

Analysis of Learning Outcome-based Teacher Training Programmes – Development Experiences in Hungary

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Abstract. *In the past decade, teacher education has changed twice in Hungary, and the following question arises in this context: what different patterns can be observed in the teacher education institutions' pedagogical and psychological modules regarding the learning outcome-based training programme development? To this end, a comparative document analysis has been conducted on the training program documents provided by 7 Hungarian universities. The results have revealed a strong internal coherence only between the goals and the contents of the courses in their descriptions; therefore, besides the professional discourse, it would be important that the learning outcomes are not only formally indicated in these documents.*

Keywords: *initial teacher education, training programme, learning outcomes, pedagogical-psychological module.*

Introduction

The initial teacher education system in Hungary has faced significant changes during the past decade: firstly, with the Bologna process, the divided system was introduced, but, a couple of years later, it was restored to the undivided model (Ministry of Human Capacities of Hungary 2011). With the introduction of the Bologna process, teacher education was raised to the master level. In this structure, students did not continue their studies in the traditional, two-majored manner, but they had to choose one major and one minor discipline, the pedagogical preparation dominantly occurred during their master studies, and the duration of the school-based practice was raised to one semester, occurring at the end of the programme. This structure was strongly criticized by professionals and teacher educators: after the completion of the master studies, only few chose the teaching profession, and those who did it were often criticized because of the lack in their disciplinary fields (deficiencies in the preparation for the minor discipline), as well as their pedagogical preparation. Contradicting this, the academic sphere criticized the increased credit burden for the pedagogical-psychological preparation (Hunyadi 2010; Pukánszky 2013). Moreover, some natural science departments blamed the introduction of the Bologna system when their number of students had drastically decreased (Tél 2010).

In 2013, the initial teacher education system was restored to the undivided system (as it was before the Bologna-type system). Today, in this undivided system, students are obliged to choose two major disciplines, their pedagogical and psy-

chological preparation occurs dominantly in the first three years, and the duration of the school-based teaching practice is increased to two semesters (occurring at the very end of the programme). This change has brought new challenges, such as (1) the rapid, forced introduction of the undivided system, which was not preceded by the necessary consultation and dialogue between policy makers, teacher educators and professionals; (2) the new structure that did not eliminate the gap between the disciplinary and pedagogical courses, making the collaboration between these departments not common, even though it would have a positive effect on the implementation of teacher education programmes; (3) the difficulty, which still remains, in taking into account the needs of students with different prior preparations, as well as in supporting individual learning paths; finally, (4) the placement of school-based teaching practices in teacher education programmes can now be considered a major issue – since it is the very last phase of the teacher education programmes, it does not have any professional orientation or introductory nature, and in this manner it does not strengthen the connection between theory and practice.

Figure No. 1. The initial teacher education structure in the divided (Bologna-type) and undivided systems.

Besides the above-mentioned structural changes, some of the major considerations of the Hungarian context of teacher education are the following: the introduction of trainings based on the Training and Outcome Requirements; teacher education programmes based on learning outcomes; an increased proportion of the pedagogical

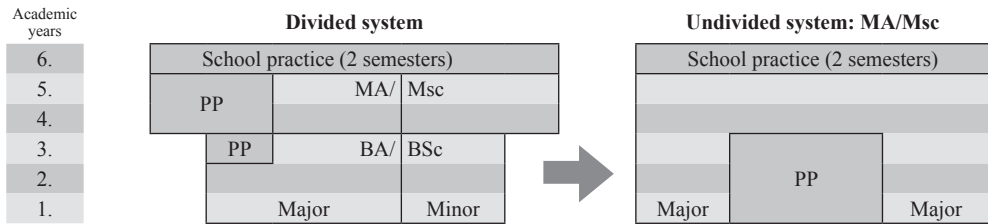


Figure No. 1. The initial teacher education structure in the divided (Bologna-type) and undivided systems (Legend: PP – Pedagogical-Psychological preparation) (Based on Hunyadi 2010)

and psychological preparation as well as the strengthened role of practice within the training (Ministry of Human Capacities of Hungary 2013).

The most controversial elements of the changes are the altered ratios of training programmes, more specifically – the decrease of pedagogical and psychological preparation, the introduction of the aptitude test and the changing system of practice (Rapos & Kopp 2015). Regarding these processes, the institutions providing teacher education had autonomy in the development of their training programmes; therefore, they had the chance to take into consideration their traditions and local needs in the development process.

The Hungarian regulation identifies eight areas of competence fields, which are described in the document of Training and Outcome Requirements (Ministry of Human Capacities of Hungary 2013). This training and outcome requirement framework, which regulates teacher education, can be considered as a progressive document in Hungary basically because it is based on learning outcomes – however, it had not been preceded by a real professional discussion and interpretation and this may pose a problem. Another issue could be the very well, or, as some may

say, the overly detailed learning outcomes in the Training and Outcome Requirements. Therefore, despite the topics of scope (in the school, in the classroom) and autonomy (with the support of a mentor, with the support of one’s colleagues) are covered in many instances, they are not levelled within present training frameworks (there is no differentiation between pre-service teachers, interns, or in-service teachers) and they set too high expectations for teachers acquiring their first degree (Rapos & Szivák 2015).

