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Local response to online teaching Hungary

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Prepared by Jekatyerina Dunajeva, PhD, senior researcher at PPMI

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Executive Summary

Background

This report is based on a small-scale study about students' perception on teaching online. The aim is to provide a comprehensive and comparable data prepared about Hungary, which can be aggregated into a holistic understanding of how online educational policies were perceived and experienced by students. The study specifically focuses on methodological training of students, and how it was taught during the pandemic.

Methodology

Data for this study was collected by the author of this report. Recruitment of students took two phases over the summer of 2021: in the first round, a call was issued through social media in English and Hungarian languages, inviting students of all higher educational institutions to fill out a bilingual (English and Hungarian) online survey. In the next round, major universities were approached via email to disseminate the call for participation in the survey among students. Not all universities were able to collaborate on the study, and as a result, of all respondents (N=63), students from two universities are represented, one from the capital city and one from Central Hungary.

Key Findings

- Although students' self-assessment of their digital skills is largely positive, there are still certain skills with least confidence, such as building websites and iconographics
- Gender does not seem to play a role in digital skills based on students' self-assessment
- Relatively few students report confidence in research methods skills, with low exposure to formal training in research skills
- Only a quarter of students felt encouraged to use their research skills independently beyond college
- Informal education in research methodologies is virtually non-existent in Hungary

Key Recommendations

- Students' methodology skills should be improved by providing both, formal and informal opportunities in research methodology skills.
- With online education increasingly seen as integral part of higher education, it is imperative to develop further online resources for methodology training.
- Support to university students should be improved, especially from their direct academic supervisor.
- Improving critical thinking and learning might improve students' ability to utilize their knowledge in their future career.

1 Introduction

1.1 Background

This country report is part of the intellectual output 2 “Strategies and practices regarding online teaching at the local level” aiming at providing comparable evidence-based local data from partner universities on different challenges faced during online teaching. The challenges posed by COVID - 19, when it was necessary to ensure a fully remote learning process, created an unprecedented crisis situation. The decisions made during the pandemic on the provision of the study process were affected by the crisis situation. In order to learn from this crisis and to find out how to overcome such situations more successfully in the future, it is necessary to be aware of both the lessons of the crisis and the positive examples of using different solutions.

1.2 Objectives

The objectives of this research are:

- O1: to identify the challenges students faced during remote learning
- O2: to map the digital skills students from social field have
- O3: to evaluate how research classes/specific learning modules help students understand and engage into the research process
- O4: to identify what specific research behaviors students already master and in what areas they need additional help

2 Methodology

2.1 Research Questions

The research questions to be answered by this research report are:

1. How do the students relate to the remote learning process that they were exposed to during the last academic year?
2. What is the level of digital skills bachelor students report having?
3. How did exposure to formal and informal research classes/modules contributed to their knowledge and attitudes toward research process?
4. What specific research behaviors students feel competent engaging in?

2.2 Instruments

The final instrument used was generated using the previous experience of partner universities, but also previous measurements used for assessing research competencies (Swank & Lambie, 2016; Visser-Wijnveen, van der Rijst, & van Driel, 2016). The questionnaire was originally written in English, amended by partners and then translated into local languages for better use by partner countries (see Appendix 1). The dimensions that were included in the final version focused on:

- General perception regarding remote learning (14 items) – general students' perception regarding remote learning. Sample items included evaluation of specific activities during remote learning compared to in-person learning and evaluation of remote learning process (e.g. The study process organised in this way facilitates learning; It creates a higher workload)
- Self-evaluation of digital skills (16 items) – student's self-evaluation of their digital skills in the area of computer usage, using a five point Likert scale (1 – strongly disagree, 5 – strongly agree)
- Formal research classes/modules (26 items) – identifying of any specific research class/research module included in their learning plan and rating the learning experience during that class/module.
- Informal research class/module (4 items) – identifying any other individual learning activity, outside the learning plan at home university (e.g. webinars, presentations, (intensive) summer/winter schools) that they took during the academic year
- Level of research competencies (32 item) – self-evaluation of their confidence in performing specific research behaviors in the area of Qualitative/Quantitative Research Processes, Research Ethics, Dissemination of Research/Scholarly Writing, and Research Inquiry/Literature Review
- Experience of last-year students (6 items) – starting from the assumption that the last-year students are more involved in research though their bachelor thesis we evaluated their particular experience in relation to carrying a research in their field
- Demographics included gender, year of study, university and field of study

2.3 Sample

Data for this study was collected by the author of this report. Recruitment of students took two phases over the summer of 2021: in the first round, a call was issued through social media in English and Hungarian languages, inviting domestic students of all higher educational institutions to fill out an online survey (available in both English and Hungarian). In the next round, major universities were approached via email to disseminate the call for participation in the survey among students. Not all universities were able to collaborate on the study, and as a result, of all respondents (N=63), students from two universities are represented, one from the capital city and one from central Hungary. Of the respondents, 43% were female and 57% were male. Charts 1 and 2 below briefly summarize the status (number of years completed in HEI) and their discipline.

