

Szabolcs Zalay

THE UNIVERSAL PEDAGOGICAL INDEX (UPI) INTRODUCTION OF CONCEPT AND METHODOLOGY

*„Give me a fixed point,
and I will move the earth out of its place.”
Archimedes*

In my article, I undertake to present the dimensions and components of pedagogical culture in a complex system. Based on the basic hypotheses of my currently ongoing pedagogical research series, as well as the test results of the phases that have already been completed, as well as my practical, personal experiences, I am convinced that we have preserved the image of the completeness of the world in our common spiritual memory. A pedagogical situation or an independent entity (for example, a teacher, class, kindergarten activity, pedagogical organization, or system) can carry this image, depending on its quality, as a result of the interaction of the elements of the pedagogical culture. The number expressing the quality/extent of this can be called the Universal Pedagogical Index (UPI). Until now, this concept did not exist either globally or locally.



The UPI's trademarked logo (Fig. 1)

Archimedes' quoted famous sentence is about a basic geometric and physical theorem, while also conveying a philosophical message. Its topicality stems from the fact that, on the one hand, it is very difficult to find certain reference points in our world when we interpret everything relatively. On the other hand, it is perhaps even more difficult to dislodge humanity from its entrenched positions and habits. Yet the desire is stronger in us to find our security again, which we once had in an archaic time, when we still believed in gods, ideas, and the center of the world – so we have a need for a quality, orderly life. The world crisis is also a challenge for pedagogy. Grasping the nature of the crisis as precisely as possible can help to identify pedagogical tasks. The definition of the seven directions of the crisis can be imagined along a cross, with man in the middle. In all seven cases, our relationships show a rupture, which results in closure, „straitjacketing”, and alienation. We have come into conflict with nature, society, history, the

transcendent, our talents, our aspirations, that is, our goals, and even our own consciousness. Breakthrough points can also be grasped through these, or through a pedagogical cultural model that can grasp the relationship between man and the world in an organic system.

Several research and development projects deal with the objective measurement of the quality of pedagogical work.¹ There are promising initiatives to compare different pedagogical entities (sessions, lessons, teachers, organizations, educational systems, etc.). Pedagogical work is complex and multifaceted, so it is difficult to characterize its quality with a single indicator.² However, based on my research, I claim that we now have an increasingly accurate picture of the factors influencing pedagogical efficiency, and based on these, a complex indicator system can be developed that takes into account all important aspects of pedagogical work. For this, it is necessary to choose aspects that, in addition to professional knowledge, can grasp the pedagogical culture through its essential focuses and in its entirety. Pedagogical culture here means the quality of life in the learning environment, which each entity can create, create, create, and construct to a greater or lesser extent – depending on its knowledge, abilities, and aptitude. In order to see this in detail and together, we need a holistic, or even more universal, approach within the framework of defining a new pedagogical paradigm, which we can call the pedagogy of Homo Studens³

According to our concept, the „Homo Studens” uses the knowledge we have acquired so far about the world, but does not fetishize it. Just as you need the maximum development of your key competencies, without trading them against your knowledge. After all, we need both types of knowledge in order to surpass ourselves in a new synthesis, finding solutions to our countless problems indicated above. This pedagogic system of thought is being defined and outlined more and more precisely in our world at the moment, both locally and globally. And the stakes of the speed of the process only increased with the appearance of artificial intelligence, through which the Machine inevitably became a competitor to the Human who creates pedagogical entities. The need for relearning is thus no longer an issue, unless we want to make ourselves completely vulnerable to the ever-increasingly independent „creature”, we have created.

It is therefore a strategic educational and educational goal to offer our students solutions to crisis situations, or more precisely, to make them capable of looking for viable alternatives. However, only those who seek and live life are capable of this. We must raise young people who are united and healthy in a physical, mental, and spiritual sense, becoming „well-rounded people”, who represent the higher meaning of autonomy, i.e. they are able to exist freely, responsibly, and with a high degree of love on all three levels of the personality,

¹ Ildikó BALÁZSI–Zsuzsanna HORVÁTH: *The quality and effectiveness of public education. In: Report on Hungarian public education.* 2010. <http://www.ofi.hu/9-kozoktatatas-minosege-es-eredmenyessege-balazsi-ildiko-horvath-zsuzsanna> [2024.04.10.]

