

Gabriella Pusztai - Erika Juhász - Gábor Erdei
(eds.)

Promoting Excellence in Higher Education

Abstract book



Erasmus+

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Promoting Excellence in Teaching and Learning in Azerbaijani Universities

International Conference

**Debrecen, Hungary
19. October, 2017**

- 10.00-11.30 Plenary lectures** (Venue: 1st floor, Csokonai Room)
Moderator: *Erika Juhász*, PETRA project manager, Hungary
Opening: *Péter Csatár*, vice-rector, University of Debrecen, Faculty of Humanities
Plenary lectures:
Kozma László, program director, Coordinating Center for International Education, University of Debrecen: International Education in University of Debrecen
Seyid Sura, Vice-rector, Nakhchivan State University: DEVELOPMENT Information and communications technology (ICT) at Nakchivan State University
Gabriella Pusztai, professor, University of Debrecen: Social and Organizational Factors Affecting Student Achievement in Higher Education
- 11.30-12.30 Sandwich lunch** (Venue: 1st floor)
- 12.30-14.00 Work sessions in 2 sessions** (Venue: 1st floor)
- 14.00-14.30 Coffee break** (Venue: 1st floor)
- 14.30-16.00 Work sessions in 2 sessions** (Venue: 1st floor)
- 16.00-16.45 Close up Workshop** (Venue: 1st floor, Room Csokonai)
Moderators: Gabriella Pusztai, Erika Juhász, Gábor Erdei
- 17.00-18.00 Closing toast and Culture program** (Venue: Ground floor, Aula)
Folk dance show and dance learning
- 18.00-20.00 Reception, farewell** (Venue: Ground floor Club room)

Session program:

12.30-14.00 Work Session1: Quality, methods and competencies in the higher education

Venue: 1st floor, Room Csokonai

Chair: Katinka Bacskai

István Erdős	Redefining quality at the universities of the 21th century: the case of three Hungarian regional universities
Mammadova Samira	International relations of Sumgayit State University
Zsófia Kocsis – Zsuzsanna Karászi	Employment trends among university students of Debrecen
Erika Juhász – Edina Márkus	Using DACUM Method in the Higher Education
Katinka Bacskai	How to Calculate with the Results of Competency Tests?

12.30-14.00 Work Session2: Learning, teaching and researching in the higher education

Venue: 1st floor, Room László Holló

Chair: Márta Miklósi

Gábor Erdei	Lifelong learning activities in higher education
Tiina Mäkelä	International research and collaboration projects of the digital learning environments research area at the University of Jyväskylä
Valéria Markos	Volunteering motivations of higher education students in a Cross-Border Central Eastern European Region
Dóra Németh	Preparation in a teacher education in talent-development

14.30-16.00 Work Session1: Past and present in the higher education

Venue: 1st floor, Room Csokonai

Chair: Milagro Iborra-Lucas

Attila Kenyeres – József Szabó	Using media as an educational tool in higher education
Milagro Iborra-Lucas	Teaching sustainability through ancient Rome
Csilla Imola Székely	Characteristics of Klára Kokas's pedagogical methods
Nóra Németh – Imre Fenyő	New modes of learning and teaching in higher education

14.30-16.00 Work Session2: Talents, communities and culture in the higher education

Venue: 1st floor, Room László Holló

Chair: Khumar Mammadova

Anett Hrabéczy	Outcomes of the practice of talent development in kindergarten environmental factors affecting pre-school music talent promises
Dorina Tóth	Community Higher Education Centre In Hungary
Tímea Szűcs	Methodological Approaches to Music Education in Higher Education
Khumar Mammadova	The role of ICT in Higher Education
Ruslan Mammadov	Strategies and factors effecting internalization of the University: the case of Ganja State University

HOW TO CALCULATE WITH THE RESULTS OF COMPETENCY TESTS?

The drop-out is one of the biggest problems of the Hungarian higher education. According to data, it could be even 40% (OECD). The institutions and the educational policy make efforts to reduce this ratio. Drop-out means the biggest problem at the beginning of the university, in the first few semesters (Queen 2013). The reason for this is that the student who absolved the entrance exam, has difficulties with the requirements expected by the university. From this semester, the competency test for the new university students is expected to be introduced that tests the different competences in every science area. It is planned to repeat the test at the end of the training. The test has two main aims. One of them is to detect the improvements of the competences of the university students during the university training. The other is to recognize if there is a need to improve the competences with the help of additional courses.

In the Hungarian higher education, there isn't much experience in connection with competency testing. But in the compulsory education we have a long-lasting tradition of continually improved National Competency Test (OKM). The National Competency Test is similar in many ways to the PISA test but it works with population sample. We have sophisticated methodology to understand the data. In this presentation, I want to demonstrate a few of this methodology what can facilitate the understanding of the data of the competency test in the higher education. The illustration of the data on a map provides much information, because there is a strong connection between the level of competences and the economic development in Hungary. Because of that we need to count an added value index also. Finally, I will show a segregation index, which demonstrates how homogeneous the performance within the institutes is. Project no. 123847 has been implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_17 funding scheme.