In our research, we studied accredited training programmes provided by Hungarian initial teacher education institutions from the general aspects of training programme development. Our results have revealed the major dilemmas and conclusions of learning outcome-based training programme development that may be relevant not only on a national, but also on an international level.

1. Theoretical Background

In order to understand the development process of training programmes in teacher education in a national context, one must reflect on the way international trends in teacher education have been translated into the national context. Having reviewed the

relevant literature, four major issues have seemed to emerge regarding this topic:

1. The structures – is teacher education implemented in a parallel or a consecutive structure?
2. The concepts or models of training – do the national policy makers and the training institutions take into consideration any training models? Do they aim to prepare enquiring teachers, effective teachers, reflective teachers or transformative teachers? (Menter, Hulme, Elliot & Lewin 2010);
3. The contents of training programmes – disciplines, methodology, children's and adolescents' development and learning as well as other education-related topics, including their distribution;
4. The relationship of theory and practice – where and when does practice occur?

Chapter 1.1 details a deeper review of these four international trends, followed by comprehensive descriptions of the Hungarian responses.

As an effect of the rapid information advancement, the role of education in the society has transvalued in the 21st century. Learning is interpreted as an essential, lifelong process (LLL) (European Commission 2000; 2001), and the changes in the pedagogical culture that emerge along this process support the spreading of student- and outcome-oriented, constructivist and socio-constructivist models (Vygotsky 1978; Lipton & Oakes 2008). As a result of this, in the 2000s, the requirement for a learning outcome-based approach became intensively pronounced concerning European and, in such a way, Hungarian teacher education programmes. The following rea-

sons behind this concern should be highlighted: 1) The new structure of demands of the world of work (Cedefop 2008; Naylor 2002, cited in Katona 2011); 2) The expansion of higher education and the resulting massification, a demand for diverse student pathways (Biggs & Tang 2007; Tót 2009; Nyüsti 2013); 3) The changes in the role of knowledge and in the incoming students' knowledge (The Higher Education Academy 2011). Chapter 1.2 reviews learning outcome-based training development in initial teacher education.

1.1. The Development of Training Programmes in Teacher Education – International Tendencies, Hungarian Responses

1.1.1. Structure

National educational policy's commitment toward the parallel or the consecutive model is one of the oldest dilemmas of teacher education. According to OECD studies, in most of the countries, the parallel model is characteristic for the lower levels of schooling. In the consecutive model, the student enters teacher training after obtaining disciplinary qualification. Although this model is more flexible in terms of entrance and decision making, it makes the integration of knowledge and experiences less possible (McKenzie, Santiago, Sliwka & Hiroyuki 2005).

In this respect, the Hungarian teacher education system has changed twice in the past decade, which clearly shows how heated the debate on this issue is. In 2006, with the introduction of the Bologna system, teacher education was raised to a master's

level, meaning that the preparation for the teaching profession started after the dominant part of disciplinary preparation was over, but was still closely connected to it. This divided type of training included two years of theoretical preparation, followed by a half-year-long practice (2+0.5 years). Five years later (Ministry of Human Capacities of Hungary 2011), while remaining on a master's level, teacher education ceased to exist in the Bologna system, and it, again, became undivided and parallel. A national peculiarity of teacher education is that despite the training duration was increased to 5+1 years, the pedagogical and psychological preparation is planned dominantly for the first three years of the training.

1.1.2. Concept, model

A question arises: do the national policy makers and the training institutions take into consideration any training models, and if so, which ones (an enquiring teacher, an effective teacher, a reflective teacher, a transformative teacher) are used during the development of training programmes (Menter, Hulme, Elliot & Lewin 2010)? Is it advised, or is it acceptable at all that institutions may represent different standpoints, and if so, how should it appear in their training programmes?

Although there has not been any systematic inquiry in Hungary regarding the above-mentioned appearance of training models in training programmes, the present study suggests that the determining principle is the (measurable) effectiveness of school and students, as well as, based on teacher researches that determine training, the strengthening role of reflectivity (reflective teacher).

1.1.3. Content

In general, the contents of teacher education programmes contain elements related to the discipline, methodology, children's and adolescents' development and learning as well as other education-related topics (e.g., psychology, history of education, teaching practice). In addition to this, the content and the internal distribution are primarily defined by the intention to provide a general pedagogical preparation, which also ensures the crossing between levels, subjects and school types, or to prioritize a specific field (McKenzie et al. 2005). However, the choice of disciplines and their proportion during the preparation for the teaching profession remains a constant question. Does the included psychological content provide enough support to handle the strengthening social issues that emerge as the requirements of today's teachers, e.g., interculturalism as a consequence of migration, poverty as a consequence of drop-outs and similar issues (OECD 2003; McKenzie et al. 2005; ATEE 2006)?

Another content-related matter that regards the changed composition of student cohorts is if the preparation for academic studies should form the content of the higher education studies or if it is an expectation at the entrance. Moreover, should the basic skills, such as the native language, ICT competences or mathematical knowledge, be considered as parts of the training content or should these be aspects for selection at the entrance to the studies?