² Gábor HALÁSZ: *Effectiveness and quality of education.* In: Gábor HALÁSZ–Judit LANNERT: *Report on Hungarian public education.* OKI, Bp., 2000.

³ Szabolcs ZALAY: *"Homo Studens" – The school of the student. Application for the position of director of the Klára Leőwey High School in Pécs.* 15.03.2021 Pécs Education District, Pécs. 2021. <https://www.leoweypecs.hu/wp-content/uploads/2021/08/new.leoweypecs.hu-palyazat-dr.-zalay-szabolcs-2021.03.15..pdf>. [11/01/2024]

radiating from themselves happiness at the higher frequency of living human life towards all age groups of their fellow human beings. These people can „save the world” or represent the paradigm of a new world, in which the Light resides even in the midst of the „darkness” of today. This is how our students can become people of the age of „contemplation”. This requires learning and teaching models that are capable of new „world creation”.

Dimensions of pedagogical culture

Just as an artist creates a second world by creating his work, according to the description of aesthetic theories, the teacher does the same when „creating” a lesson or activity or „initiative”. But this is also what a leader does when, for example, he operates the „world” of a pedagogical institution, or a system-creating researcher whose „method” turns from a pedagogical alternative into an alternative pedagogy, and can be implemented on a wider scale, even on a national level.⁴

It is worth mapping out the characteristics on the quality of which the functionality of such a „world” depends. In other words, we take into account the indicators that characterize the pedagogical culture of a particular pedagogical entity. According to our research results so far, not only the success of knowledge transfer depends on them, but the degree of „world-creating ability” influences the atmosphere of the entire pedagogical „universe”, ultimately the well-being of the participants, which we know from modern „atmosphere” and „experience studies” is not a negligible factor at all.⁵ And from the latest network research results, we also understood what we had guessed through holistic intuition until now, that the functional analogy of small units and large networks has been scientifically proven. Through network theory, which proves the scale independence of complex networks, we know that the same ordered laws govern cellular networks and organizational networks,⁶ as we can also prove this during the examination of pedagogical entities.

The quality level of a teacher’s professional knowledge/lesson (occupation), the organization of a school, the pedagogical system of a country is determined by the level of pedagogical culture, the quality of which can be measured by introducing the Universal Pedagogical Index (UPI) number. This number, which indicates the quality degree of the given entity on a scale of 100, can be calculated based on a special formula that corresponds to the calculation of the volume of the SPHERE. The principle explanation for this is that the above entities can all be understood as a closed system that can be well described with the help of the „sphere analogy”, if every teacher, school and education system creates more and more closed worlds whose performance and effectiveness can be compared. The individual „spatial dimensions” show the degree of quality compared to the maximum standards of the „spherical radii”. While the metrics of the „fourth dimension” determine the quality of the climate, i.e. the

⁴ Mihály KOCSIS: *Training of trainees (self and further)*. Tárogató Publishing House, Bp., 1996.

⁵ Szabolcs ZALAY: *Chances of a paradigm shift in the Hungarian public education system and Leőwey*. In: *Tradition and renewal. School history conference volume*. Pécs, 2017. 97., 111.

⁶ Albert László BARABÁSI: *Hidden patterns. The language of network thinking*. BarabásiLab. ed. Alanna Stang; Open Books, Bp., 2021.

atmosphere, according to the „time analogy”. Its standard is adapted to the PI (irrational, transcendent) unit. The moderately increased weight of the „climate value” well expresses the importance of the quality of the pedagogical atmosphere compared to the other dimensions, which is now supported by the literature based on numerous researches.⁷

The 100 scale can be used in a variety of ways, depending on whether we are evaluating individuals, organizations, or systems. The term Universal Pedagogical Index has a very precisely delineated, defined meaning, the use value of which can be very significant, with a high degree of correlation results expected during an increasing number of comparisons with other evaluation data.