LIFELONG LEARNING ACTIVITIES IN HIGHER EDUCATION

The lecture will focus on lifelong learning activities in higher education. The applied theoretical approach considers the changing world around higher education and at the same time the changing policies of higher education institutes.

The goal of the lecture is to provide an analytical framework of the different policies and the related programs regarding the lifelong learning role of higher education. Lifelong learning activities are not equal to the third mission of higher education. Lifelong learning in this respect is sometimes more but sometimes less than third mission.

The lecture will study the main documents from the field from international but also from national perspectives. Also tries to identify the scenes, terrain and forms of university lifelong learning. Many of them obvious, because take place like typical learning processes, but the others remain invisible because those occur out of university building and traditional tertiary education frames. Finally, the lecture will have some examples, case studies, good practice from the field of university lifelong learning. This lecture also tries to pave down the later written material for the project participants.

Key words: university lifelong learning, forms of lifelong learning, lifelong learning activities of higher education, LLL policy for higher education

**REDEFINING QUALITY AT THE UNIVERSITIES OF THE 21ST CENTURY:
THE CASE OF THREE HUNGARIAN REGIONAL UNIVERSITIES**

An emblematic aspect of the post-modern period is the questioning of every and any values and ideas. One of these previously seemingly self-explanatory idea is quality. The term quality is deeply intertwined with higher education.

In higher education historically important values such as the abstract academic work and traditional knowledge transfer seem to be overshadowed by new priorities. It is crucial to understand and identify the fields that are taking over the central role in the ranking of higher education. One must also measure how higher education institutions perform in these fields. It is no accident that the higher education community has been paying considerable attention to rankings. As rankings investigate different aspects of the higher education and quantify the achievement of universities.

I have analyzed the U Multirank system to gain a better understanding into measuring quality in different fields of higher education. The U Multirank is an international database that considers multiple fields of higher education and provides accurate and up to date information. This database contains detailed information on twelve Hungarian universities from which I examined those three “big” institutions that are not located in the capital (University of Debrecen, University of Szeged, and University of Pécs). I have done a comparative analyzes in the following main dimensions: Teaching & Learning, Research, Knowledge Transfer, International Orientation, and Regional Engagement. Within these dimensions my research also included taking into consideration aspects such as: External research income, Top cited publications, Student mobility, Strategic research partnerships in the region and many more. The numerous approaches of comparison offered by U Multirank shows perfectly the post-modern value pluralistic way of thinking. Among these approaches are many that previously have not been taken into consideration such as regional engagement –which though overlooked in the past– now is recognized as a key aspect in determining the quality of a university. After comparing the scores in the five different dimensions we can conclude that among the three universities the University of Debrecen has the highest scores, though the two other institutions reached admirable standards as well. Research has been implemented with the support provided from the Department of Justice in Legal Excellence Program.

OUTCOMES OF THE PRACTICE OF TALENT DEVELOPMENT IN KINDERGARTEN
ENVIRONMENTAL FACTORS AFFECTING PRE-SCHOOL MUSIC TALENT PROMISES

In the university education, the talent development in kindergarten is rarely discussed, we also neglect the topic of the differentiated development of the gifted children. But these children are also present in the everyday life of kindergarten education, this way it would be better to prepare those pre-school teachers as well, who aren't specialized for talent development.

Several researches confirm that from different talent areas the music talent appears first, there can be signs even before the child turns 2 years old. The sensitive stage in the development of musical abilities ends around the age of 9, this also proves that it is important to recognise and start to develop it as soon as possible, where the teachers and the kindergarten environment have an important role.

This research sought to find out how the two most important environmental factors, -family and kindergarten- impact the life of pre-school music talent promises. During the research, a questionnaire was filled by kindergarten teachers and parents of kindergarten children, a total of 60 parents and 32 kindergarten teachers, whose results were analysed by using statistical methods. The two different questionnaires contain a closed question line, where the fillers could choose from several options. From these questionnaires, we were able to get responses on how the environment and the adults in that environment affect the children, how it is done, as well as information on the musical development of children in the environment.

In the light of the most important results of the research, the following can be said. In the daily life in the kindergarten, based on the usual number of children in kindergarten groups and without the help of talent development activities, the development of talent promises cannot be implemented effectively. Although teachers are raising children in a supportive and accepting spirit, and with their activities they also support the development of skills, their views on talent management have been controversial at several points. Considering the results of the family environment, we can conclude, that its effect shows up both in the motivation and the abilities of the children as well, but the parents aren't paying enough attention to these signs, however the children's motivation and the rate of their development would suggest that.

USING SCID METHOD IN THE HIGHER EDUCATION

We think that the success of trainings lies in design. In this presentation we intend to sum up some thoughts on this process of planning trainings and one of its special methods, the SCID method.