The Hungarian responses provide a very unique image of the above-mentioned

issues. In terms of the proportions in the two-disciplinary field of teacher education of 360 credits in total, 130-130 credits are allocated for the two disciplines, 44-45 credits for the practice, 8-8 credits for the methodology of the two disciplines and at least 28 credits for pedagogical and psychological courses. In other words, the legislation does not specify any other disciplines in the otherwise tightly scheduled preparation for the teaching profession.

1.1.4. Relationship of theory and practice

Practice is present in most teacher training programmes; however, its duration and its place and role within the programmes vary a great deal. Although an increase of duration and importance, a continuous presence can be observed, the most common approach is still a practice that follows the theoretical foundation. This issue is primarily based on the intention of programme developers, in other words, on what role they assign to the practice:

- 1) The role of practice is interpreted as an academic, knowledge-supporting activity that follows a theoretical foundation;
- 2) Practice is interpreted as the fundamental venue of training, as in clinical work (Darling-Hammond 2006; NCATE 2010);
- 3) Practice is interpreted as part of development/learning taken in school (Hestnes & Grankvist 2013; Hudson 2008).

The duration of teacher education is significantly increased due to the fact that practice mostly occurs at the end of the training and after the training (5+1 years). At the same time, this structure ensures the follow-up function of practice.

1.2. The Development of Learning, Outcome-based Training in Initial Teacher Education

The development of a learning outcome-based training programme is basically influenced by two mutually reinforcing trends. One of these trends is the ongoing introduction of a *regulatory framework in the European Higher Education Area* (EQF and NQF) (European Commission 2009), while the other one takes into consideration the *modern interpretations of learning and the outcomes of learning*.

The latter one has opened new dimensions to the interpretation and development of trainings (e.g., Ball & Cohen 1996; Adams, Bell & Griffin 2007; Biggs & Tang 2007). The original, constructivist-based models of training programme development define the following characteristics of the learning process in higher education on a system-level: during the learning process, the students get in touch with the transmitted content through learning activities based on their prior knowledge, motivation and experiences. Even in the case of identical contents, this connection (due to the prerequisites, students' individual differences and the mode of transmission) results in fundamentally diverse learning outcomes. Therefore, activities, content and assessment are allocated to the planned learning outcomes during the process of development, and these are tailored to the individual characteristics of students at the same time. A coherence in approach (a constructive alignment) should be ensured among these individual components, as otherwise the learning process will not

result in the intended learning outcomes (Biggs & Tang 2007).

In these terms, the training programme is a flexible, dynamic system that ensures possibilities for articulating the local needs. The training programme is a meeting venue for students, institutions and the world of work. The goal and the learning outcomes defined in the programme should reflect on the specificities, interests and opinions of the mentioned actors; therefore, learning pathways and a supportive learning environment can be developed based on these considerations. Under these conditions, training programmes are not merely administrative or accreditation obligations, but they boil down to (1) the institutions' philosophy and mission; (2) the learning outcomes and goals that are related to the discipline; (3) the coherent plan of teaching and learning activities; (4) the valid and reliable predefined system of assessment; (5) the learning support system. Due to the multi-stakeholder nature of trainings, in the case of teacher education programmes, the development of a common philosophy is of particular importance (cf.: Rapos & Szivák 2015, p. 12).

Based on the above-mentioned, in our research, we intend to reveal the role of learning outcomes in teacher education programmes as it became a requirement during the accreditation process of programmes, when the system of initial teacher education was restored to an undivided one in 2013. The learning outcomes are defined as competence fields in the document of Training and Learning Outcomes (Ministry of Human Capacities of Hungary 2013).

2. Research Methodology

The system of ITE in Hungary has changed twice in the last decade, and the institutions were required to implement policy-driven educational programme development all along these changes. These sudden changes and their implication for programme development have several linking points to the international trends of ITE and research, but they deviate in many cases. Therefore, the study of these freshly introduced ITE programmes is of key importance, and based on this the primary aim of our research is to analyze the pedagogical-psychological modules of the undivided teacher education programmes on the level of planning in Hungary.

Our study is guided by the following research questions:

1. How learning outcome-oriented and coherent the training programmes are?
2. To what extent and coherence do the various development levels support the achievement of learning outcomes?

In order to answer the research questions, a code system was developed and it served as a tool for conducting a comparative document analysis. During the phase of code system development, the general principles of content classification were seriously taken into consideration (such as the use of operational variables and definitions, mutually exclusive categories, possibility of coding non-instances). The code system is based on 8 modules: general information, goals, competences, content, assessment, validation, learning management, and proposed literature. Each of these modules include numerous code categories.

The population consists of the programmes of those institutions that offer ITE for general subjects on ISCED levels 2 and 3. Therefore the programmes of art teacher education, vocational teacher education and teacher education for special needs education do not belong to the population. According to 2015 data,¹ in Hungary, 13 universities and 9 colleges (including numerous departments and institutions) offer such programmes. After contacting these institutions, 7 of them agreed to participate in the research.

Based on the aforementioned, the sample of the research consists of 7 major, state-maintained teacher education institutions in Hungary.² The institutions provided their ITE model curricula and course descriptions that were developed for the accreditation process. The unit of our analysis is the course description, and in total 124 course descriptions were coded. Despite the fact that the degree of elaboration of course descriptions varied in great deal (some of them being details of only very basic information, while others are deeply elaborated), we decided not to exclude any of them, because the absence of some aspects in the descriptions also carries a message (e.g., the relevant aspect is not considered important enough by the developers to include it in the description).