Pillars of teaching/educational knowledge

In the following, we will outline those aspects, focusing primarily on the „cell level”, i.e. the elementary level of the pedagogical situation, on the lesson or session, in which all the defining elements are already present, which can also characterize an entire „organization” or „system”. Based on practical experience, it can be confidently stated that the organization of the learning process is a multiple world-building exercise. They play a fundamental role in this as „pillars of knowledge”, the components of the professional basic knowledge of the teacher. Such are the multi-level planning work – the mobilization of the teacher’s personality – the ability to choose an adequate pedagogical philosophy – the differentiation of the world of values – the application of pedagogical psychology – the nuances of the image of the child and the quality of the tools and methods appropriate to the pedagogical situation, all of which are in accordance with the Hungarian qualification procedure. 9 competencies” system as well.

Supporting the steps of the learning/development process

The knowledge of supporting the learning process is already the second dimension of the pedagogical culture of the pedagogical entity. This includes entry, context building, narrative selection, inducing a change in understanding, deepening, reflecting and supporting exit. These are the phases of the process of pedagogical construction, in which the existing knowledge structure is retuned, in the language of modern neurobiology, „rewiring”, which is the basis of all real learning.⁸ The advantages of this conscious „world-building system” are primarily shown in the intensive motivational activity, with which the educator, the teacher, the school „stimulates” the child, the student in the session, in the lesson, and

⁷ HATTIE, John: *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, 2009. <https://inspirasifoundation.org/wp-content/uploads/2020/05/John-Hattie-Visible-Learning-A-synthesis-of-over-800-meta-analyses-relating-to-achievement-2008.pdf> [01.11.2024].; Krisztián SZÉLL: *School atmosphere and effectiveness: focus on resilient and vulnerable schools*. Belvedere Books. Belvedere Meridionale, Szeged, 2018.; Krisztina GASKÓ–Ida SÁCS: *The atmosphere of the school. In: From the practitioner to the professional development school*. EKKE Lyceum Publishers, Eger, 2021. 89–114.

⁸ Szabolcs ZALAY: *The creative development of the world of the school*. In: András BUDA–Endre KISS (ed.): *Interdisciplinary pedagogy and changes in higher education*. VII. Árpád Kiss Memorial Conference Debrecen, Institute of Educational Sciences, University of Debrecen, Debrecen, 2001. 413–420.

achieves a change in understanding, or conceptual shift in the language of constructivism.⁹ However, „telling” is not enough for this, but neither is „action” in itself. It is important to implement the deductive process and the attitude of planning with continuous negotiations and redesigns.

The learning manifested in various changes takes place in the lessons of a teacher who consciously practices the principles of world-building by evaluating, understanding, analyzing situations and trying out variations, so his task is to create the structure of the world of situations, on the one hand, according to his plans, on the other hand, the session together with the participants, and during class. These are the first two dimensions of the „world-building” process of pedagogy.

The dimension of communication factors

With the presentation of the pillars and process of the pedagogical context, the structure of a session or lesson is apparently in front of us. In fact, we see the elements of a two-dimensional, „quasi-plane system” side by side. The change in understanding, the learning process at a deeper level, can only be grasped on the basis of a dynamic description of the communication of the pedagogical situation.

The essence of the working mechanism of the learning situation can be described primarily with further, more differentiated definitions of the context factors, which primarily represent the internal structure of pedagogical situations, the relationship of the components mentioned so far, their order within a lesson or session, and the models that carry the structure of different approaches to problems. The determinants of the pedagogical, „second” world are therefore situations. Making them aware and guiding them with questions and instructions is one of the teacher’s main tasks, similarly to process management in drama pedagogy.¹⁰ By exploring and understanding the situations, the artistic means of creating and releasing tension can be used during the session or within the class. Borrowing from the technical language of the theater, a situation is defined by seven important factors: space, time, actors, relationships, antecedents, intentions and present expressions.¹¹ Every true teacher knows that we have to take these factors into account in all kinds of pedagogical situations if we want to operate them successfully.