At first we review the main 10 questions of planning and organization, then we illustrate the importance of output-based control as well as the appearance of competences in higher education planning. Competencies equally contain mainly theoretical scopes of knowledge, practical skills, a positive attitude towards work, as well as autonomy and responsibility necessary for the line of work. Once the competencies of the training are determined, the relevant teaching materials can be allocated as well.

The basis of the SCID (Systematic Curriculum and Instructional Development) teaching material development is a competence based training method and performance based training. SCID is an efficient, systematic teaching material and teaching development method. It is a teaching material development process made up of five main phases (analysis, design, development, implementation, and evaluation), and twenty-three components.

Development is based on the analysis of the job, then we determine the competencies (so-called creation of competence profile), after it we elaborate the training plan based on the competencies, then we can prepare the learning guides and materials. The output of a phase becomes the input of the next phase. There is room for correction in every phase, and at the end of the process there is a summative evaluation. This summary is complex, and covers all the phases of the process.

Advantages of the SCID-method:

- Clear-cut aims and requirements,
- Modularized training program,
- Opportunity for independent progress,
- Intentional, varied teaching methods and tools,
- Practice oriented,
- Flexible training process,
- Supportive, learning facilitating, motivating teacher roles,
- Clear-cut evaluation aspects,
- Qualifications easily sold on the labor market,
- Opportunity for further education.

Example of SCID-based training design in Hungary is the system of occupational trainings listed in the National Occupations Register and the designing of higher education trainings.

Our own example is the training that was implemented over 60 years ago, the further development of higher education system aimed at cultural and adult education experts, which utilized this very method when outlining the training and output requirements, furthermore, and as a continuation, we made use of the method when we prepared the accreditation materials necessary for launching the major. With this method we can develop training programs built on demands raised by the labor market and taking into consideration requirements from academe.

EMPLOYMENT TRENDS AMONG UNIVERSITY STUDENTS OF DEBRECEN

Our research paper investigates employment trends among university students, as the lifestyle of the student society lies on the study, entertainment and work keystones. The history of our research is based on the national and international literature study. After processing the literature study our research tries to answer the following questions: What kind of factors increase the willingness to work and what is the impact of it on the study success? The study is based on qualitative and quantitative data. Data from our field-work and personal interviews provided the foundation for the qualitative analysis. Cross tabulation, factor and cluster were used in the secondary analysis of the IESA survey data. In our qualitative research we pointed out that there is a big and extensive student employment mediator system and several facts influence the students' decision. In contrast with earlier project we found that family social status influences employment significantly. Furthermore, we take into consideration the religiosity of students, as it also can have impact on employment trends. Project no. 123847 has been implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_17 funding scheme.

Key words: *higher education, student employment, work experience, religiosity*

**INTERNATIONAL RESEARCH AND COLLABORATION IN THE AREA OF DIGITAL LEARNING
ENVIRONMENTS AT THE UNIVERSITY OF JYVÄSKYLÄ**

In this presentation we will, first, present the University of Jyväskylä, which is a multidisciplinary, dedicated scientific university, which ranks as the second largest university in Finland measured according to the number of Master's degrees conferred. The University has established strong international partnerships in the field of education with 35 institutions of higher education abroad and participates actively in exchange programs worldwide. In addition, it is part of over 300 international scientific networks and has more than 50 ongoing collaborative programs with top universities from Europe, North America, and Asia. For instance, in Framework Programme 7 (FP7), the University participated and managed 56 EU research projects, including 5 ERC-Starting Researcher Grants and 1 ERC-Consolidator Researcher Grant, three Marie Curie Initial Training Networks, four Marie Curie IEF projects and two Marie Curie IRSES projects. The general introduction of the university will be followed by the presentation of the current international research and collaboration project particularly in the area of digital learning environments. The presentation will, for instance, give an overview of two Horizon 2020 funded research and innovation actions, one named as Stimey (Science, Technology, Innovation, Mathematics for the Young) and other as LEA (Learning Technology Accelerator) on innovative procurement of Learning Technologies, starting in 2018, in which University of Jyväskylä is the coordinator. JYU is also the acting technical manager of LEA project's predecessor, IMAILE-project (EU FP7) of 12 million euro, EU's investment into innovative procurement of Personalized Learning Environments for the future. In addition to PETRA (Promoting Excellence in Teaching and Learning at Azerbaijani Universities) project, we also collaborate in Erasmus+ projects such as AESOP (Advocacy Establishment for Students through Ombudsman Position) and Access4All project. The goals of this presentation are (1) to provide information of our research and collaboration interests and (2) support identifying some shared interest which could lead to possible future collaborations.