We made efforts to establish reliability by the following actions:

- During the code system development,

the structure of each module was drafted by one-one member based on initial analysis of course descriptions. Before finalizing the code system, the structure was thoroughly discussed by the team members, and in the case of disagreements regarding some elements of the structure, the members managed to resolve differences, and changes in the structure were implemented where needed;

- Although coding was an individual activity, in case of uncertainty, the team followed the above-mentioned principle: we managed to resolve differences by discussion;
- One person verified all the coded data.

The analysis of the coded course descriptions was performed with the use of a statistical software package (IBM SPSS Statistics 21). The strategy for analysis was two-folded, since (1) it was possible to look at the results regarding the whole sample, providing national results, but (2) the institutional results could also be easily extracted. Therefore, 7 separate case studies can be further developed. The present study focuses on the national results.

3. Research Findings

3.1. *The Interpretation of Learning Outcomes Within the Training Programmes*

Due to the lack of comprehensive professional consultation and the rapid introduction of the undivided system – therefore, of the sudden need for new program development – it is essential to examine how the learning outcomes defined in the regulations are included in the institutional programmes.

¹ <http://www.tanarkepzhalozat.hu/index.php/pedagogus-es-tanarkepzes/hasznos-dolgok/pedagoguskepzes-folytato-felsooktatasi-intezmenyek>

² Eötvös Loránd University, Eszterházy Károly University, University of Debrecen, University of Nyíregyháza, University of Pannonia, University of Pécs, University of Szeged

Table No. 1. Do the competences in the course description match the content of the Training and Outcome Requirements?

Do the competences in the course description match the content of the Training and Outcome Requirements?	Yes (%)
There is no course description or there is no mention of competences in the description;	15.3 ³
The competences in the course description and in the Training and Outcome Requirements are identical;	32.3
The competences in the course description are rephrased, but, basically, they have the same meaning as those in the Training and Outcome Requirements;	27.4
The competences in the course description are more levelled than those in the Training and Outcome Requirements;	5.6
The course description introduces a new competence element that is not included in the Training and Outcome Requirements.	19.4
Total	100

The analyzed training programmes included 124 course descriptions that are in correspondence with the accreditation standards. One of the training programmes, in addition to the curriculum framework and the course descriptions, included the principles of course development and indicated related subjects as “subject blocks” – highlighting that the learning outcomes arch over courses and their relationships can be observed on the level of the programme.

Furthermore, we examined the formulations of competences in the course description and compared them to the formulations of competence in the official regulations not only on the level of competence fields, but even on the level of sentences and sentence fragments (competence elements). We tried to reveal whether the learning outcomes defined in the Training and Outcome Requirements are re-interpreted, levelled or included without any change, or whether new competence ele-

ments are included in the course descriptions.

As it is summarized in Table No. 1, the competences indicated in the course description are identical to the competences in the Training and Outcome Requirements in 32.3% of cases regarding the courses. The training programme developers used various interpretations of the learning outcomes by rephrasing or levelling them, as well as introducing new competence elements⁴ in approximately half of the course descriptions. The most common interpretation of the official text is the rephrasing of the competence elements according to the needs of the course (27.4%). Moreover, results indicate that the levelling of competence elements did also occur (5.6%). Although even these two types of interpretation of the official text of competence elements indicate the need for refin-

³ Although the regulations define the indication of competences on the level of course descriptions, in 15.3% of the cases, this requirement has not been met.

⁴ As listed in Table No. 2, the document of Training and Learning Outcomes (Ministry of Human Capacities of Hungary 2013) differentiates 8 competence fields. Each competence field consists of knowledge, skills and attitude components. Each component can be broken down to independent statements – or, as we refer to them, competence elements.

ing the learning outcomes, the high ratio of introducing new competence elements (19.4%) clearly highlights its importance. Having examined the newly introduced competence elements, four major groups seemed to emerge:

- Knowledge regarding related disciplines (e.g., sociology, anthropology, education policy);
- Knowledge regarding research methodology;
- Knowledge regarding learning methods that contribute to the successful completion of higher education studies (e.g., information processing);
- The development of basic skills (e.g., native language knowledge).

The content of these shortage areas refers to the conceptual and contextual issues detailed in the theoretical introduction.

3.2. Learning Outcomes in the Training Programmes

A fundamental question is of which competence fields were put in the focus of a teacher education programme by the in-

stitutions; in other words, which learning outcomes were considered as criteria for starting a teaching career. This is a kind of role interpretation from the side of the teacher educators, as their own engagement is reflected in it. Table No. 2 summarizes the distribution of competence fields in the examined course descriptions.

According to the data in Table No. 2, the competence field of communication, professional cooperation and career identity is the most significant; therefore, the dominant competence that is planned to be developed in the Hungarian context (26.14%), followed by the development of student’s personality, validation of individual treatment (20.04%) as well as the facilitation and improvement of student groups and community development (18.41%).