Chart 1

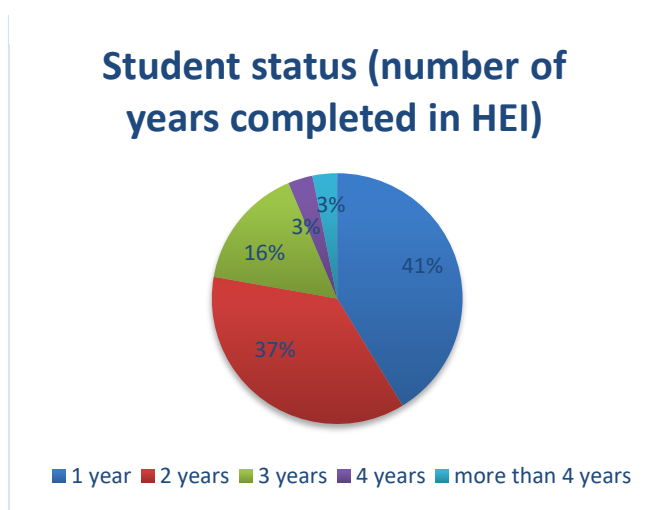
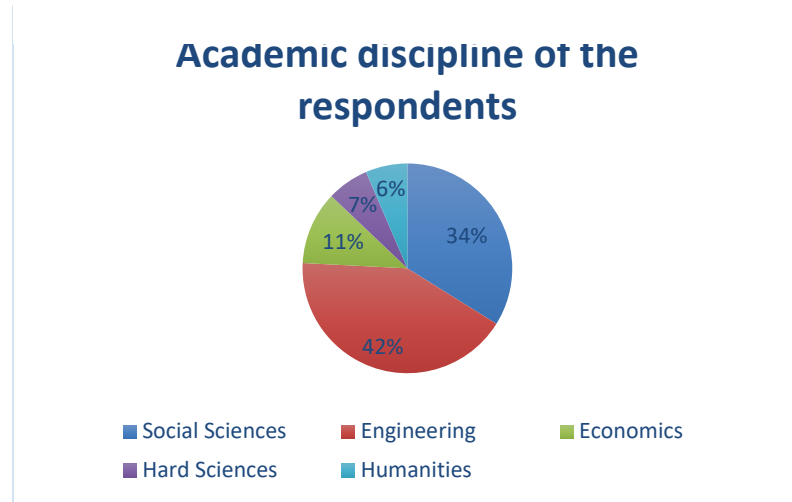


Chart 2



2.4 Data Collection

All data was collected online over the summer of 2021. All responses were anonymous, and respondents had the freedom to answer or skip any question in the survey. To preserve the anonymity of institutions where respondents attend, no university affiliations are mentioned in this study. Survey questions were available in both, Hungarian and English.

2.5 Data Analysis

Data was collected through Google survey and upon the survey closing date, all results were downloaded in a spreadsheet. The data was then analysed using data analysis tools, primarily in the form of charts and graphs. This helped classify data, as well as find patterns, trends or potential anomalies, as well as visualize the data.

2.6 Limitations

Given the relatively small size and limited geographical coverage of the sample, this study is not representative, but indicative of the experiences university students faced in Hungary during online education under the pandemic. Students from two universities located in the capital (with approx. 1.75 million people) and a small town (approx. 50,000 people) participated in the survey. Filling out the online survey took about 20-30 minutes, which resulted in sporadic answers to the last set of questions, especially for the following sections: Formal research class/modules, Informal research class/modules, and Research competencies. In these sections, several questions were answered by as few as 25 students, and the response rate of all questions in these sections ranged between 25 and 40 students. It is also important to note that among respondents, the majority from the small town identified Hard Sciences as their discipline, while in the capital most majored in Social Sciences and Humanities, making the two factors difficult to correlate with indicators of online learning satisfaction. Finally, since the survey was conducted over the summer, many students were not available, which might have further limited the sample size.

3 Results

3.1 General perception regarding remote learning

Regarding general perception of remote learning, the majority of surveyed students were satisfied with this form of education and nearly half of them (46%) disagreed that training should be fully face-to-face after the pandemic. This indicates that overall students see the benefits of this type of learning in the future as well, beyond the pandemic, even though over half of all respondents (54%) believed online education meant a higher workload. Detailed survey findings are summarized in Table 1.