**STRATEGIES AND FACTORS EFFECTING INTERNALIZATION OF THE UNIVERSITY:
THE CASE OF GANJA STATE UNIVERSITY**

This study challenge strategy and factors that affecting internalization. The main purpose of this research to give information about the milestone and challenges that were made during the implementation process of the activities which had carried out as an act of internalization. In this essay, international relations and strategy on international base analyses and mentions challenges in order to show increasingly adopt strategies of internationalization achieve competitive process in both national and international area. With globalization emerged new aims, additional functions, and activities/scope international framework programs made a big route on internalization process. Thus, the cultural adaptation made on realization process that mainly supported for structuring and planning the University on both areas internationally and locally. The materials and methods adapted during the lifetime and ongoing process of the international project that allows using internationally by EU Universities practice. Accordingly, we had the opportunity to collect superior features and main aspects of the University of Bologna, Italy; Santiago De Compostela and the University of Malaga, Spain practices. At the result, we found managed to prepare strategic plan of the University and to implement the working plan during each year. Furthermore, the structure and job allocations and mechanism of the dominant offices successfully made during the whole process.

As a result, this essay will assess and analyze the rewards and challenges of the internationalization of higher education as a result of international relations, with the particular frame of activities.

Keywords: Internalization, globalization, higher education, challenge, structure, mechanism.

THE ROLE OF ICT IN HIGHER EDUCATION

Education is important for social and economic development, and higher education is a key area to maintain a country's development in all fields. The great number of the reforms realized in the field of education aims to contribute to the solution of the problems which already existed in this field and which appeared newly. The educational technologies which are changed and renewed every day have not been able to solve these problems yet. The solution of the problems in this field in Azerbaijan Republic which is on the eve of transition to the contemporary teaching methods, like online, virtual and distant education demands every educator to study the innovations in the contemporary world and apply those which are useful in the teaching process. In our opinion, there have always been cases in the system of education, like in all other fields. When it has been changed and these changes have caused new problems, these problems keep their topicality at present. And we think that sudden solution of these problems is not only logical but also impossible. To solve these problems it is necessary for higher education to exchange practices and experiences and discuss the faults and the obtained achievements. We can say that ICT plays great role in higher education, too. According to our observations, as a result of motivation and stimulation the poorest pupil or student in the class or auditorium can be developed into a good or an excellent one. Our experiments and practices maintained it. ICT develop so rapidly that, education system can hardly take its tempo in any way. All of these must make not only the specialists who work in the field of information technologies, but also methodologists-pedagogues think about it, because development and improvement should be done in all fields. The usage of multimedia presentations enables instructors to demonstrate their personal creative ability and individuality, to make their lessons more interesting and enliven their classes. At present teaching literature or in any fields of education is more promising thanks to the "revolution" in the field of education, as well as, in the teaching process on the background of information technologies which develop fast in the late years. They were given time in order to collect necessary information related to the given questions, to study it and to prepare slides. During the practice the electronic version of the prepared lesson had to be demonstrated, discussed and assessed by the teacher.

Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having higher degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education, specially in higher education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

INTERNATIONAL RELATIONS OF SUMGAYIT STATE UNIVERSITY

This lecture is based on international relations of Sumgayit State University (SSU). Main aim of the lecture is to present activity of SSU in international sphere, its participation at international projects, exchange programs, international students of SSU.

SSU was established in 2000 due to the decree of the President of the Republic of Azerbaijan. There are 7 faculties at SSU: Faculty of History and Geography, faculty of Philology, 5 of them - for Engineering in technical and natural sciences.

- Bologna education - credit system
- Highly qualified professor-teaching staff
- 3 Buildings with equipped Lecturing rooms
- Training and research labs
- E – library
- English Resource Center
- Linguistics Center
- Preparation Center for Foreign students
- Gym;
- Meeting-concert Hall;
- Club;
- buffets for the students;
- Large stadium and sport hall;
- Internet networking - Wi-Fi
- IT Center
- Career Centre
- MS and doctoral Department
- Evaluation and quality control division
- Web page is in 3 languages - Azerbaijani, English, Russian. Some sections in German and in French as well.
- Scientific journal of the university is published twice in a year. Authors can present their articles in three languages: Azerbaijani, English, Russian

International Relations Office of Sumgayit State University was established in 2001. In 2014 International Relations Office reconstructed into International Cooperation Department. SSU has been participating at the international TEMPUS projects since 2002, ERASMUS+ since 2015, ENACTUS (Entrepreneurial Action us) since 2014.

Partner universities from Turkey in the frame of MEVLANA EXCHANGE program: Adnan Menderes University, Adıyaman University, Bulent Ejevıt University, Iskenderun Technical University, Chankırı Karatekin University, Nevşehir Hacı Bektaş University, Sakarya University, Nejmettin Erbakan University.

About 80 international students (from Turkey, Iran, Russia, Turkmenistan, Uzbekistan, Niger, Korea, Israel) study at Sumgayit State University.

SSU is a member of Association of Russian - Azerbaijani universities and Association of Universities of Caspian states. SSU is a chairman of Russian - Azerbaijani universities Association from Azerbaijan side. Three specialties of our university (Bachelor's degree in Automation Engineering of process, Electrical Power (electro-energetics) and Master's Education in Energy Management in Chemical Industry) had been nominated ASIIN certificate by the European Commission.