A deeper analysis of the communication, professional cooperation and career identity competence field covered the proposed methods and products as indicated in the training programmes. The results have revealed that 51.28% of the courses propose at least one method. The most

Table No. 2. The distribution of competences on the level of training programs (national results)

Competence fields	Ratio (%)
1. Developing the student’s personality together with tailor-made treatment, based on individual needs;	20.04
2. Helping and improving the development of student groups and communities;	18.41
3. Having knowledge of the special methodology and the special subject;	3.49
4. Planning the pedagogical process;	8.17
5. Supporting, organizing and managing the learning process;	14.27
6. Assessing pedagogical processes and students;	5.99
7. Communication, professional cooperation and career identity;	26.14
8. Autonomy and responsibility.	3.49
Total	100

pronounced is the method of discussion (23.40%), followed by the method of debate (12.77%), and with the same ratio the methods of lectures and cooperative methods (10.64% each). It should be mentioned that, at least on the level of planning, presentation, games and homework as methods are not present. The same pattern of distributions can be observed on the level of knowledge, skills and attitudes within the examined competence field.

Remaining at the same competence, the results indicate that 58.97% of the courses propose at least one product. The most pronounced product is the active participation during lessons (14.13%), followed by reflection (11.96%) and case analysis (10.87%). On the level of knowledge, skills and attitudes, the pattern differs at one point: in the case of knowledge, discussion is also an emphasized product (11.11%).

Within the competence of communication, professional cooperation and career identity, a prominent role is allocated to, on the one hand, the knowledge regarding communication with parents and various experts facilitating the pedagogical work, as well as the collaboration with professional institutions, yet, on the other hand, to the attitude for collaboration, reciprocity, assertiveness and supporting communication. The strengthening of these elements has positive effects in many regards: 1) They could create a solid foundation for achieving changed learning outcomes in a new learning environment at the induction phase, since they support the development of professional communities and non-formal learning (Kyndt, Gijbels, Grosemans & Donche 2016); 2) The relationship with

parents is a positive predictor of self-efficacy and, from the aspect of burnout, a positive predictor of depersonalization (Skaalvik & Skaalvik 2010); 3) They support the integration, the collaboration with the mentor, the learning at the induction phase. The emphasized role of familiarization with the personality, the group, and the group processes strengthens the reasons for adaptive learning management – at least on the level of planning. At the same time, a question arises: do the everyday pedagogical activities (such as planning, supporting learning, assessment) affect the stabilization of the induction phase in a more dominant manner?⁵ Isn't teacher education turning away from the everyday reality of the teaching profession, if these activities (planning, students' work, supporting learning, assessment) are becoming marginalized in teacher education?

The results presented above may lead to a conclusion that the educators of pedagogical and psychological courses emphasize the importance of communication-, relationship-, professional collaboration-related competence development.

3.3. The Role of Competence Elements in Training

The competence element development dynamics differ considering the individual

⁵ The focus of the present study justifies the low ratio of methodological and discipline-related competences (the descriptions of pedagogical and psychological courses were taken into account). Another reason of the low ratio of the same could be the placement of methodology within the programmes: although, according with the regulations, methodology belongs to teacher preparation, its relation to the disciplines is more dominant in many institutions.

career arch as well as their internal structure (Korthagen 2004). The reasons of this difference are the individual dynamics of change of the three components of the competences, the various learning conditions and the various individual professional development pathways. However, it may be important to understand which competence elements (knowledge, skills or attitudes) are mainly supported by the training programmes, and how these elements are differentiated within the eight competence fields.

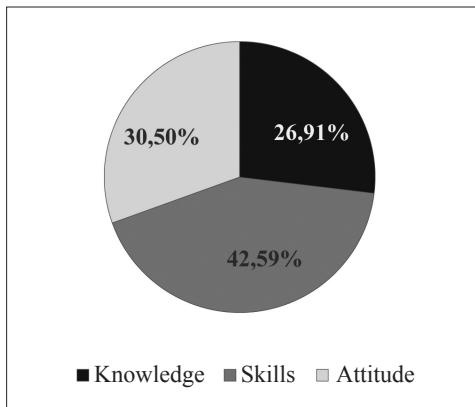


Figure No. 2. *The distribution of competence elements in the analyzed training programs*

In spite of the international literature discussing the importance of knowledge competence elements, Figure No. 2 clearly shows that, according with the results that regard the 7 analyzed programmes, knowledge is the least emphasised (26.91%), while the development of skills is the dominant (42.59%). These ratios illustrate the results of a discourse concerning the Hungarian regulations being changed twice in the past decade, which has led to an intensified need for a rethinking of the distri-

bution of theory and practice; at the same time, the reconsideration of the content and process of the preparation seems also required. Moreover, the learning outcome-based approach of planning and the representation of expectations deriving from the world of work have become requirements. This result, however, may mean an excessive change, even if 45.16% of the courses are implemented as seminars (and merely 25.81% as lectures).

The examination of distributions of competence elements within competence components (knowledge, skills, attitudes) in each of the eight competence fields does not show a common pattern (Figure No. 3). Although the skill competence elements are the dominant in most cases, the ratio of knowledge and attitude (as illustrated by the numbers and colour highlights in Figure No. 3) varies between competence fields.

The examination of the type of the pedagogical and psychological courses (Table No. 3) has revealed the dominant nature of the theoretical course type (83.78%). When analyzing the course type by institutions, however, an interesting pattern has emerged: while some universities do not plan practice type courses at all (University 2, 3 and 6), some universities, although in very small proportion, include practice type courses (University 4 and 7). In the case of some universities, the distribution between theoretical and practice type courses is almost equal (Universities 1 and 5).

