

International online research-workshop
„Inclusion, Diversity and Education for disadvantaged learning groups“
Abstracts

Fatima Chahin-Doerflinger (Germany): „New Education“ activities in Iran

There are various studies and publications about reform education and „New Education“ in Europe. The history of education in Eastern Countries and especially in Iran is little researched. The few educational studies that have been published mostly refer to individual aspects and effects of the state school and education system.

For about 150 years, there have been actors in Iran, including women, who have adopted educational reform ideas often from Europe and attempted to introduce them in Iran. This cultural and educational diversity of ideas and projects is little known abroad as well as in Iran. These important reform pedagogical movements with a European connection of the last two centuries are presented in my work on the basis of archival and document analyses and narrative interviews with leaders of non governmental pedagogical initiatives in Iran today.

Krisztina Sebestyén (Hungary): Choosing a foreign language and motivation for foreign language learning in secondary grammar and secondary technical schools of Hajdú-Bihar and Szabolcs-Szatmár-Bereg county

Command of foreign languages is nowadays more and more essential concerning advancement in studies as well as the labour market (Hegyi-Halmos, 2018). In most of the European countries mastering two foreign languages is required. In most cases English is followed by German or French (Eurydice, 2017). German is more widespread in our country due to historical reasons, geographical factors as well as economic processes. That is why after the change of regime more people learnt German than English, however, by the 2000s this tendency turned round (Tichy – Ilse, 2014). In our dissertation we examined what language learning motivations, aims and future plans promote or hinder learning German and English. Therefore, based on social and language pedagogical grounds in our research we aimed to provide a cross-sectional view in which we were searching for reasons and explanations that may influence the choosing of a foreign language, the enhancement of efficiency of learning/teaching foreign languages in public education and transferring language knowledge that can be used in everyday life. Based on eight research questions and hypotheses choosing of foreign languages and that of secondary school as well as school achievement of students learning German and English were examined considering socio-economic status. German and English teachers' professional knowledge, their demand on further education as well as teachers' and students' view on schoolbooks were also analysed.

For our research with paper-based questionnaires titled „Learning and teaching German in Hajdú-Bihar and Szabolcs-Szatmár-Bereg counties“ three questionnaires were used, all of them created by Evasys program. According to these two databases were compiled: one of them comprises the figures of students learning German and/or English in the 11th grade of secondary grammar or technical schools. The other one involves these of their teachers of German and English. The pilot test took place in December 2018, while surveying data in March and April 2019. In this process 890 students, 43 teachers of German and 57 teachers of English answered the questions in 18 institutions. To examine the figures SPSS software was used and with it two- and three-dimensional cross tabulations, variance analysis tabulations and clusters were created as well as correlation was calculated. Regional figures were depicted on a map using the MapInfo program.

According to our results 9% (75 persons) of the answering students was learning in the secondary school a foreign language that is not the same as the one learnt in primary school. This is a higher ratio than 3% found by Albert and his colleagues (2018) in the sample examining the whole of the country. When choosing a foreign language to learn in primary and secondary school there were more students opting for English, though, groups of different socio-economic status had chosen the type of secondary education and a foreign language in a different way. Students of low socio-economic status opted for the geographically closest institution (Schultz, 1998; Denzler – Wolter, 2010; Fekete et al.,

2016; Zolnay, 2018) and favour English as a foreign language. On the contrary, several children of families with high socio-economic status learn German (as well). If it was the parents who had chosen a foreign language in the primary school, 54% of those of high socio-economic status opted for German. It is more typical of those living in Szabolcs-Szatmár-Bereg county. If it was the surveyed person who could make his/her own decision, the majority (78%) had chosen English. It can be explained by the fact that in everyday life this foreign language can be heard the most often. School achievement of students of low socio-economic status falls always behind that of students of high socio-economic status. However, school achievement of students of lower status who learn German is usually better than that of their English learning counterparts. Previous to surveying data students learning only German took part in foreign language competitions more often. Furthermore, children of fathers with a degree passed the secondary school leaving examination and the language exam mainly in English. In the future plans of students with lower socio-economic status who learn German as a foreign language German is less important than English or less important compared to the plans of those learning English.