Following bilateral agreements had been signed: Ufa State Oil University, Samara State University, Daghistan State University, Daghistan State University, Kursk State University, Russia State Humanitarian University, Samara State University, Belarusian State University, Atırau State University, Kolen State University, Gratz Technical University, Warsaw Technical University etc. Every year International Conferences are held at SSU in the frame of this partnership.

**VOLUNTEERING MOTIVATIONS OF HIGHER EDUCATION STUDENTS IN A CROSS-BORDER CENTRAL
EASTERN EUROPEAN REGION**

In our research, we examine the frequency and distribution of volunteering of higher education students by country and discipline as well as what motivation types of volunteering which exist among students. We examine as well what kind of voluntary groups be formed among the higher education students. According to Czike and Bartal (2005) there are the traditional and modern type of volunteering among higher education students. The traditional volunteering is characterized by altruistic values such as helping the poor, the importance of religion and faith, moral duty and belonging to the community. The modern type of volunteering is characterized by gaining work experience, personal growth challenge, career development, spending leisure time in a useful way and making new friends. According to Stefanescu & Osvat (2011) nowadays the motivations of volunteering among the young generation mostly instrumental (modern type of volunteering).

Our research is based on the serial quantitative research conducted by the Hungarian Center for Higher Education Research and Development. Data were gathered in the border regions of four Central Eastern European countries, namely Hungary, Romania, Serbia and Ukraine. We asked 1792 students and we used the Institutional Effect on Students' Achievement in Higher Education (IESA) database.

According to our results the majority of students in our sample has mixed motivation (traditional and modern types of motivates were also important). We formed five student volunteer groups by cluster analysis, these are the followings: (1) postmodern, (2) weak altruistic dismotivated, (3) eminent, (4) volunteers of antivolunteering climate and (5) the helping new type of volunteers. Most of the students belonged to the "volunteers of antivolunteering climate" group. This group is important to help others, but also important them their own professional development, gaining experience and ability enrichment. They did not want to put this voluntary activity in the CV. Project no. 123847 has been implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_17 funding scheme.

CONCRETE MICROSTRUCTURE TEACHING FROM ANCIENT ROME

Background and motivation:

The use of Project Based Learning (PBL) methodology has been extensively used for engaging students in real, meaningful problems that are important to them and therefore enthusing future engineers to deepen their knowledge. The related learning processes develop a deeper understanding and knowledge acquisition which helps in overcoming the limited classroom environment.

In order to overcome these limitations when teaching building materials, selected problems on key issues are developed from a practical meaningful building case for its analysis from a theoretical understanding. The methodology has been put to work with ancient archaeological samples taken from a "natatio" (swimming pool) found on the ruins of the Horta Vella Domus near Valencia (Spain).

Methods used

Within the course "New materials in Architecture", last year students from the UPV degree on Building Engineering are grouped in 3-4 students teams and are assigned a project related to understanding specific materials properties from their microstructure. The basic methodology of PBL has been adapted to group work who performs as an R+D team within the practical assignment that always is connected to a real project.

During the course the "R+D teams" apply the theoretical methodology introduced in class for connecting the materials microstructure found on site, to their performance and properties. On the specific project presented here, the Vitruvius books (translated by a different team) are analysed on the actual properties developed and their impact on ancient architecture.

At the end of the course the teams have to present their findings, including a marketing video, to the jury (posing as an academic board) for the final evaluation.

Results

93% of the students have evaluated the experience as their "best" learning experience allowing a great competitive atmosphere which has allowed the successful competencies development both at the horizontal and transversal dimensions. All students obtain high grades and there is no need for additional evaluation methods.

Conclusions and significance

Drawing on the cognitive sciences and other disciplines, learning engineers are uncovering the cognitive structure of deeper conceptual understanding, discovering principles that govern learning, and showing in detail that Universities should avoid superficial knowledge favouring deeper knowledge acquisition.

Companies are seeking new employees with many interdisciplinary skills which are favoured by these methods with a minimum. Besides being a powerful motivation for students these methodologies enhance their competitiveness on the work market.

PREPARATION IN A TEACHER EDUCATION IN TALENT-DEVELOPMENT

Preparing for talent care is becoming more and more important in teacher training. It is important for the next generation of educators to be ready to recognize and care for talented children. To do this, we need to take into account the parents' point of view, to be aware of what they think about talent-work.

In my opinion there is a need for cooperation between parents and teachers. Talent can only unfold if the child is properly supported at home and at the institution.

Our research focuses on pre-school children's talents, talent-care in kindergartens, and talent areas that can be recognized in this age.

In the previous professional sources, only mathematical and musical talents are marked as recognizable characteristics in kindergarten.

The kindergarten has a prominent role in the development of talent.

In this connection, we also asked the parent's opinions, who were completely different in their approach to talent care at kindergarten age. Another important element of the questionnaire was the fact that at the age of three to six years it was necessary to begin taking care of talent promises.

In my research, I was looking for the answer of three main questions:

1. Is talent more positively or negatively affecting the family's life?
2. Is the talent educator itself a talent?
3. Does the presence of a gifted child in the kindergarten group have a positive or negative influence on the development of the children's group?