The research results presented in this article are subject to further analysis in which we intend to reveal the content (e.g., general pedagogy, psychology, conflict

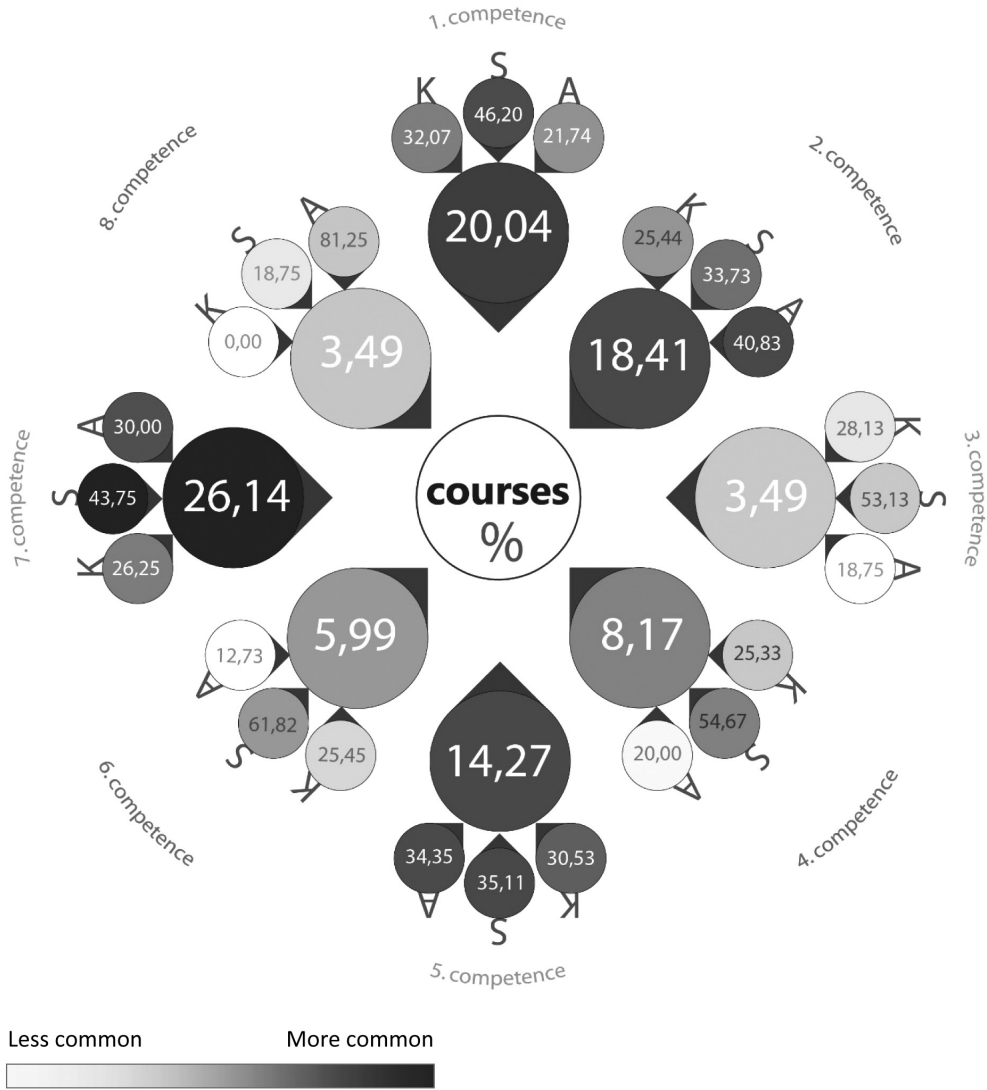


Figure No. 3. Distribution of competences⁶ and competence elements on the level of training programs (national results). Legend: K – Knowledge, S – Skills, A – Attitude

management, assessment and evaluation, cross-curricular content etc.) related to each of the competence fields and the cor-

responding knowledge, skills and attitude elements. The results of this analysis are going to be the subject of a future article.

⁶ (1) Developing the student's personality together with tailor-made treatment, based on individual needs; (2) Helping and improving the development of students' groups and communities; (3) Having knowledge of the special methodology and the special subject; (4) Plan-

ning the pedagogical process; (5) Supporting, organizing and managing the learning process; (6) Assessing pedagogical processes and the students; (7) Communication, professional cooperation and career identity; (8) Autonomy and responsibility.

Table No. 3. *Ratio of theory and practice on an institutional level*

%		Institution							
		University 1.	University 2.	University 3.	University 4.	University 5.	University 6.	University 7.	Total
Type	Theory	52.94	100.00	100.00	88.89	53.33	100.00	94.12	83.78
	Practice	47.06	0.00	0.00	11.11	46.67	0.00	5.88	16.22

3.4. Internal Coherence of the Training Programmes

Although while doing the analysis, exploring the relationship between learning outcomes and content, learning organization, methodology and assessment as proposed in the training programmes was also an objective, the results indicate that during the planning process these elements were mostly neglected (they do not appear in the programmes at all), or remained at a very formal level. This does not mean that the developers were not considering these elements during the planning process, but it can be concluded that, on the level of planning, they did not consider them important enough to define these aspects (Figure No. 4). Therefore, due to the small

numbers, only limited relations could be explored.

