



Teacher education in Hungary: Reforms in and prospects for research- based in-service teacher education

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March 14, 2016 (Monday)

12:45 - 14:00

Room 205, Runme Shaw Building, HKU

Chair: Dr MF Pang

Abstract:

This paper provides an overview of the history of the teacher training system in Hungary. First, it describes the main characteristics, strengths and weaknesses of the socialist period. Next, it outlines the main changes after 1990, adaptation to the decentralization of the education system, the impact of European unification processes, including the Bologna process, and, finally, the latest reform, which has reversed some of the previous changes. The current system will be discussed in more detail, including some of its problems as well. Then, research-based teacher education will be described, showing its origins, the Finnish model, and its implementation in some European countries. Finally, a Hungarian version of research-based teacher education, launched in in-service teacher training 25 years ago, will also be outlined.

About the speaker:



Benő Csapó is a Professor of Education at the *University of Szeged* and the head of the *Doctoral School of Education*, the *Research Group on the Development of Competencies*, *Hungarian Academy of Sciences*, and the *Center for Research on Learning and Instruction* he founded in 2003. He was a Humboldt research fellow at the *University of Bremen* (1989) and at the *Center for Advanced Study in the Behavioral Sciences*, Stanford, California (1994–95).

He was a member of the Problem Solving Expert Groups that devised the assessment frameworks for the 2003 and 2012 OECD PISA surveys and head of the *Technological Issues Working Group* in the *Assessment and Teaching of 21st Century Skills* initiative (2009–2010). He was also a member of the PISA Governing Board (2005–14 and vice chair 2008–14).

He is a member of the Educational Committee of the Hungarian Academy of Sciences (1990–) and the Editor of *Magyar Pedagógia* (1991–). He was twice an elected member of the Executive Committee of the *European Association for Research on Learning and Instruction* (1997–2001) and president of the *12th Biennial Conference for Research on Learning and Instruction* (Budapest, 2007). His fields of research include cognitive development, educational evaluation and technology-based assessment.

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