NEW MODES OF LEARNING AND TEACHING IN HIGHER EDUCATION

The change of higher education in the 21st century requires new trends in the learning and teaching methods as well. Besides new curricula and new techniques teachers and lecturers also need to find updated methods for Higher Education courses. Learners' needs also have been changed in the last decades as the labour market expects new competences and abilities from them. Mobility, online learning, collaboration are also part of the basic requirements of the young generation. In our presentation we are showing and introducing the most common methods are used in Europe nowadays. We will also concern the importance of Lifelong Learning and facilitation individual pedagogical approaches. Globalization and the local needs are both important for students and needs to deal with greater global and local collaboration and cooperation in theories and practices too. Traditional teaching methods like lectures are not as personalized as smaller seminars or individual teaching. Still we have to deal with expansion of the higher education so we have to find the most successful and effective ways of teaching. Open universities and online libraries are very common all over the world while some traditional teaching practice is still necessary for efficient learning-teaching methods. The European Commission collected the most important recommendations for higher educational institutions. In our presentation we will give a short summary from these recommendations. From the examples and best practices we can see different directions that could be useful for colleges and universities to follow.

**SOCIAL AND ORGANIZATIONAL FACTORS
AFFECTING STUDENT ACHIEVEMENT IN HIGHER EDUCATION**

Higher education plays an outstanding role in enhancing the efficiency of investing capital into the skill development of young generations. The problem of measuring and comparing the productivity of institutions has become urgent because of the institutional diversity of mass higher education, competition for the decreasing amount of resources and the massification and heterogeneity of the student population, especially the rapid growth in the number of non-traditional students. The transformation of the student population and its institution-dependent differences present to us a new picture of the internationally unifying higher education, putting institutional differences into the foreground. There have been several attempts at the comparison of the institutions. The ranking system aims to estimate the quality of educational services provided by higher education institutions, but it may give distorted results depending on the composition of the student input. The U-multiranking, which has corrected the shortcomings of ranking, aims to estimate the variety of educational services provided by HEIs. However, neither of these are able to grasp the pedagogical productivity of institutions with a high rate of non-traditional students, and that is why it is essential to examine the efficiency of the educational system at the institutional level. Under these circumstances, high priority is given to how much progress students make during their years of study and how the institution contributes to student learning outcome. Our present research aims to contribute to the increased understanding of institutional effect. We measured the institutional effects with a complex set of instruments combining, in a comparative and complementary way, the use of self-developed ones that are sensitive to our national circumstances and the ones applied in international research. Besides, as we look for an insight into the influence of institutional effects on student achievement, it is unavoidable to review the concept of student success in higher education in a critical way. Project no. 123847 has been implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_17 funding scheme.

Key words: *higher education, student achievement, campus impact*

**DEVELOPMENT OF INFORMATION-COMMUNICATION TECHNOLOGIES
AT NAKHCHIVAN STATE UNIVERSITY**

The first higher education institution in Nakhchivan began its activity as Nakhchivan Branch of Azerbaijan State Pedagogical Institute in 1967. In the first academic year, only three full-time professors worked at the higher education center in which only 102 students were enrolled in three specialties. The necessity at the region to meet the needs of highly skilled professionals led the university to function as an independent high school, not as a branch. In 1972 Nakhchivan State Pedagogical Institute was established on the basis of the branch.

By Decree 584 issued by Cabinet of Ministers of Azerbaijan Republic, dated December 29, 1990, the Pedagogical Institute was transformed into Nakhchivan State University.

Ilham Aliyev, president of Azerbaijan Republic has twice been to this university; head of the state participated at the University's 40th anniversary ceremony and the opening of the Conservatory delivering a historical speech in front of the academic staff of the university.

The campus area of 108 hectares of Nakhchivan State University includes 16 teaching buildings, an electronic library, a conservatory, a social service center, a University Hospital, an Olympic Sports Center, two stadiums, Veterinary Medicine Clinic and a modern Student House serve to students.

Currently, Nakhchivan State University offers undergraduate studies in 58 specialties, master's degree studies in 43 specialties, doctoral studies in 35 specialties at 12 faculties. In total, about 6,000 students study at the university. Among the students, there are approximately 300 foreign nationals from 12 countries.

The University runs three internet centers, "Geyrat" (Honour) publishing house, Media Center, TV studio (UTV), "Scientific Works" journal, "Yeni fikir" (New Thought) newspaper, "Nuhchikhan" radio and several museums. The University's "Scientific Works" journal, which includes four series, was entered into the Registry of Higher Attestation Commission, as well as, was assigned an international code.

Nakhchivan State University has extensive relations with universities of the United States, England, China, Russia, France, Germany, Spain, South Korea, Turkey, the Arab Republic of Egypt, Pakistan, Iran, Uzbekistan and other countries.

