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COVID-19 PANDEMIC ON EDUCATION – STUDIES

ISTVÁN POLÓNYI PANDEMIC EDUCATION

The aim of the study is to present the transformation of the Hungarian public education and higher education system over the past ten years, and its unfavorable consequences for the effectiveness of pandemic education. The paper first presents the changes that have taken place in public education, of which the nationalization of institutions, the polarization of non-declining institutions, and the withdrawal of resources have resulted in serious problems during the period of pandemic education. Withdrawals have led to the obsolescence of school ICT tools, polarization means that at least one-fifth of pupils do not have access to distance education, and centralization has left both schools and teachers to themselves.

The most important elements of higher education policy changes are centralization, which reduces institutional autonomy, the elitization and the withdrawal of funds. The effectiveness of pandemic education has been significantly affected by these measures. Following the elitization, distance education in the Hungarian higher education system is extremely narrow, so neither the equipment of the institutions nor the lecturers were prepared for mass distance education. Lack of resources prevented a rapid response, and a lack of autonomy resulted in dependence on the center instead of independent initiatives.

The study concludes that the impact of pandemic education on Hungarian society is likely to have two serious long-term consequences: partly reducing social cohesion, and partly increasing the backwardness of Hungarian human resources, which are already becoming more and more disadvantaged.

Keywords: centralization of the education system, polarization of public education institutions, elitization of higher education, narrowing of distance education

ISTVÁN NAHALKA CORONAVIRUS AND EDUCATIONAL POLICY

In the course of COVID-19 epidemic the Hungarian educational government also had numerous challenges. Today we have not enough concrete knowledge to say that hard measures are conducive to mitigate the effects of the epidemic or not. The most important condition of the continuation of education is the dominant role of the modern pedagogical culture in the educational system. In Hungary this condition is not ready. The

causes of this situation we have to seek in the educational policy. The rising of inequality of opportunity was appreciable on the whole World, in our country too. The closures of schools caused more significant lagging in learning processes and outcomes in the case of handicapped students. Educational policy and administration had no any answer to this serious problem.

Keywords: educational policy, school closure, continuation of education, inequality of opportunity, pedagogical culture, modernization of education

KATALIN FORRAY R. – TAMÁS KOZMA SOCIAL LEARNING IN PANDEMIC

Researchers of social innovation and community (social) learning usually start their analyses from natural disasters (*Moulaert et al. 2013: 113–130*). In this paper, we defined the first six weeks of pandemic threat (COVID-19) in Hungary as a community-wide challenge that resulted in new learning and innovation (*Márkus–Kozma 2019: 5–17*). We choose participatory observation as the main research method (*Moulaert – MacCallum 2019: 115–120*) which was complemented by social media analysis as well as targeted interviews and ongoing monitoring. We used education (teachers, students, parents and owners of institutions) as an example. We outlined four population groups and their typical attitudes towards the government's anti-virus education policy: the "loyal", the "accuser", the "active" and the "innovative". The education policy showed changing dynamics at the time of the epidemic threat. When the threat was announced, the innovativeness of civilians flared up; however, this was later gradually suppressed by government decisions. The desired, on the other hand, would have been a partnership between the parties.

Keywords: social learning, pandemic, social innovation, educational policy

ILDIKÓ HRUBOS EFFECT OF THE CORONAVIRUS ON HIGHER EDUCATION. EUROPEAN AND GLOBAL OVERVIEW

The study summarizes significant research results that were born in the initial phase of the coronavirus and are clearly based mostly on mosaic-type empirical surveys. However, they mainly emphasize the expected consequences. In what ways, to what extent and in what forms is it necessary and favourable to maintain the education methods introduced under the state of emergency conditions, and to further develop them – considering the long term – for integration into future practices. This research approach is connected to the subject that has been highlighted in recent years, the matter of modernizing learning and teaching, but points even beyond that. The question of the existence of higher education (and mostly universities) in the European and global arena sharply rises again.

Keywords: digitization, crisis, cooperation, creativity

GYÖRGY CSEPELI
MARKETPLACE OF THE GLOBAL MIND

The coronavirus pandemic has shown how fragile are the grounds of human wellbeing on earth. Steven Pinker can be right stating that humankind has never lived so well than at the turn of the century but no-one can be sure that this trend will not end abruptly. Climate change, migration, increase of global inequalities the belligerent coexistence of civilisations and the unleash of the financial system have resulted the emergence of planetary idiotism. The world has never been more volatile, uncertain, ambiguous and complex than before. Studying and knowing this world is the task to be done by scholars working in research institutes and universities. The winner of the coronavirus pandemic has become the digital sphere where the global marketplaces of the knowledge production and distribution operate. The future of mankind depends on the willingness to return to the primordial values of solidarity that helped the human survival.

Keywords: global crisis, knowledge, digital transformation

ÁGNES ENGLER – VALÉRIA MARKOS – ÁGNES RÉKA DUSA
PARENTAL ASSISTANCE DURING TRADITIONAL AND DISTANCE
EDUCATION

The focus of our study is on the issues of epidemiological measures introduced during the coronavirus that affect children, the impact of the pandemic on time management of families and the difficulties of home learning and digital transition. In our research, we use a database based on a telephone questionnaire (CATI), which was created during the first wave of the pandemic, in April 2020 on behalf of the Mária Kopp Institute ($N = 1000$). We examine what influences home learning when parents may need to help with curriculum acquisition. According to our results, the majority of families had the opportunity and intention to learn together, and we did not find differences in the extent and manner of this along the usual social background variables, but in relation to family relationships and working from home.