The goals and contents of the training programmes were coded in the same structure, which enabled the examination of the co-occurrence of these two component. As Table No. 4 summarizes, the likelihood ratio and Cramer's V results regarding the 36 goal-content pairs have revealed a strong relationship in case of 25 pairs ($p < 0.01$) and medium relationship in case of 2 pairs ($p < 0.01$). These results suggest that there is a relationship between the goals and the contents of the courses as described in the course descriptions, or, in other words, elements that appear as goals explicitly appear as contents as well (and vice versa: elements that do not appear as goals do not appear as content).

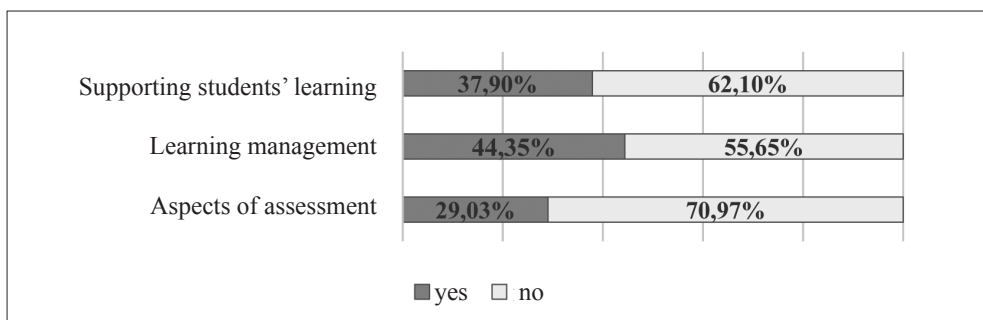


Figure No. 4. *Occurrences of aspects of assessment, learning management and supporting students' learning in the course descriptions*

Table No. 4. Summary of the likelihood ratio and Cramer's V results

	Weak ($0 < \Phi_{\text{Cramer}} < 0.3$)	Medium ($0.3 < \Phi_{\text{Cramer}} < 0.5$)	Strong ($\Phi_{\text{Cramer}} > 0.5$)
Significant (p<0.01)	-	2 pairs	25 pairs
Significant (p<0.05)	-	3 pairs	1 pairs
No values		3 pairs	
Not significant		2 pairs	

Table No. 5. The distribution of competence elements on the level of training programs (national results)

Competence fields	Knowledge	Skills	Attitude
1. Developing a student's personality together with tailor-made treatment, based on individual needs;	23.89*	21.74*	14.29
2. Helping and improving the development of students' groups and communities;	17.41	14.58	24.64*
3. Having knowledge of the special methodology and the special subject;	3.64	4.35	2.14
4. Planning the pedagogical process;	7.69	10.49	5.36
5. Supporting, organizing and managing the learning process;	16.19	11.76	16.07
6. Assessing pedagogical processes and the students;	5.67	8.70	2.50
7. Communication, professional cooperation and career identity;	25.51*	26.85*	25.71*
8. Autonomy and responsibility.	0.00	1.53	9.29
Total	100.00	100.00	100.00

As indicated in Table No. 5, the examination of the competence elements (knowledge, skills, attitudes) reveals that, in the case of each element, two competence fields can be described as dominant. Regarding the knowledge competence element, the competence fields of communication, professional cooperation and career identity (25.51%) and the development of a student's personality, the validation of individual treatment (23.89%) are the most dominant. Regarding the skills competence element, the same competence fields seem to be the most dominant (26.85% and 21.74%). Therefore, it can be concluded that the train-

ing programmes are mostly based on these two competence fields. However, other fields are present as well: e.g., the fields of facilitation and improvement of student groups, communities' development and learning support, organization and management are present in a moderately high ratio, but some other fields are fairly neglected. Regarding the attitudes, the same pattern of dominant competence fields emerges. These results indicate that the competence fields related to the profession and the methodology are overshadowed by other competences, suggesting that these are less important in relation with the learning outcomes.

The results regarding the internal coherence of the programmes revealed that while there is no significant relationship between the course goals and the aspects of assessment, the learning management and supporting the students' learning, the course goals and their content are strongly related to each other. It clearly shows that the most important aspect of the programme development was to assign the relevant content to the defined goals, while some other related aspects (such as assessment, learning management, or support) were neglected in the development process. The collected data also show that the institutions did not seek an even distribution of the 8 competence fields among the courses – besides the four prioritized competence fields,⁷ the others appear rather marginal. By recognizing the prioritized competence fields as learning outcomes by each institution, a clear picture should take shape about the institution's profile or its view of a prepared teacher.

3.5. Acknowledging previous knowledge, validation

By recognizing the diversity of student knowledge, the acknowledgement of previous knowledge and its validation are important features of any learning outcome-based programme. Regarding teacher education, specifically in case of former teacher's degrees or any other additional training, the demand for acknowledging various knowledge elements is high; how-

ever, the methods, forms and processes of this might seem ad-hoc. In the Hungarian higher education practice (including teacher education), the issue of validation is mostly related to the credit transfer processes, where the requirement is that the descriptions of the two courses are identical in 70%. In this study, two forms of validation were identified (formal and contextual), and 13.7% of the course descriptions contained formal reference to the following types of validation: (1) no exemption can be granted, (2) exemption can be granted for some tasks or (3) that full exemption can be granted.

