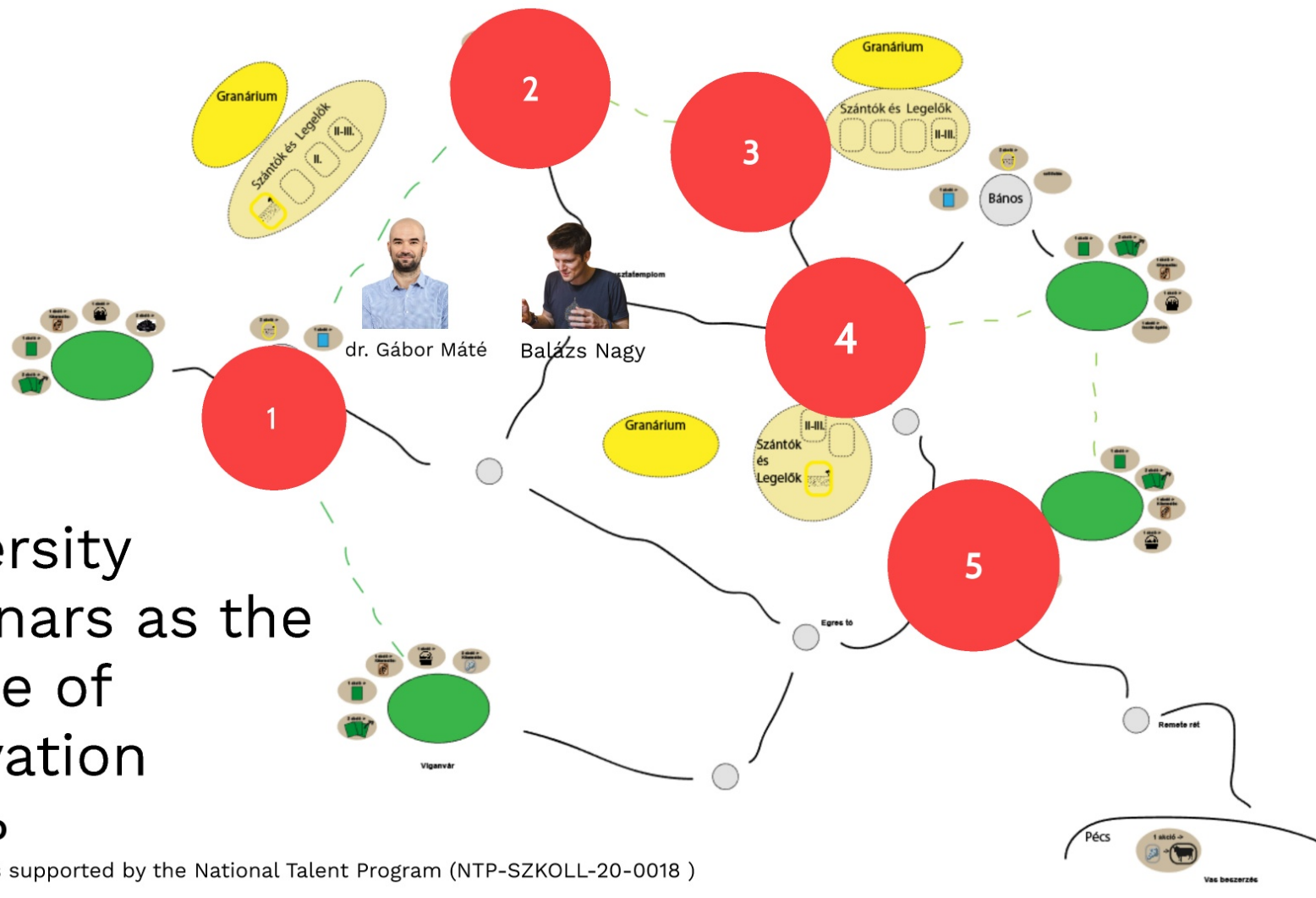
**Enhances
local
history
skill**

**Develops
adaptive
skills**

**Makes them
active
members of
the local
community**

**Makes learning
more efficient,
enjoyable,
personal**

**Strengthens
local
identity**



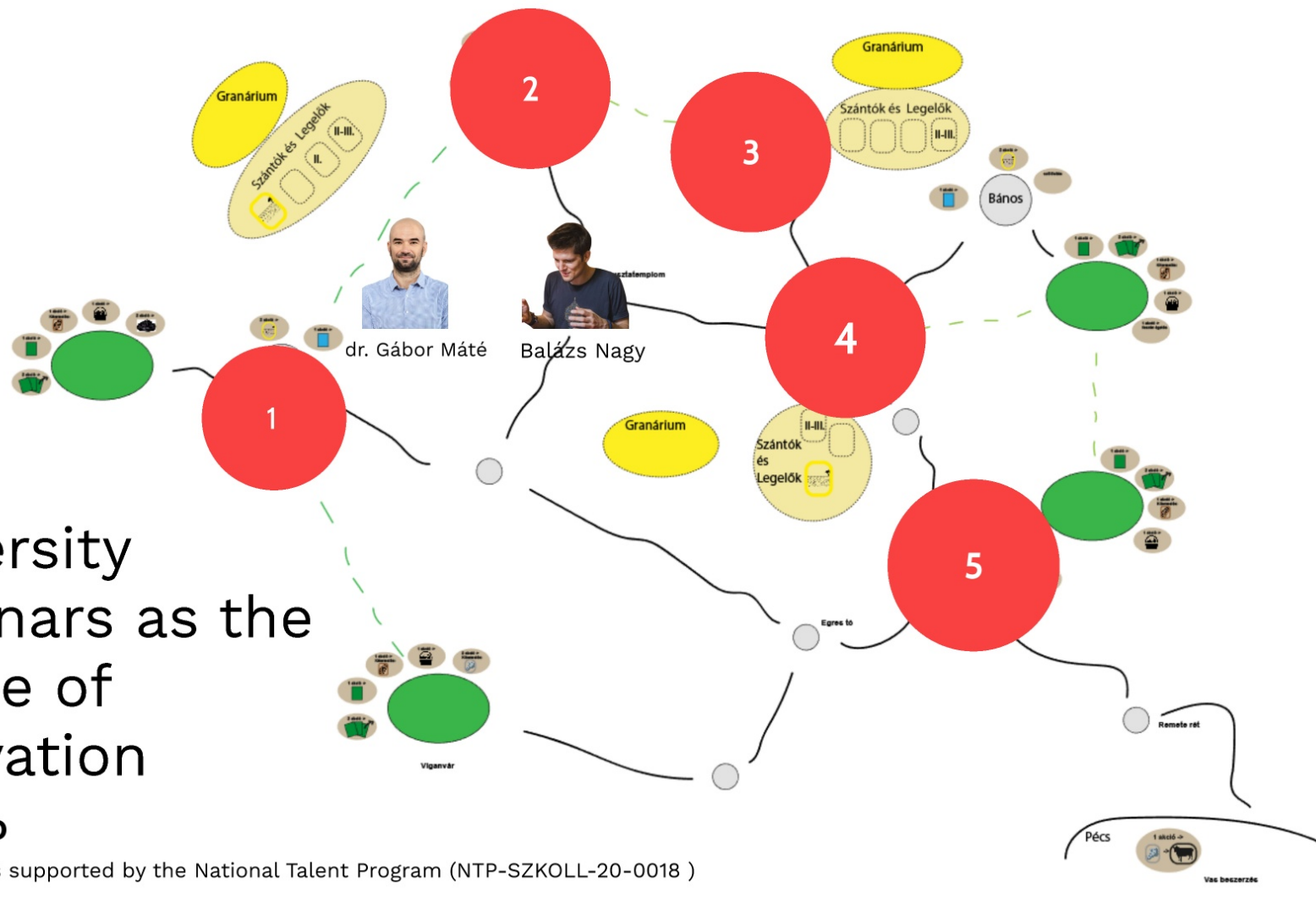
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| Results | Reasons | Benefits from the students' viewpoint | Background | Benefits from the instructors' viewpoint |
|---|--|---|--|---|
| Better student performance | Students are involved in the research process Students have the opportunity to influence the whole process (they have a stake in things – it means challenge) | better performance is the result of higher motivation | | Better performance of the instructor |
| Commitment of the university student | Our own project! The topic (the area of Pécqs) tells our story | Positive emotions (because of sense of belonging) | Partnership (non-traditional teaching student relationship) Impact of collective creation and performance | Consequences of cooperation (e.g. constant student feedback, inspiration from students) |
| Learning a different/new way of thinking | Different/special expectations - alternative options | Different from other seminars (hinge on refreshment and challenge) | Novel approach | Opportunity for development/to develop |
| Positive learning self-image (Am I able to do this?) e.g.: they like to reply in a chat so that no one else can see the answer only the instructor | There is a direct result of the seminar | 1. Own experience (through active collaboration) <i>It's not the same to read, learn, or do something.</i> 2. Collective and educational openness to the student's thoughts | | Positive teaching self-image |
| Enjoyable, joyful work | varied as the tasks are complex | | | Enjoyable, joyful work |

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