Table 1: Distribution regarding the perception of respondents to remote learning (N = 63)

Item	Strongly disagree	Disagree	Partially agree	Agree	Strongly Agree
The study process organised in this way facilitates learning	8%	13%	17%	35%	27%
It creates a higher workload	19%	27%	14%	32%	8%
It is a good solution in a crisis situation, but training should fully return to face-to-face after the end of the pandemic	29%	17%	10%	25%	19%
It creates alienation from the study process	33%	18%	19%	11%	19%
It creates emotional burden	35%	22%	13%	17%	13%
I don't see online learning contributing to my knowledge	43%	18%	6%	22%	11%

Source: generated by the author

In terms of the online study process, in general female students supported it more (89%) than male students (72%), yet more female students (63%) agreed that online education increases workload than male students (47%). Another factor that seemed to have influenced satisfaction with online learning was location: students in the capital showed less satisfaction (75%) with online education than students from a smaller town (82%), and significantly less students from a smaller town (28%) believed that online education added to their emotional burden, compared to students from the capital (67%). This finding, on the one hand, may indicate that university students in smaller towns experienced less stress associated with remote learning, compared to bigger cities. On the other hand, since majority students from the small town majored in Hard Sciences and presumably had more advanced digital skills, consequently they may have experienced online education as less burdensome. Indeed, while almost 60% of Humanities and Social Science students believed that online education creates a higher workload, about 47% of students from Hard Sciences believed the same.

3.2 Digital skills

Of the examined areas of digital competence, most students assessed their own skills positively. For example, all respondents claimed they know how to manage online files, open new tabs on their browser or connect to WIFI network. Students were also confident about information sharing, with all respondents suggesting they knew when and what information they

can share online. The least amount of confidence was reported about building websites. Figure 3 below shows the overall level of competence (answers are shown aggregated as confident, which includes “strongly agree,” “agree” and “partially agree” answers).

Chart 2: Students’ level of confidence in digital skills



Gender does not seem to be a factor when it comes to self-assessment of digital skills, despite the popular belief that boys outperform girls in digital skills. Considering the two skills with the least measured confidence (designing website and creating infographics), female respondents felt more comfortable with their infographics knowledge (85%) than males (80%), while more male students (71.5%) reported confidence in designing website than female (63%).

Another factor that is often discussed as relevant for digital skills is academic discipline, where those majoring in Hard Sciences are expected to outperform other students (especially in Humanities). My survey does not support this correlation unequivocally. For example, when considering the skill to design a website, almost 40% of students whose majors are Hard Sciences or Engineering reported being confident in creating a website, compared to 28% of students in Social Sciences, Humanities and Economics. Yet, analyzing infographics knowledge, the second most challenging digital skill after website designing, reveals that 39% of Hard Sciences students were competent, compared to 43% of Social Science and Humanities students.

