

ABSTRACTS

FLICK-TAKÁCS, NIKOLETT: Results of an action research about the basing phase of lifelong learning with the eyes of Hungarian and German kindergarten teachers and primary school teachers

Present study compares a successful (Germany) and a mid-performing country (Hungary) (Kim, 2016) in two aspects: (1) comparing the framework strategies of the two countries in terms of lifelong learning; (2) conducting a questionnaire survey with Hungarian ($NH_K = 46$, $NH_T = 20$) and German ($NG_K = 45$, $NG_T = 19$) kindergarten teachers and primary teachers in connection with the foundation of lifelong learning. The questionnaire consisting of five-point Likert scales used in the research was a developed and tested with Hungarian sample, and translated into German by two experts. The paper had 3 research questions: Is the questionnaire reliable on both subsamples? (K1) Is there any difference between kindergarten teachers and primary teachers on Hungarian and German subsample (K2) in laying the foundations for lifelong

learning? The results showed that the reliability values of the questionnaire were adequate for the two subsamples (Cronbach $\alpha_H = .930$; Cronbach $\alpha_G = .918$) and that there were differences between the Hungarian and German, kindergarten teacher and primary teacher subsamples. Based on the results, we found that Hungarian and German results were very similar in terms of learning activities, however, the results of German sub-sample stood out in terms of methodological considerations behind the learning activities, and Hungarian results were better in pre- and post-learning activities. Given that the study was action research, in the future it would definitely be worthwhile to map the phenomenon on a larger sample and use qualitative research to point out the possible reasons behind the differences.

Keywords: *action research, kindergarten teachers, primary school teachers, questionnaire, lifelong learning*



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LUKÁCS J., ÁGNES – TAKÁCS, JOHANNA – KITZINGER, ISTVÁN – SOÓS NÉ KISS, ZSUZSANNA – KAPITÁNY-FÖVÉNY, MÁTÉ – SZABÓ, GÁBOR – FALUS, ANDRÁS – FEITH, HELGA JUDIT: **The short- and long-term effects of a cyberbullying intervention programme in the dimensions of help-seeking and programme satisfaction – The examination of the TANTUdSZ/STAnD health education programme among primary school students**

Due to cyberbullying prevalence and its impact on mental health it's essential that cyberbullying intervention programmes reach students widely (*Cassidi et al., 2013; Kowalski et al., 2014; Gaffney et al., 2018*).

Our study presents the effectiveness of the TANTUdSZ/STAnD internet-security and cyberbullying programme with peer-education on the short and long run.

The sample comprised 536 students who participated in the intervention programme, 36% lower-, 64% upper primary school students. Participants' knowledge and help-seeking attitude were measured by self-reported questionnaire before and right after the programme, then six months later.

The effect of the TANTUdSZ programme was detected on the positive change of the participants' knowledge and willingness of help-seeking; although, the effect has been weakened after six months. Both the knowledge- and attitude-change were more considerable and substantial among lower primary school students comparing to upper primary school participants, moreover, they showed more significant interest in the programme.

Our results confirm that long-lasting and intensive health promotion programmes needed in order to reach a long-term intervention effect (*Gaffney et al., 2018*).

Keywords: *cyberbullying, peer education, effectiveness, health promotion*



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