We also examined whether the requirement for previous knowledge is indicated in the course descriptions. This examination could mostly be done by analyzing the sample curriculum tables, which showed that 36.3% of the courses have some other courses indicated as prerequisites. Therefore, we arrived at the conclusion that the only form of considering of any previous knowledge is to indicate other courses as prerequisites.

Conclusions

The quality of a comprehensive professional discourse regarding the learning outcomes of training and outcome requirements is a key issue of any training programme development. A lack of it inhibits the formation of training goals that are based on learning outcomes and competences, since during the development process, a lot of the discourse is not related to the specific competences and their content, but to their definitions and justifications – unfortunately, these aspects were not taken into consideration during the development process neither on the organizational, nor on the in-

⁷ 1) Communication, professional cooperation and career identity; 2) Developing the student's personality together with tailor-made treatment, based on individual needs; 3) Helping and improving the development of students' groups and communities; 4) Supporting, organizing and managing the learning process.

dividual lecturer level. In other words, the contextual definition of learning outcomes should be preceded by the confrontation of the institutions and their lecturers with the causes, consequences and opportunities of a learning outcome-based higher education system. By failing to do so, the definition of the institutional image and the chosen training model are pushed to the background during the programme development, and the development is limited to the development of the curriculum plans and course descriptions instead of a coherent training programme based on common goals.

A unique characteristic of teacher education programmes is that they include several training units – that is, educators from different training fields (disciplines, pedagogy, psychology, methodology, practice leaders, mentors). The involved participants, consciously or unconsciously, appoint their own role in the education programme. In terms of programme development, a crucial issue is if these training units (disciplines, methodology, practice, pedagogy-psychology) jointly promote the improvement of expectations as defined in the output requirements. This implies that a common training concept emerges during an intensive dialogue between the various actors – in spite of this, the effect of the training programme might be eventual.

It is important to point out that in addition to the professional discourse, the requirement to take into consideration the learning outcomes during the accreditation process might also result in a significant change. This was momentous in the course of programme development in Hungary.⁸

⁸ Although one should remember that the present article does not focus on the coherence study of learning outcomes within courses and training programmes.

Although a regulation that has been introduced in a top-down manner may lead to the formal indication of learning outcomes, this will not improve the internal coherence of the documents on the level of planning. The formal indication of learning outcomes raises the question of how these programmes fulfill their function of being a meeting point of students, world of work and education.

In view of the above-mentioned aspects and the results of our research, we arrive to a conclusion that in order to improve internal coherence of these documents, the following are required: (1) an intensive collaboration and discourse among educators from different disciplines; (2) a reconsideration of the competence fields, methods, aspects of assessment, and validation. Moreover, the outcome requirements should be bound to the learning outcomes; therefore, student teachers would step in to the world of work as well-prepared professionals with the necessary teaching competences.

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MOKYMOŠI SIEKINIŲ PAGRINDU SUDAROMŲ MOKYTOJŲ RENGIMO PROGRAMŲ ANALIZĖ: PROGRAMŲ KŪRIMO PATIRTIS VENGRIJOJE

Csilla Pesti, Nóra Rapos, Krisztina Nagy, Mariann Bohán

S a n t r a u k a

Mokytojų švietimas Vengrijoje pastarąjį dešimtmetį keitėsi du kartus. Šiame kontekste kyla klausimas: kuo pasižymi mokytojų rengimo institucijų mokymosi siekiniais grįstų mokymo programų kūrimo pedagoginiai ir psichologiniai moduliai?

Mūsų tyrime analizuojamos akredituotos septynių Vengrijos pirminio mokytojų rengimo institucijų programos, daugiausia dėmesio skiriama bendriems mokymo programų kūrimo aspektams. Mūsų tikslas buvo atskleisti šių institucijų požiūrį kuriant programas į mokymosi tikslus, ugdomas kompetencijas, turinį, vertinimo kriterijus, validavimą, organizavimą ir siūlomą literatūrą. Siekiant šio tikslo, atlikta lyginamoji į programas įtrauktų dalykų aprašų (n = 124) analizė. Rezultatai atskleidė, kad tik dalykų tikslai

ir turinys pasižymi dideliu vidiniu suderintumu, todėl ateityje šiuose dokumentuose kartu su profesiniu diskursu išdėstyti mokymosi siekiniai turėtų būti pateikiami ne vien formaliai.

Atsižvelgdami į minėtus aspektus ir mūsų tyrimo rezultatus darome išvadą, kad, siekiant padidinti šių dokumentų vidinį suderintumą, turi būti skatinamas įvairių disciplinų pedagogų bendradarbiavimas ir kalbėjimasis bei peržiūros kompetencijų sritys, vertinimo metodai, ypatumai ir validumas. Be to, programose išdėstyti reikalavimai turėtų būti susieti su mokymosi siekiniais, kad rengiami mokytojai žengtų į darbo rinką kaip gerai pasirengę ir reikiamas mokymo kompetencijas įgiję specialistai.

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