According to the examination of German and English teachers' professional work and future plans for further education there are always different fields of priority depending on the length of their career as a foreign language teacher. The desire to acquire and apply the latest methods as well as enhancing students' communication skills are getting more and more present. Comparing German and English teachers' answers there were several similarities, however, as a significant difference it became clear that teachers of German think the improvement of grammatical knowledge more important. Furthermore, teachers of German plan to join professional further education in Hungarian if they cover the fields of interactive whiteboard and audiovisual materials as well as methodological trainings. As for students' evaluation of schoolbooks members of various clusters evaluate their schoolbooks differently based on the clusters of choosing a secondary school. It can be in close connection with their future plans. When comparing teachers' and students' own views on schoolbooks as well as teachers' assumptions about their students' opinion teachers' evaluation of schoolbooks are almost always higher. Connected to the evaluation of schoolbooks there is a new finding. According to it there is a difference between the answers of those learning German and those learning English on accordance with their learnt foreign language. Furthermore, there is a similar difference studying the views of teachers teaching German and that of teachers of English.

János Kapusi (Hungary): Foreign language Geography teaching in Hungarian secondary schools

This research focuses on teaching Geography in ten foreign languages within the public education system of Hungary. It aims to explore the social and demographic context of foreign language subject teaching in bilingual and nationality education in secondary schools. While most studies in this field mainly approach from the direction of language pedagogy or methodology, this subject-specific research provides a more complex take on the spatial and linguistic diversity of Geography teaching across Hungary by integrating geographical and pedagogical perspectives. Research findings are considered novelty in the field and supported by a great variety of data ranging from final exam results through teacher surveys to the author's pedagogical experience of more than 15 years spent in different forms of dual language education.

Khofidotur Rofiah (Poland): Developing Bigbook for Students with Disabilities: Enhancing Accessible Disaster Risk Reduction in Diverse Communities

Global climate change is now largely regarded as increasing the possibility of catastrophic natural disasters, with the number of climate-related disasters tripling over the last three decades. Indonesia, being the nation most in danger from natural disasters, requires education that prepares children from an early age to avoid and respond to natural catastrophes. It is also reported that Indonesia has much higher rates of disability-related death and injury than other regions, and this risk is especially severe for children with specific educational needs and impairments (SEND). Therefore, disaster education is critical for children with special needs to learn about the many sorts of catastrophes and how to

cope with them. Disaster risk reduction education for children with special needs attempts to provide children with the information and skills necessary to survive natural catastrophes such as floods, landslides, volcanic eruptions, earthquakes, tsunamis, and hurricanes. The creation of a Bigbook of the short story about natural disasters like earthquakes, volcanoes, and floods by using Signalong Indonesia, a keyword-based sign system, as a means of teaching school children how to handle natural disasters via engaging illustrated stories. This study follows a Research and Development model, which includes the following procedures: (1) identification of potential problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) limited trial, (9) product revision, and (10) mass production.

Alina Boutiuc-Kaiser (Germany): Crossing borders and emerging in a new academic system: Experiences of international doctoral students in STEM fields in Germany

