



Multilevel Education, Training, Traditions and Research in Hungary

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Outline

Milestones of UDC History in Hungary

- Opening period
- Another properties
- Major persons

Multilevel Education and Training

- Information policies and regulations
- National Core Curriculum
- Hungarian library strategy, Further education
- LIS education at the universities

Research



Milestones of UDC History in Hungary

- Great tradition
- In every type of library
- Every library has used the UDC
- Hungary played a prominent role even in the universal history of UDC



Opening period

- 1893 Mandello Gyula
- 1895 Mandello Károly
- 1893 Gyalui Farkas
- 1900, 1902, 1910 Szabó Ervin
- 1904 Hegedűs Loránd
- 1912 first lithographic print of UDC



Opening period

- 1936 National Széchényi Library led the UDC
- 1938 Hungary has been a member of the FID
- 1929-1941 UDC Edition in 8 volumes by Veredy Gyula
- 1943 Káplány Géza published his Principles of Library Science



Another properties

- Widespread
- Financial situation
- The editorial board of UDC

Period	Chairs	Secretaries
1965-1968	Lázár Péter	Babiczky Béla
1969-1974	Sebestyén Géza	Babiczky Béla
1975-1990	Babiczky Béla	Barta Gábor



Babiczky Béla (1919-2004)

- Charismatic figure
- 1952 – 1992
- Loyal to the concept all in his life





Földi Tamás (1929 - 2007)

- From 1965 he was a participant in FID
- 1965-1993 in the revision of class 3
- Member of FID/C3
- Chairperson for class 33 – economics
- Member of the advisory board of the UDC Consortium





Another properties

- 1996 - the Hungarian National Library bought the licence of UDC MRF
- 2006 - the new Hungarian edition published one year ago



Multilevel Education and Training

- User education
 - such as pupils in elementary and secondary schools (NAT)
 - such as library users
 - such as university students who should learn the methods of scientific research



Multilevel Education and Training

- LIS education
 - in university courses
 - further education, professional lectures



Information policies and regulations

- The Hungarian Information Society Strategy
- The National Core Curriculum in Hungary
- The Hungarian Library Strategic Plan (2003-2007)
- Regulation No.1/2000.(I.14) NKÖM and Regulation No.12/2002.(IV. 13.) NKÖM about the further education (refresher trainings) for librarians
- Regulation No.243/2003. (XII.17.) Government about the National Core Curriculum



National Core Curriculum

How can the pupils acquire information literacy and practice it in the primary and secondary school?

They can acquire it:

- independent of other subjects
- as a part of any traditional field of study
- as a tool for solving lessons assigned as school work



Subjects

01 Time Frame

02 Role of Hungarian National Core Curriculum

03 Hungarian Language and Literature

05 Mathematics

06 Humans and Society

07 People in Nature

08 Our World

10 Informatics

11 Artificial Environment. Experience and Practical skills



Information Science. Informatics

Tasks of teaching

- Usage of information technology
- Knowledge of IT User
 - word processing, basic written format, aesthetic form
 - using and searching different databases
- InfoTechnology – problem solving with the IT tools and methods, construct easier models
- InfoCommunication – experience of traditional and IT based communication form
- Media Informatics
- Information Society
- **Library Informatics**



Knowledge of IT User

Problem-solving

- Realization on the computer the most important text-formats. Forming aesthetic outlook
- Using and searching different databases



InfoCommunication

Experience of traditional and IT-based communication forms

- Using the Internet (retrieving information, involves communication with others):
 - searching for information from websites
 - using remote databases or downloading data from them.

The students can meet with UDC numbers in their practices.



Library Informatics

In a modern educational system the school library should be an informatics, educational, and cultural centre.

The school library has relevant databases which can be used by everyone in the school.

Using the library is necessary in every area of study.



Curriculum, scheme and time schedule of Library Informatics 1.

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Orientation in the school library	Cognition of the library services based on traditional and new computer tools	Usage of all devices of the school library. Facilities of the electronic library, types of library and its application in studies, orientation in everyday life and recreation	Using the service of the library information system in studies
	Defining searching questions connected to the exercise	Expressing searching principles with the code-system of the library	Recognition and expressing information necessity with the help of information searching languages



Curriculum, scheme and time schedule of Library Informatics 2.