Nakhchivan State University was awarded the First Place among Azerbaijan Higher Education Institutions in the project of "Identifying Higher Education University Rankings in Azerbaijan" developed due to the order of the Ministry of Education of the Republic of Azerbaijan by Organization of Azerbaijani Experts Studied Abroad in 2014 and 2016.

Nakhchivan State University was awarded the title of "University of Millennium" by the Club of the Rectors of Europe (CRE) for further development of international relations, achievements in science and education.

Nakhchivan State University is a member of the Club of the Rectors of Europe, the Association of Asian Universities, Black Sea University Network, Consortium of Rectors of Eurasian Silk Road Universities, and Caucasus University Association. Relations with international organizations enable Nakhchivan State University to benefit from the world experience in education process and organization of scientific research, as well as in management.

Nakhchivan State University is a participant of eight international TEMPUS projects. Moreover, the exchange of students is implemented on the basis of the Erasmus-Mundus program at Nakhchivan State University. Nearly thirty students were granted scholarships to study at top universities of Europe within this exchange program.

Nakhchivan State University has so far had about thirty-five thousand graduates. Alumni include high-ranking officials, parliamentarians, senior military men, prominent scientists.

The opening ceremony of “The Project for the Establishment of Electronic Education Network and Digital Multimedia Infrastructure” conducted jointly with the South Korea International Cooperation Agency (KOICA) and the launch of the E-University on February 24, 2015 at the University whose educational process is based on the European standards and the Education Law in Azerbaijan went down in history as one of the most capacious and considerable projects due to its budget and project expanse in the field of Azerbaijan higher education.

The Electronic University, which entails models of educational management, such as Electronic Education, Online Document Workflow, Academic Management, Electronic Mail, etc., also includes electronic exams.

Within the framework of the project, the Center for Information and Communication Technologies has been commissioned. Special internet distributors and dedicated root servers up to 30 Tb (terabytes) were set at the center, the university was connected to the unified telephony network by configuring the 202 IP Phone. Central server is equipped with special security programs; fire protection and electronic card access system to the rooms were provided.

Within the project, student and academic employee encoding was performed, fourteen thousand student ID cards and two thousand employee ID cards were prepared. The University’s academic staff and student data, management-related paperwork, professors’ electronic signatures were transferred onto the newly installed system, and an electronic database of curricula and lectures was created.

It is possible to watch and record the entire exam, to control over the whole university with 47 video cameras integrated into the camera control system.

The Electronic University project, the largest educational project in Azerbaijan, which includes 42 smartboard lecture halls, the most up-to-date computer sets reaching up to 750 in number, conference rooms with 65 projectors and projection screens, electronic exam rooms, 15 lecture halls with smart podiums, and electronic management, is the most significant contribution by the state to the staff training of more than 5,000 students in Nakhchivan.

One of the most important requirements expected from the professors and students at Nakhchivan State University is to enhance the quality of education at the university, to strengthen the use of visual aids by increasing the organization of lectures and seminars through the use of ICT in the higher education institution, conducting online lessons through ICT, assessing the scientific and pedagogical experience of masters based only on ICT and online lessons, evaluating the ICD-based trial lessons conducted by the undergraduate students who are on the pedagogical practice.

In short, the data-based state building is one of the key strategic directions of the national development strategy in Azerbaijan, and the development of the mentioned field will yield fruitful outcomes as one of the priorities of the future development of Nakhchivan, as well as of Nakhchivan State University.

USING MEDIA AS AN EDUCATIONAL TOOL IN HIGHER EDUCATION

According to the relevant literature as well as our own research, most young people today are active media users and more than 90 percent of youngsters over the age of 16 use smartphones too. Knowing and using other IT tools is also significant among young people. This also means that traditional forms of education do not achieve the desired effect, because of the fact that they are boring for most of the young people, and therefore they prove to be ineffective. In our everyday teaching practice, educational aids are used in more and more courses, which makes learning materials more interesting for and accessible to our students. For example, we use media-based case studies during courses on marketing, media sciences, and social andragogy as well. However helping to understand media also plays a very important role during our university classes. In addition, we supplement most of the important scientific subfields with media materials (e.g. videos, TV reports etc.) besides the usual PowerPoint and Prezi presentations. And we also make analyses with the help of these media materials during our classes. Using these media tools can help students to get some practical knowledge as well. Furthermore, we can help the work of local media outlets as well, as we provide active media using opportunities for students in every course and we visit local editorial offices, where students can get first-hand experiences directly from media professionals who present them with the highlighted parts of their media-work.

It is also a very important task of ours to teach young people how to be able to defend themselves against media manipulation, identifying manipulation techniques and knowing the effects of media manipulation. On the other hand, today it is also expected from young people to publish the results of their research on different media devices. In order to be able to do so, they need to learn the features and also the visual and linguistic information attributes of these devices. By acquiring these, they can also be successful in the media of their age.