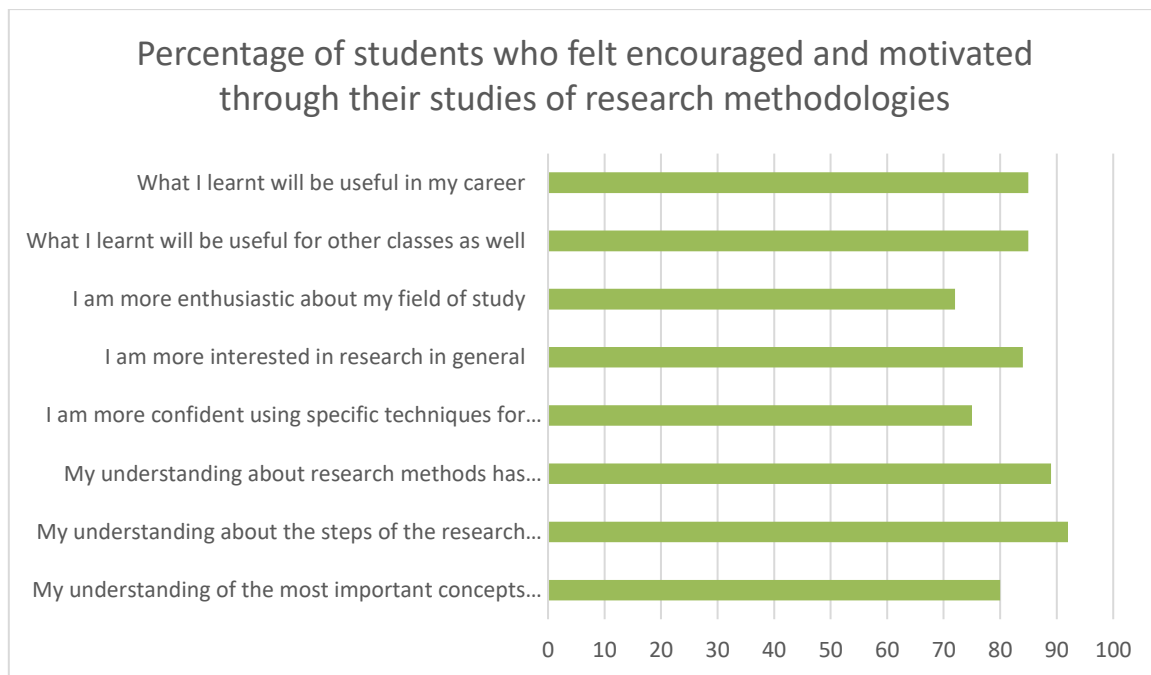
3.3 Formal research class/modules

Out of 34 student who answered the question whether they have taken any research methodology class in the 2020/2021 academic year, 19 students reported that they have not taken any research classes during their higher education studies, neither have they learnt about research methodologies as part of their other courses. Considering this relatively low exposure

to formal training in methodology, Table 3 below shows the percentage of students (from all respondents to the given question) who felt encouraged and motivated by their methods skills.

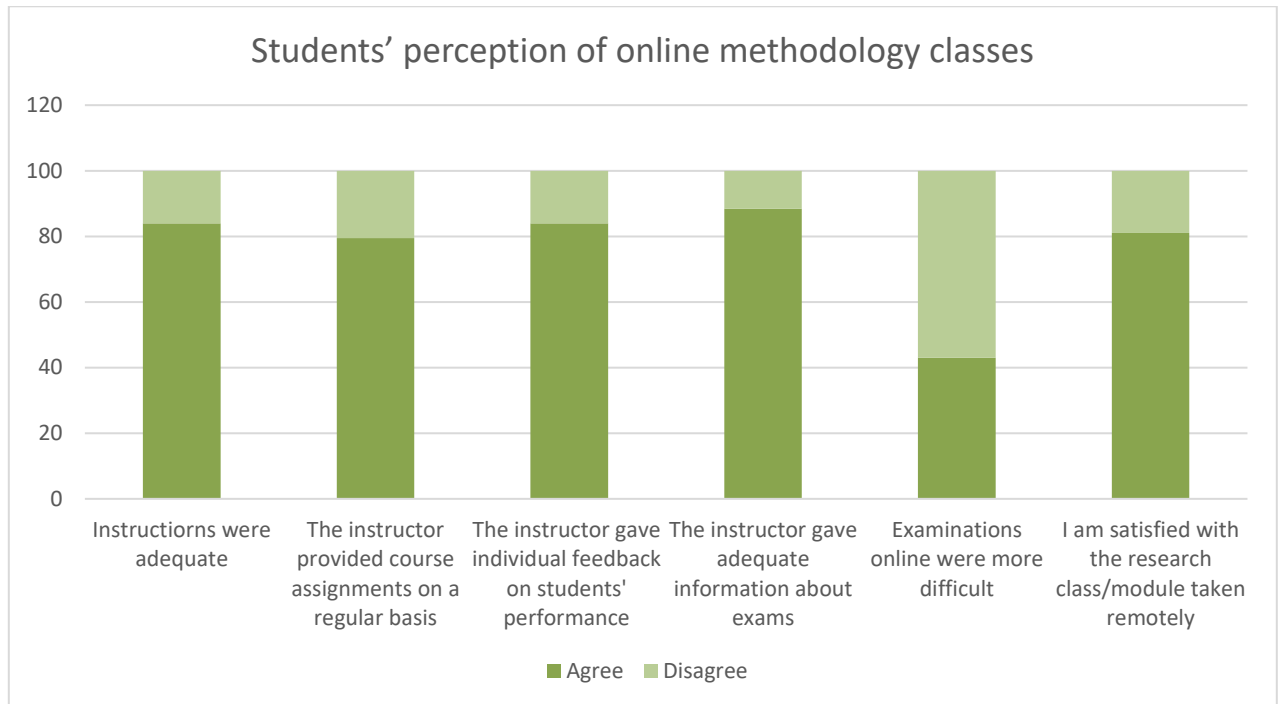
Further noteworthy findings are the following: First, about a third (31%) of respondents suggested that no practical implications of research or research methodologies were explained during class, and about a fifth (18%) of respondents claimed they did not learn how to use research methods in their field of study. Second, based on available responses, we may also conclude that diverse thinking was not prioritized, as 36% of respondents claimed they did not consider diverse studies and research methods, while the majority (80%) suggested that critical interpretation of results was encouraged by teachers. Another aspect to highlight is utilization of knowledge independently in the future, which only a quarter of respondents felt they were not encouraged to do.

Chart 3: Students' perception of their methodology classes



As part of the survey, students were also asked about their satisfaction with online format of their methodology classes. More specifically, students reflected on their instructors' work, on examination process, and overall satisfaction with the course. The answers are summarized below ("strongly agree", "partially agree" and "agree" answers are aggregated under "agree"; "strongly disagree" and "disagree" are aggregated under "disagree" in the chart below).