Exporting talents and education has become an important national agenda for Asian countries, particularly for China and India. The underlying idea is that exporting education and talents promotes national economic growth and international cooperation, among other profits. At the same time, importing talents and education has become an important national agenda for many European countries, Germany included. According to Statista (2021), around 33 Million students were enrolled in public colleges and universities in China and around 26 Million in India, with the most popular subject for postgraduate study being science, engineering and technology. Both the Chinese and Indian government supported around 700,000 Chinese students and one Million Indian students to study abroad in 2021 (Statista, 2021; Times of India, 2021). Although the preferred destinations of both Indian and Chinese students remain the US and the UK, followed by Australia (Statista, 2021), Germany is the fourth most preferred destination. In the last ten years, for example, the number of international students in Germany has increased by 76% (Wissenschaft Weltoffen, 2020). Accordingly, the number of doctoral students has also increased, as they are very attractive to both academia and business. In 2019, for example, more than 30,000 international doctoral students were enrolled at German universities (Destatis, 2020, p.31). Germany's late internationalisation efforts have thus paid off, as Germany continuously attracts new talent from these countries and from around the world in order to 1) supply the labour market shortages with the necessary workforce, 2) remain globally competitive, and 3) address demographic problems. Nevertheless, moving up into a new academic environment means being confronted with new academic conventions and working styles, interacting with foreign colleagues, supervisors and project partners, acquiring the discourse language and professional knowledge, as well as moving from the initial periphery associated with the early stages of doctoral studies to a more empowered position (Lave & Wenger, 2002). Academic identity is not only influenced by one's own agency, but also by socialisation (Dubar, 1991). Furthermore, the historical context is also crucial, especially when it comes to global mobilities.

This paper identifies takes a closer look at how the Asian international doctoral students in Germany adapt and react to their new German academic learning context (Ohidy 2008, p.25) and develop strategies of how to deal with new challenges and academic demands. Methodology: Applying a narrative-biographical perspective, this paper presents relevant findings from a qualitative study conducted with PhD students from South East Asia in STEM disciplines living in Germany. Furthermore, it highlights their academic mobility and their involvement in the process of lifelong learning as a preparation for their academic identities.

Vincent Macmbinji (Hungary): Art-Based Intervention in Determining the Quality of Life of Children with Autism and Their Parents in the Context of Educational Services in Kenya

This presentation's major goal is to describe art-based interventions in the context of educational services in order to improve the Quality of Life (QoL) of children with autism (CWA) and their parents. A complete electronic database search was conducted for the article, which focuses on art-based intervention and the Quality of Life (QoL) of children with autism (CWA) and their parents. The systematic literature review of studies was based on a) studies that incorporate various art-based interventions used to teach CW A. b) research that looks at the impact of an art-based intervention on

CWAs' quality of life. Five papers were assessed because they met the requirements. According to the systematic literature review's findings, several art-based interventions were utilized to teach CWA. Art-based therapies are the best predictor of developmental domains like sensory integration and executive functioning, which are important for CWA and their parents' QoL. Systematic literature review research in Kenya revealed that very little is known regarding art-based intervention and quality of life. According to the article, a wider focus on a comprehensive review of CWA QoL in Africa would be beneficial.

Lamin André Kvaale-Conateh (Norway): Equity in Norwegian education

A new policy reform is being introduced in Norwegian primary and secondary education. The newly revised version of the former Curriculum for the Knowledge promotion of 2006 includes new course curriculums in all subjects and a new overarching Core Curriculum – Values and Principles for Primary and Secondary Education, which will be introduced between 2020 and 2023 (Utdanningsdirektoratet, 2021). The white paper which describes the intentions with and the background for the revised curriculum, Curriculum for the Knowledge promotion of 2020, arguably presents an ambition for equity. The ambition claims that the government aims to make schools capable of developing children's abilities, independent of their background and home relations. Furthermore, it claims that education is the key to develop a so-called knowledge society, and that this is the most important tool for equity (Meld. St. 28 (2015-2016), p. 5). The ambition is presented at a time when the Norwegian society is experiencing increasing social inequalities, and where previous research has claimed that the school system reproduces social inequality.

The aim of this paper is to address the ambition by applying Carol Bacchi's (2009) What's the problem represented to be approach. The framework is partly derived from post-structuralism, where policy rather than reacting to problems, creates them. The approach suggests six problem-oriented questions for an analysis of policy, which have been adapted to this study as the following research question: Which political problem is the equity ambition supposed to be an answer to? The approach facilitates a thorough investigation of the ambition and seeks to conceptualize its background. The paper will therefore examine which discourses and problem representations are situated in the ambition and its concept of equity, by exploring relevant white papers in relation to the reform. The problem representations and discourses exposed by the analysis will then be discussed by applying critical resources such as Bourdieu's (1986) conflict theory and other relevant perspectives which address social (in)equality in education. The preliminary analysis argues that the ambition can be viewed as a case of symbolic violence (Bourdieu, 1989), if it serves to legitimize processes of social reproduction and inequality. The study's findings hope to contribute to both reflection and awareness among the actors and stakeholders in the field of education.