CHARACTERISTICS OF KLÁRA KOKAS'S PEDAGOGICAL METHODS

Goals of the lecture

The goal of this paper is to explore the main elements and characteristics of Klára Kokas's pedagogy, which were revolutionary new on the fields of personality development, music and complex art education compared to the practices of the reform pedagogy trends in the 20th century's Europe and United States (Pukánszky-Németh, 1996). These elements were representing a special way of education, and they are contributing to ability development through music, motion and artefacts. We call it the Kokas-method. We first analyze and summarize the pedagogical methods of Klára Kokas, her own musical activities, then we'll methodize its principles, concepts and art pedagogical elements. There will be outlined the contours of the Kokas method.

As a result of our research we expect also to reveal those components, which are modifying the Kokas-activities to a reform pedagogical method, and they also turn Klára Kokas into a reform pedagogue.

After that there will be presented a newly developed discipline, based on the music pedagogy of Klára Kokas and researches on it. This pedagogical innovation is the part of the higher education program of Liszt Academy in Budapest since 2014 (Deszpot, 2015).

The expected result of the research is a portfolio of an effective sample course for adult and higher education. This part of the lecture uses qualitative research methods, from a phenomenological point of view.

Main content elements of the lecture

Presentation of the specific characteristics of music education methods of Klára Kokas.

Presentation of music teacher training based on self-experience and music, according to the Kokas-method.

There will be outlined the importance of teacher education based on self experience and effectiveness.

Keywords: Kokas-method, complex art pedagogy, reform pedagogy, personality development, music teacher training, higher education

METHODOLOGICAL APPROACHES TO MUSIC EDUCATION IN HIGHER EDUCATION

The goals of the lecture are to present the structure of Music Education in Higher Education and the methodological subjects which are necessary for a valuable training, both professionally and humanly excellent solfeggio and music teachers.

In Hungarian higher education students study in divided and undivided training courses as well. We have the Bologna-system-type divided training, since 2013 we have had an undivided training again in instrumental and theoretical majors. In the last two semesters they take part in 60 hours of teaching practice, after their undergraduate studies the teacher trainee spends a year in a partner institution of the university, preparing for the teaching profession, as well as teaching both their majors and minor subjects in 2-5 lessons per week.

Students learn special music subjects such as The Psychology of Music, The Psychology of Music Performance, Talent Management, Music Pedagogy, Concert Pedagogy, and they also take part in different psychological and teaching courses.

In Psychology students have to take Talent Development in School, Learning about Pupils, and School Performance courses.

Pedagogy courses include The Teaching Profession, Process Planning, Assessment and Evaluation, ICT Devices in Education, Teaching Learning and Complex Problems of the Teaching Profession. In these lessons we teach how you can teach well.

I participate in the teaching of pedagogical subjects and wish to share my personal experiences related to them.

COMMUNITY HIGHER EDUCATION CENTRE IN HUNGARY

General description on research questions

In this presentation I would like to introduce a new institute of higher education: Community Higher Education Centre (CHEC). The Hungarian higher education policy is to adapt the operation of the higher education institutions of global economic and social processes, as pointed out by the Government for the 2014 academic concept, draft Strategic *Shift in the higher education section*.

So my main questions are the following ones:

- How does the Hungarian CHEC work?
- Why is the CHEC important for the city?

Methods/methodology

In Hungary there are some cities, which are accepted CHEC (for example Hatvan, Siófok, Sümeg, etc.). The common thing in these CHEC is the area of trainings: in these centres, there are economical, engineering, agricultural and IT trainings. Both the universities and the host cities think that these trainings are viable and valuable for the local labor market.

My main sources are laws, interviews (what I made with universities' governments and city governments), demographic databases and the new Hungarian Conception of Higher Education (it is called Shift in higher education).

Data for 2016 years of Hungarian higher education admissions data available to us, so it can access the following information for students: residence, secondary schools, the number of higher education may be, place (where the student came first). From these we learn that students are disadvantaged towns to live in, and we can deduce the financial background as well.

Expected outcomes/results

First, I am going to speak about the CHEC history. In April 2015 an agreement was born between the University of Debrecen and the city government about the CHEC. A few years ago the University of Debrecen had an educational farm in Kisvárd, so the buildings are in place to start the training. The establishment of the CHEC is important to the university because of the social responsibilities. Kisvárd is located in a disadvantaged, marginalized region where so many problems are: a high number of vacancies and the number of migrants is also high, Kisvárd is an aging city. The university's management thinks that the CHEC can prevent the region lag behind, and it can make the region and the city more competitive. And what are the interests of Kisvárd? First, the labor-market needs qualified, young labor. The second interest of Kisvárd is financial: the local companies, firms are paying tax for the city. Project no. 123847 has been implemented with the support provided from the National Research, Development and Innovation Fund of Hungary, financed under the K_17 funding scheme.

Keywords: *Community Higher Education Centre, higher education, third mission*

Organizer of the event:



University of Debrecen

Co-organizers of the event:



*Hungarian Scientific Academy
Debrecen Academy Committee
Committee on Education, Culture Science and Psychology*



„KultúrÁsz” Cultural Association



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