Chart 4: Students' perception of online methodology classes



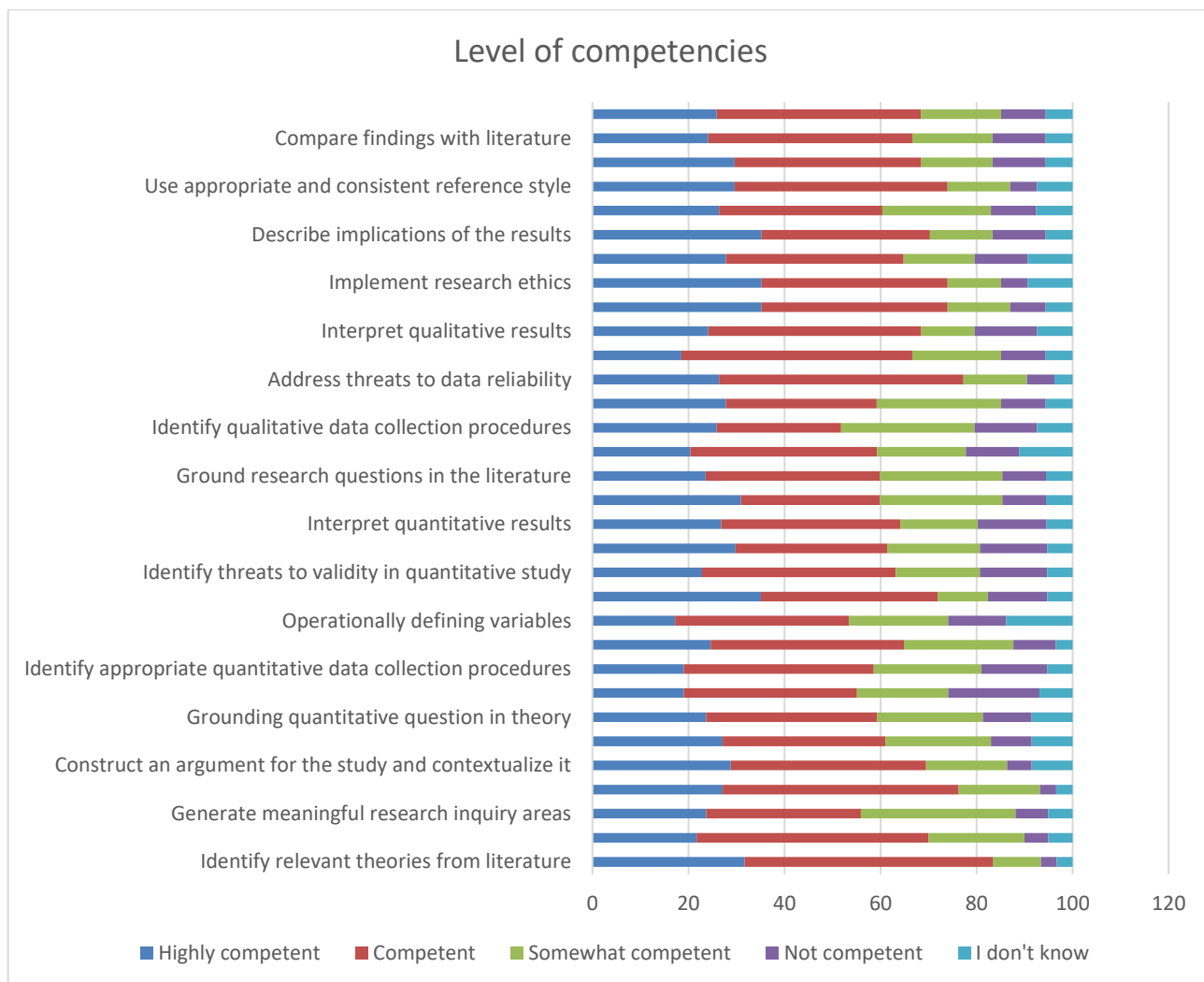
3.4 Informal research class/modules

Of the 61 respondents to the question inquiring about informal methodology classes, only one student replied with a positive answer, the rest (98%) have never taken a methodology class or training outside of their formal education.

3.5 Research competencies

In the final section of the survey, students were asked to assess their research competencies. The response rate was higher compared to the previous section, ranging from 54 to 60 respondents to each question. Students with and without formal methodological training self-assessed their research competencies, which is presented in Chart 5 below. Overall, students felt least confident (with answers "not confident" and "I don't know") in understanding epistemological assumptions (N=11), identifying appropriate quantitative data collection procedures (N=8), identifying threats to validity in quantitative study (N=8), using appropriate statistical techniques (N=8), and interpreting quantitative results (N=8), while respondents felt most confident in identifying relevant theories from literature and identifying frameworks from a published article, skills in which all but 2 students reported some level of confidence.