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Rita Divéki (Hungary): Global Competence Development in Hungarian EFL Classrooms and EFL teacher training: a Mixed-Methods Enquiry across two Contexts

In today's world, there are increasing demands towards education systems to empower students to become active and responsible global citizens who are prepared to address the challenges of the 21st century and who have the capabilities to solve local and global issues. Global competence

development seeks to meet these needs by equipping students with the knowledge, skills, attitudes, and values necessary to understand complex global problems, to suspend judgement and to understand other people's perspectives, to communicate with people from different cultural and linguistic backgrounds appropriately, effectively, and respectfully, and to act for a better world. Although global education is a widely researched area, the literature does not abound in studies focusing on global competence development in ELT or classroom research. The main aim of this research project was to explore university EFL teacher trainers and secondary school EFL teachers' views and practices regarding global competence development in EFL classes in Hungary. More specifically, the aims were to shed light on what views secondary EFL teachers and university tutors in EFL teacher training in Hungary hold on global competence development; to explore the ways they develop the knowledge dimension of global competence in their students; and to map how EFL education provides and can provide ways to develop Hungarian students' global competence by revealing tutors and teachers' good practices.

The dissertation presents a mixed-methods enquiry of eight interrelated studies including a university tutors' semi-structured interview (N = 5), a secondary school EFL teachers' semi-structured interview (N = 10), a university tutors' questionnaire (N = 34), a secondary school teachers' questionnaire (N = 182), a classroom study in the university setting in the researcher's own groups (N = 140), a classroom study in the secondary school setting in 12 EFL teachers' groups (N = 158), a teacher trainers' focus group interview study (N = 4) and a secondary school teachers' interview study (N = 12). The studies revealed that the participants have a varying degree of understanding of what the concept of global competence entails or what global competence development means in practice. Even though they do not have a full understanding, they believe it is important to raise global citizens and they have a role in nurturing their global mindset in EFL classes. The participants develop the knowledge dimension of their students' global competence by bringing various issues of global, local, and intercultural significance into their classes, but the studies reveal that they have a penchant for dealing with intercultural and global issues to the detriment of local content. They consider various aspects when choosing global content to incorporate into their lessons, and in both contexts, their own competence to deal with complex and controversial topics, their students' interests, and the availability of materials play an important role. The respondents use a wide range of student-centred techniques to develop their students' global competence, but their good practices rarely include transformative learning activities. The findings

imply that global education should figure more markedly in teacher training programmes. Teacher trainers should endeavour to equip trainees with pedagogical content knowledge about global education and to nurture global citizens who may, in turn, authentically and systematically incorporate global education into their teaching in the future.

Nadine Comes (Germany): Intercultural competence as a key-competence of teachers

Increasing migration movements and the associated globalization in the European Union have the effect that we live in a linguistically and culturally heterogeneous society in our days. This is shown e.g. in the composition of the students at schools. This results in changed requirements for the school institution, to grant all students the right to education and participation (cf. Standing Conference of the Ministers of Education of the Federal States in the Federal Republic of Germany 2013: 2) and to enable equal opportunities for educational success. Empirical studies such as the PISA study 2015 show that students with a migration background are disadvantaged in terms of educational participation and educational success compared to students without a migration background (cf. OECD 2016): This data shows that the school and the lessons are geared towards the larger cultural and linguistic heterogeneity of the students must be aligned.

The teachers are important actors in everyday school life, who initiate and promote the implementation of the educational content. In order to tailor their learning offers for participation in the heterogeneous society, it is crucial that they themselves have acquired intercultural competence through experience of 'their own' and 'other' (cf. Thomas et al. 2005:24).