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Discovery searching in information sources at the level of the current age	Simpler guided searching for sources and for information in direct devices and in the local database	Guided source- and information-searching with the appropriate direct or indirect informative devices	Database types, selecting the appropriate tool and its complex usage. The strategy of information-searching. Basic conceptual-logical-technical process
Distinction of the major document-types and definition of its content and data	Distinction of mediums (communication methods, information value) and its guided processing	Selecting the appropriate medium connected with the educational problem. Processing with the usage of the algorithm of the source-using	Judgment of aesthetic value and authenticity of mediums. Creative usage of mediums based on moral laws



Hungarian Language and Literature

- Native-language training influences the teaching of other subjects.
- In connection with language and information seeking, library science is very important.



Curriculum of Hungarian Language and Literature 1.

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Sufficient and independent problem solving: visiting in the library, borrowing of books, lexicons for the children ...	Sufficient and independent problem solving: borrowing of books, basic of library usage	Sufficient and independent problem solving: reference books, dictionaries, lexicons, usage of different documents	Verbal and nonverbal information, classification of these information , more types of documents, and knowledge of Library Science, information of Museums
Experience of information seeking and processing	Acquiring of knowledge alone. Usage of different type of information and documents	Collection of data from different information sources. Arranging of information with the teacher	Usage of information alone suitable for their age



Curriculum of Hungarian Language and Literature 2.

Year 1-4	Year 5-6	Year 7-8	Year 9-12
	Study and handling of educational works, lexicons, dictionaries for children	Experience of usage of information, prescriptions of citation	Form and ethical rules of citations
Sketching with the helping of teacher	Usage of sketching	Sketching from the short text	Different sketching alone
	Different types of information (visual, audio visual, electronic: Internet, CD-ROM ...)	Context of visual information (illustration, picture)	Information management (illustration, picture, typography, diagram...)
		Assessment of information	Assessment and relevance of information



Hungarian library strategy: the strategic goals between 2003 and 2007

These strategic goals are between 2003 and 2007:

- Preparations for joining the European Union
- Increasing access to information and documents through information technology and telecommunications development and by means of the National Document Supply System for the realisation of the principles of democracy and equal opportunities
- Regional library supply
- **Making the image of librarianship more attractive**



Vision

The erudition and professionalism of librarians and the esteem in which the public holds them are elements of an intellectual image that will serve them and users well in the library of the 21st century.

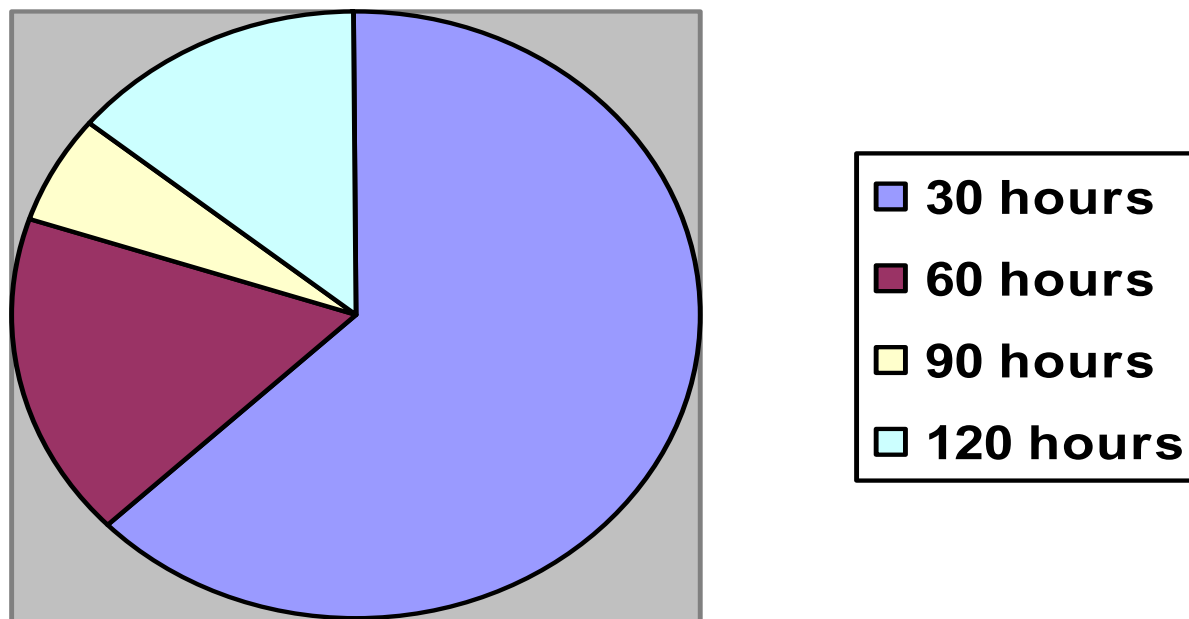


Further education for librarians

- The Regulation No.1/2000.(I.14) NKÖM and Regulation No.12/2002.(IV. 13.) NKÖM prescribes obligatory in-service training every seven years, for a minimum duration of 120 hours.
- There is an accreditation procedure for projected courses.