Chart 5: Students' Self-reported Level of Competencies



Since response rate was about half (N=34) to the question regarding completed research methods classes, it is difficult to meaningfully analyze the effect of methods courses on the level of confidence in related skills. Given these limitations in data, results sensibly show that those who have research methodology training felt more knowledgeable about epistemological assumptions, among other methodology skills. Overall, results show that very few students considered themselves highly competent in various methodology skills. This is also reflected in students' relatively low level of confidence in methodology skills that they intend to use for writing their BA thesis, with a mean level of confidence was 3.2 (N=49, on a scale of 1-5).

Moreover, even though many students reported low confidence in their methods skill, according to the survey the support students receive from their supervisors was rated as inadequate by some, with a mean of 3.68 (N=31, on a scale of 1-5). Interestingly, students felt almost equally supported by their peers, with a mean of 3.74 (on a scale of 1-5, N=35). Lastly, some students did not feel confident conducting research independently after graduation, with a mean of 3.6 (on a scale of 1-5, N=42).

4 Discussion and Recommendations

Online education is associated with higher workload, with over half (54%) of all survey respondents believed online education meant a higher workload. This can be explained with deficiencies, such as “the weakness of online-teaching infrastructures, the inexperience of teachers regarding new technologies” and others, which may be effectively mitigated in the future (Lischer, Safi, & Dickson, 2021: 3). In fact, a global study of students from over 60 countries similarly found that a significant share (42.6%) of university students associated online education with higher workload, of which the share European students that reported a higher workload is 58%, comparable to my findings (Aristovnik, Keržic, Ravšelj, Tomaževic, & Umek, 2020). Nevertheless, researchers have pointed out already before the pandemic that digital technologies must be treated as an integral part of the future of university education (e.g., Henderson, Selwyn, & Aston, 2017). The findings of this study regarding students’ overall positive perception of online education in the future support the conclusions of other studies as well.

In terms of digital skills, gender or students’ academic discipline did not consistently play a role in the survey, even though earlier research findings suggest that arts and humanities are disciplines with most obstacles to digital education, both in terms of teachers’ knowledge (Mercader & Gairín, 2020) and students’ digital skills (Sciumbata, 2020). In terms of gender, scientific literature does not have a consensus on how gender correlates with digital skills either, with more nuanced studies suggesting that female students tend to be better at certain digital skills than male students (e.g., Vázquez-Cano, Meneses, & García-Garzón, 2017). One study conducted during the first wave of the pandemic in fact showed that “no significant sex differences were found in competence beliefs regarding digital learning,” based on an analysis of Austrian high school students (Korlat, et al., 2021).

One of the most apparent findings is the lacking formal training in methodology courses among Hungarian university students. There has not been systematic research about the preparedness of Hungarian university students in research methods and research inquiry skills, and this survey may be indicative of an existing gap in knowledge of students. Notably, the indicated location of the one informal methodology class is one of Hungary’s “special colleges” (szakkollégium), which merits some attention. The network was also called a Hungaricum, implying that it is a uniquely Hungarian practice (Györbíró, et al. 2015). These colleges appeared in Hungary in the 1970s, and “followed Hungarian educational traditions, but simultaneously modelled the colleges on British and French examples... characterized by student self-government and a largely autonomous status within the university administration” (Francke, 2019). These colleges tend to offer courses and trainings that are unavailable in university curriculum. While non-formal learning is still largely invisible and unrecognized in Europe (Villalba-García, 2021), it is worth reconsidering the importance of non-formal learning in filling the knowledge gap of university students in skills, such as research methodology or ICT.

Based on the results from the research the following recommendations are made:

- Students’ methodology skills should be improved by providing both, formal and informal opportunities in research methodology skills.
- With online education increasingly seen as integral part of higher education, it is imperative to develop further online resources for methodology training.
- Support to university students should be improved, especially from their direct academic supervisor.
- Improving critical thinking and learning might improve students’ ability to utilize their knowledge in their future career

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6 Appendices

6.1 Questionnaire in Hungarian

Section A: socio-demographic data

Hány évet végzett el az alapképzéséből?

Melyik városban tanul?

Melyik szakon tanul?