In the empirical study of the dissertation, the methods of expert interviews and document analysis are used. By combining the two methods, a multi-perspective, valid result should be achieved. The subjective views of teachers at Berlin elementary schools with the special pedagogical character of the European State School Berlin are tracked down with regard to learning in an intercultural context through these interviews. The results are then presented by means of category formation through qualitative content analysis according to Mayring (2015) and compared with each other using the previously carried out document analysis

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Kitti Vitéz (Hungary): The Effect of Covid-19 Pandemic on a Hungarian Higher Education Institution from International Students' Perspective

Internationalisation and strategic planning for internationalisation have become one of the most important features of Higher Education in the 21st century. Broadening the foreign student base is an explicit goal in the strategies of most Higher Education institutions, both domestic and international. The internationalisation of Higher Education and the increase in the proportion of international students play a key role in the context of inclusive internationalization, which has a fundamental impact on the organisational culture and climate of higher education institutions. The number and proportion of international students has been growing steadily and intensively at this Hungarian University since 2010: almost a quarter (23.4%) of students starting courses in 2019 are international nationals, while this proportion was below 10% among students starting courses in 2010 and 2011. The aim of my research is twofold: on the one hand, to examine and compare the macro-statistical data of international students between 2010-2019 (pre pandemic time) and 2020-2021 (during Covid-19 pandemic) based on the Neptun (all student data) database with a special focus on the distribution of training by status (bachelor, master, postgraduate and international). I also look at student support in terms of scholarships and dormitory houses placements. Secondly, my aim is to explore the views and experiences of international students during the Covid-19 pandemic regarding online/distance/hybrid forms of education and students' university life at 10 different faculties. Surveying students' opinions and experiences can be an important element of the university's studentification process in this changed but assumably long-term new situation. Because students have experiences now with many different types of learning forms in more semesters that is why their answers could contain more information now than in the middle of the first wave of Covid-19 pandemic.

I am looking the answer for the following research questions: How did the participation, role and activity of international students change in their courses during the pandemic? How much do international students feel themselves university citizens before and during Covid-19? What could help to enforce this feeling? How does the pandemic affect students' daily social and academic life, their progress and their vision of their future?

Literature analysis, statistical analysis (SPSS) of personal and educational data available in Neptun database and an online questionnaire gives the methodological basis of this study. These multiple perspectives and different forms of methods can enhance the reliability of the results. Getting a picture of changes caused by the pandemic and its impact on the processes of internationalisation is

inevitable. Comparing student training data with data from 2010 to 2019 could show the short-term, almost immediate effects of the Covid-19 pandemic, which could even imply longer-term changes. The results could be used as a basis for targeted improvements at the local level, which in the long term could lead to the attachment of students to the university. Awareness of the academic and social outcomes of international students can help to support their academic and personal well-being, thus enhancing the inclusive excellence of this institution.

Natascha Hofmann (Germany): Experiences and challenges in educational biographies of Sinti*zze and Rom*nija in Germany

Aspects of educational biographies have been collected within a qualitative study considering challenges and conditions of successful educational pathways of Sintizze and Romnija in Germany. Findings and reflections of the qualitative study (2018-2021) will be presented in the workshop. Twelve women with Romany background, aged from 17 to 40 years and living in Germany, have been asked to tell their educational biography in a narrative-biographical interview. Starting the interview with an impulse question, they outlined their educational pathway with their own interpretation and emphasis according to the idea of a reconstructive educational research. The interviews reveal various aspects influencing educational biographies of Sinti*zze and Rom*nija in Germany: the importance of role models and supportive mentors; the importance of heterogene as well as informal learning spaces strengthening resilience; self-empowerment; the appearance vs. the invisibility of ethnic identity in different contexts. Furthermore the findings of the empirical study as well as the research process is reflected on the theoretical intersectional analyzing model on the basis of othering processes.