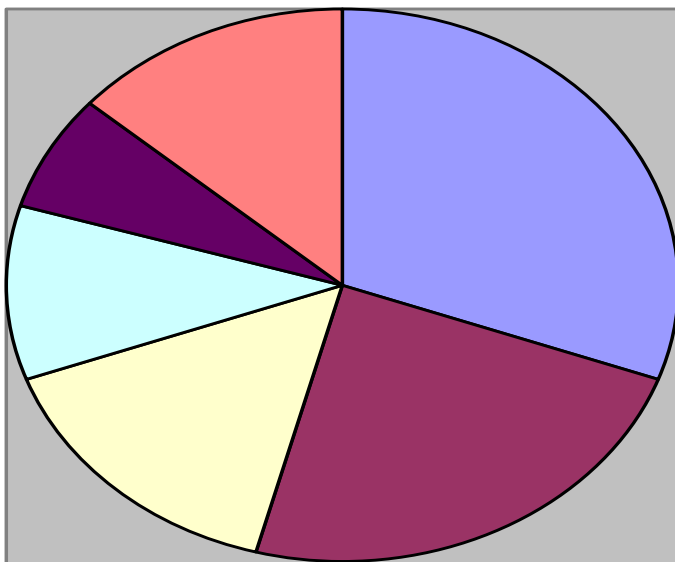


Length of courses





Content



- information seeking**
- informatics, multimedia, digitalization**
- classification, cataloguing**
- management, communication**
- children department**
- other**



LIS education at the universities

- It has changed one year ago.
- The knowledge of UDC
 - basic part of the BA level
 - 8-9 credits for skills of KO
 - 2 or 3 semesters



The first part

- theoretical foundation
- unique features of UDC

Exact and deep concept and the ability of classification and creation classes, groups in the same process



The first part

- Know and recognise hierarchical structure
- Feel beauty of logic
- Nature of classification with UDC
- Analyse the complex UDC codes
- Identify only the symbols, type of code, classes, auxiliaries etc.

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ballet



The second part

- Know and adapt rules of composite numbers
- Use of common and particularly special auxiliaries
- Derived method

Fundamental fields of study are the methods and rules.



Targets

By the end of semester students have to be familiar not only with hierarchical structures, but identify

- flexibility of UDC,
- analitico-sintetico classification,
- faceted classification etc.
- and further properties of the system.



Vision and Mission

Our vision should be: If students perceive the philosophy of UDC they can employ it.



Mission: developing and evolving responsibilities for quality of information retrieval.



Actualities and research

After the last edition

- Concordance
- Making known
- Further education



Research

My conception is Visual Imagery – Visualization = Usability

- Study the concept and show newer emphatic arguments of quality of information retrieval on the conceptual level.
- Visualization of information, particularly concepts and structures of UDC.
- Usability and the user interfaces of the UDC.
- Consideration and experiment to joint the UDC codes with other topical terms.
- Revision of UDC



Revision of UDC

Mathematics - Partial differential equations

+	517.952.1	General theory
+	517.952.3	Cauchy problem. Initial value problems
+	517.952.5	Boundary-value problems
-	517.953	General higher-order equations and systems: properties, types etc.
+	517.953.1	General theory
+	517.953.3	Cauchy problem. Initial value problems
+	517.953.5	Boundary-value problems
-	517.954	Boundary-value problems. Including: General theory. Equations on manifolds



- 517.95-1 General theory
- 517.95-2 Cauchy problem
- 517.95-3 Initial value problems
- 517.95-4 Boundary value problems
- 517.95-5 If there is any other such
problem

517.95 Partial differential equations

AN: For specific problems and methods use special auxiliary 517.95-2/-8

+ **517.95-4 Cauchy problem**

+ 517.95-42 Well-posedness theory

+ 517.95-44 Semigroups related to the Cauchy problem

+ 517.95-48 Asymptotic behaviour of solutions

+ 517.95-6 Initial value problem

+ 517.95-8 Boundary value problem



Conclusion

How can we ensure that the UDC is more frequently used by users and librarians, too?

**Multilevel Education,
Training, Traditions
and Research**

Thank you for your attention!

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