Neme

Section B: General perception regarding remote learning

1. Értékelje a 2020/21 tanév távoktatását

	Egyáltalán nem értek egyet	Nem értek egyet	Részben egyetértek	Egyetértek	Teljesen egyetértek
Az így szervezett tanulmányi folyamat megkönnyíti a tanulást					
Nagyobb terhelést jelent					
Jó megoldás válsághelyzetben, de a világjárvány vége után a képzésnek teljes mértékben vissza kell térnie a személyes oktatáshoz					
A távoktatás elidegenít a tanulástól					
Érzelmileg terhet hoz létre					
Nem hiszem, hogy az online tanulás hozzájárulna a tudásomhoz					

2. A személyes tanuláshoz képest milyen mértékben szükségesek a következő tevékenységek az online távoktatási folyamat során

	Kevésbé, mint személyes oktatásnál	Ugyanannyira, mint személyes oktatásnál	Többet, mint személyes oktatásnál
--	------------------------------------	-----------------------------------------	-----------------------------------

Elolvasni a tanár által küldött anyagokat			
Plusz kutatómunka, különféle plusz anyagok keresése			
Önálló beszámolók, esszék vagy más írásbeli munka elkészítése			
Csoportmunka, beszámolók, esszék vagy más írásbeli beadandók elkészítése			
Digitális kompetenciák elsajátítása			
Előadások készítése			
Gyakorlati munkában vagy feladatokban (laboratóriumi munka, projektalapú munka stb.) való részvétel			
Csoporttársakkal való kommunikáció			
Előadókkal való kapcsolattartás			

3. Digitális készségek önértékelése. Mennyire magabiztos a következő tudásában, készségében?

	Egyáltalán nem értek egyet	Nem értek egyet	Részből egyetértek	Egyetértek	Teljesen egyetértek
Tudom, hogy kell kezelni az online fájlokat (letöltés, mentés, feltöltés)					
Tudom, hogy kell használni a gyorsbillentyűk					
Tudom, hogy nyithatok meg új lapot a böngészőben					
Tudom, hogy kell kitölteni egy online űrlapot					
Tudom, hogy állítsam be az adatvédelmi beállításokat					
Tudom, hogy kell csatlakozni a WIFI hálózathoz					
Tudom, hogy csatlakozhatok egy					

online platformhoz (Zoom, MsTeams, Google osztályterem stb.)					
Egy weboldalon könnyen megtalálom a szükséges információt					
Könnyen eligazodok a különböző online platformok eszközein (Zoom, MsTeams, Google classroom stb.)					
Tudom, mely információkat kellene és nem kellene megosztanom az interneten					
Értem, hogy mikor kell és mikor nem kell megosztanom bizonyos információt, adatokat					
Óvatos vagyok és figyelek az online megjegyzéseimre és viselkedésemre					
Tudom, hogy kell videót készíteni					
Tudom, hogyan kell infografikákat készíteni					
Tudom, hogyan kell megtervezni egy weboldalt					
Magabiztos vagyok az általam létrehozott tartalmak feltöltésével kapcsolatban (esszék, ppt-diák stb)					

Section C: Formal research classes/modules

4. Volt-e valamilyen kutatómódszertan órája a 2020/2021-es tanévben? Ha igen, mi volt a kurzus neve?
 - Ha igen, mi volt a kurzus neve? (open question)

- Tanult-e a kutatási módszertanról bármilyen más kurzus keretein belül, amelyet a 2020/2021-es tanévben vett fel (pl. ha egy összehasonlító politikáról szóló kurzus alatt összehasonlító esettanulmány-módszerekről tanult)? Ha igen, mi volt a kurzus neve és milyen kutatási módszertanról tanult? (open question)

5. Értékelje a következő állításokat a kutatómódszertani órával illetve tartalommal kapcsolatban.

	Egyáltalán nem értek egyet	Nem értek egyet	Részben egyetértek	Egyetértek	Teljesen egyetértek
Jobban értem a kutatásokban használt legfontosabb fogalmakat					
Jobban értem a kutatási folyamat lépéseit					
Jobban értem a kutatási módszereket					
Magabiztosabban használom az adatelemzési módszereket (pl. szoftvereket vagy számítógépes alkalmazásokat)					
Jobban érdekel a kutatás					
Volt alkalmam más kutatókkal (pl. vendégelőadás során) beszélni a tudományos kutatásukról					
Lehetőségem volt hallani különböző kutatások legfrissebb fejleményeiről					
A tanárom kutatásaival is megismerkedtem					
Az egyetemen folytatott kutatásokkal is megismerkedtem					
A tanárom arra buzdított, hogy kritikus szemmel vizsgáljam a kutatási eredményeket, és mérlegeljek többféle magyarázatot					