Keywords: digital education, home learning, pandemic situation

ÁRON SZILVESZTER – RÉKA KASSAI – ZSÓFIA K. TAKÁCS –
JUDIT FUTÓ
PREDICTORS OF SUCCESSFUL DIGITAL LEARNING IN FAMILIES
WITH DIFFERENT SOCIOECONOMIC STATUS DURING THE COVID-19
PANDEMIC

Because of the COVID-19 pandemic, the education system switched to digital distant learning education from March to June 2020. These changes posed a number of new challenges to students, teachers and parents alike. We assume that disadvantaged families were in an even more vulnerable position (*Jakab 2020*). Thus, we aimed to conduct a study to examine whether and how certain factors, including socioeconomic status,

household chaos, family routine, and children's learning effort affected learning success during this period of homeschooling. The sample consisted of high/middle-class and disadvantaged (living in a Roma settlements) caregivers of 1st-4th grader children. Our results indicate that socioeconomic status alone was not a significant predictor of learning success, however, learning effort, household chaos, and family routine were found to be important predictors. These results – although purely correlational – might suggest that a targeted intervention can be expected to effectively help disadvantaged children adapt to and succeed in a digital distant learning education setting.

Keywords: COVID-19, distant learning, low SES, learning success

RESEARCH ACTIVITIES

BORBÁLA KÁROLYI – ANIKÓ FEHÉRVÁRI **OFFLINE AND ONLINE RELATIONSHIPS AMONG PRIMARY SCHOOL CHILDREN**

Nowadays, smart devices and the internet among children appear at younger ages than they did a few years ago. The particularities of the online environment, the social, and other negative effects are the topics of several studies, but very few focused on these effects on students' relationships. Our pilot-research highlights the connections between offline and online relationships and the potential dangers caused by the online presence of children at a young age, which is even relevant since the beginning of the digital online education caused by the pandemic when even more primary-school children joined the online platforms.

Keywords: relationships, primary school children, online and offline relations, sociometry, smart devices and internet usage

GABRIELLA PUSZTAI – KRISZTINA GYŐRI **LEARNING ALONE – THE STUDY OF STUDENT RELATIONSHIPS DURING THE EMERGENCY REMOTE TEACHING**

Researchers have begun studying with utmost haste the effect of the COVID-19 pandemic on teaching already in 2020. In the present study, we compared the states of the student relationships before and after the emergency remote teaching (henceforth ERT). Our questionnaire was filled by 677 students (172 males, 505 females) from altogether 29 Hungarian higher education institutes. Our results raise attention to the important dimension of the role of faculty members which are not in close relation to knowledge transfer, furthermore, the results point that the strength of the institutional relationships is in correlation with the persistence related to student persistence, student engagement, the trust, and the satisfaction. All of this should be taken into consideration when working out a concept for a virtual university.

Keywords: COVID-19, education, emergency remote teaching, drop out, higher education, virtual university

ZSOLT DÁNOS

PRESENCE OF SOCIAL RESPONSIBILITY IN THE ORGANIZATIONAL DOCUMENTS OF HUNGARIAN STATE UNIVERSITIES

The study uses the method of content analysis in the organizational documents available on the institutional websites of Hungarian higher education to look for the presence of university social responsibility, which dates back only two decades. The concept emerged in the wake of corporate social responsibility in connection with the phenomenon of the third mission and seeks to broaden the interpretation of the modern roles of the university, but it has hardly been researched in the Hungarian research. Besides, the writing seeks to establish categories of how university social responsibility manifests itself and what awareness the institution represents in responsibility. For all this, the study presents the framework in which the concept of university social responsibility has been developed.

Keywords: university social responsibility, Hungarian higher education, organizational documents, content analysis

ZSÓFIA KOCSIS

THE IMPACT OF PAID WORK ON UNIVERSITY CAREERS AMONG HIGHER EDUCATION STUDENT

Research in recent decades has shown an increasing trend in paid employment for higher education students, but researchers have not reached a consensus on its impact on performance. The aim of our research is to explore the impact of student employment on academic performance and engagement to study. Based on data from PERSIST 2019 ($N = 2199$), students who work regularly are more successful than their non-working counterparts. Furthermore, there is no significant difference between the student groups in terms of engagement and intensive communication and contact with the lecturers. In this respect, we can see that regular work does not hinder their university careers, and nor does prevent the development of relationships within the institution.

Keywords: dropout, student employment, student work, part-time work, academic performance

MELINDA KRANKOVITS – GÁBOR KALLÓS

NON-LINEAR LIFE PATHS IN HIGHER EDUCATION, OR HOW DO WE AVOID DROPPING OUT?

Nowadays some of the most important areas of higher education research are dropping out and related case studies. The first part of our study deals with the development of mass higher education, describing the theoretical background of the expansion. This part provided examples of the current appearance of basic concepts through international literature. The study is about students' life paths, also covers the topic of dropout researched by many, offering our own automated solution for data analysis. Looking out of the topic of dropout, we are dealing with the re-freshman phenomenon in the field of

technical discipline. It can be seen, that other choices, such as re-enrollment, offer an alternative to dropout.

Keywords: higher education, expansion, dropout, re-freshman