Lelkesebb lettem a tanulmányaimmal kapcsolatban a kutatómódszertani kurzuson (vagy tartalom) tanultak miatt					
Példákon keresztül vizsgáltuk, hogy a kutatás hogyan alkalmazható a gyakorlatban					
Különböző kutatási módszerek segítségével sajátíthattam el kutatási területem különböző tanulmányi területeit					
Megtanultam, hogy a kutatás miként használható fel a szakterületemen belül					
Amit tanultam, az más kurzusoknál is hasznossá vált					
Amit tanultam, az hasznos lesz a karrierem során					
Úgy gondolom, hogy a szakterületem egyik szakemberének sem lesz szüksége ezekre az információkra ahhoz, hogy jó szakember legyen					
A tanárom arra biztatott, hogy folytassam a saját kutatásaimat					
A tanár rendszeresen adott fel feladatokat (pl. olvasmányok, házi feladatok)					
A tanár egyéni visszajelzést adott a teljesítményemről					
A tanár teljes tájékoztatást adott a vizsgákról					
Az online vizsgáztatás nehezebb volt számomra					
Összességében, a tanítás megfelelő volt					

Összességében, meg vagyok elégedve a távoktatás során elsajátított módszertani ismereteimmel					
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Section D: Informal research classes

- Részt vett-e egyetemen kívül olyan órán a 2020/2021-es tanév során, amely kifejezetten a kutatási módszerekre összpontosított? (Igen / Nem)
- Mi volt a kurzus vagy óra neve? (open question)
- Miről szólt a kurzus vagy óra? (open question)
- Ki szervezte a kurzust vagy órát? (a saját egyetemem, de a kötelezőtanterven kívül, nem kreditért / Másik egyetem / Kutatási intézet / Szakmai testület / Egyéb)

Section E: Level of competencies

7. Mennyire érzi magát kompetensnek a következőkben?

	Nem kompetens	Kicsit kompetens	Kompetens	Nem tudom	Teljesen kompetens
Megtalálom a szakirodalomban a releváns elméleteket					
Felismerem a hiányosságokat a kutatott témában					
Kutatási témák megfogalmazása					
A szakirodalom alapján értem a kutatási elveket					
Tudok érvelni és az érveket kontextusba helyezni					
Kvantitatív kutatási kérdéseket tudok megfogalmazni					
A kvantitatív kérdéseket elméleti tudásomra alapozom					
Értem az ismeretelméleti (episztemológiai) feltételezéseket					
Meg tudom határozni a megfelelő kvantitatív adatgyűjtési eljárásokat					
Végre tudom hajtani a kvantitatív adatgyűjtést					

Változók operatív meghatározását (változók operacionalizálása) értem					
Adatgyűjtéshez szükséges eszközöket azonosítani tudom					
Értem a kvantitatív kutatás tudományos érvényességét					
Ismerem a megfelelő statisztikai módszertant					
Értelmezni tudom a kvantitatív kutatási eredményeket					
Kvalitatív kutatási kérdéseket tudok megfogalmazni					
Kutatási kérdéseket a szakirodalomra alapozom					
Értem a paradigmikus feltételezéseket és kutatási célokat tudok megfogalmazni					
Meg tudom határozni a kvalitatív adatgyűjtési eljárásokat					
Végre tudom hajtani a kvalitatív adatgyűjtést					
Értem az összegyűjtött adatok megbízhatóságát					
Megfelelő analitikus technikákat tudok használni					
Értelmezni tudom a kvalitatív adatokat					
Értem a kutatási etikát					
Betartom a kutatási etikát					
Ismerem a szerzőségi folyamatokat és szabályokat					
Értem a kutatási eredmények jelentőségét					
Cikket vagy jelentést tudok készíteni a kutatási eredmények alapján					
Megfelelően és következetesen hivatkozok az irodalomra					
Szóban is be tudom mutatni az eredményeimet					
Össze tudom hasonlítani, ill. integrálni tudom a saját eredményeimet a szakirodalommal					
A saját kutatási eredményeim határait be tudom azonosítani					

Section F: Thesis

8. Szakdolgozat stádiuma (Még nem írtam meg / Már megírtam / Folyamatban van)

9. Milyen módszertant használ vagy tervez használni a szakdolgozatába (több válasz lehetséges) (Felmérések / Egyéni interjúk / Fókuszcsoporthok / Tartalom vizsgálat / Megfigyelés, terepmunka / Kísérletek / Még nem tudom)
10. Mennyire magabiztos a kutatás módszertani használatban, vagy mit gondol, mennyire lesz magabiztos a jelenlegi tudásából kiindulva? (scale 1-5)
11. Hogyan végezte vagy tervezi elvégezni az empirikus kutatását? (Csak online (pl. online kérdőívek, online interjúk) / Személyesen / Hibrid / Nem tervezek empirikus kutatást)
12. Kért-e vagy tervez-e kérni támogatást, segítséget a témavezetőjétől a kutatási módszertan kidolgozásában? (Igen / Nem / Nem tudom)
13. Mennyit segít vagy segített a témavezetője? (scale 1-5)
14. Mennyi segítséget, támogatást kap az évfolyamtársaitól? (scale 1-5)
15. Az egyetem vagy főiskola elvégzése után, mennyire fog magabiztosan saját kutatást végezni? (scale 1-5)