Space defines a situation in two aspects. The „big space” means the geographical orientation, which always plays into the pedagogical situation: country, city, village, etc. The „small space” is the clarification and management of the specific place: what the participants of the class do with the spatial elements available to them. Time also appears in both aspects. „Great time” means the historical determination of the pedagogical situation, which always frames our work, sometimes more directly, sometimes indirectly. While in „little time”, the time of day appears: morning or evening, and the duration of the educational

⁹ István NAHALKA: *How does knowledge develop in children?* National Textbook Publisher, Bp., 2002.

¹⁰ NEELANDS, Jonathan: *Drama in the Service of Teaching*. Hungarian Society of Drama Pedagogy and the Marczibányi Square Cultural Center, Bp., 1994.

¹¹ László KAPOSÍ: *The teaching drama*. Manuscript pending publication. Bp., 2007.

situation. Just as important is how much time is available to analyze each problem.

The actors can also be defined in several layers. Based on the classic three-level personality model, physical, mental and spiritual attributes and characteristics can be specified. The conditions offer another three possibilities for refining the communication conditions. Relationships between the participants must be continuously managed according to their subordination, and the quality of the relationship.

The antecedents represent the „past” of the pedagogical situation. The participants can think about this in the longer and shorter term and call up their prior knowledge. They can do the same with intentions, again in the longer and shorter term, which represent the „future” of the situation. Here, the main role is played by the goals, wills, and orientations that drive the communicators of the pedagogical situation. Last, but not least, the most obvious characteristics of communication determine the quality of the operation of the situation. These are the utterances that are the components of the „present” of the situation. This includes all kinds of expression, from movements, to words, to thoughts and feelings. It is clear from the above list that in the pedagogical situation these are the main components of consciousness with which the participants must work during the learning process.

Components of the atmosphere of the pedagogical world

In the past period, the volume of pedagogical „climate research” has increased significantly. Not by chance. This can be the least tangible, yet distinguished characteristic of a pedagogical situation, on which the success of the other components stands or falls. In other words, an important component of a teacher’s pedagogical culture is what kind of atmosphere he creates in his sessions and classes, how much he motivates different children and students, is he able to resolve tensions, does he have a sense of humor? How well can you create an atmosphere in which learning is an experience, even if it requires hard work? This dimension can be described as the „time factor” of the pedagogic world, which quickly flies away if we can experience the experience of trust, motivation, „celebrate” our uniqueness, at the same time our unity with the community and our world, the joy of the differentiation and complexity of knowledge acquisition, the real joy of life, high-level flow.¹² „World experience” is the student’s most important motivational base. Without this, all learning is „unworldly”. If, on the other hand, it is possible to create a good climate, it may happen that through the conscious planning and management of the classroom situation, the participants can have a real „world experience” in the learning process, because behind the revealed „research topics”, „learning areas”, and analyzed problems, an orderly world image may unfold.

¹² Mihály CSÍKSZENTMIHÁLYI: *Flow – the psychology of the perfect experience*. Academic Publishing House, Bp., 2001.

From the cellular level, through organisms, to systems

The UPI model described above captures indicators suitable for measuring and developing the quality of universal pedagogical culture in a given entity. Through the above-mentioned evaluation procedures, we want to put the observation of many agents of education and education on a broader basis and to plan their coordinated development, surpassing not only the previous usages of terms, creating a common language between the old and new workers in the system, but we also want to achieve a breakthrough in the „Homo Studens paradigm” in order to significantly improve the viability and effectiveness of the system.

In the emerging synthesizing paradigm, on the one hand, the transmission of values and the acquisition of knowledge that represents the foundations of literacy, on the other hand, the acquisition of competences that provide orientation and useful abilities in the present world, and, on the third hand, access to the level of knowledge necessary for the visible future, rising to higher registers and carrying deeper contents, are equally important. Thus, in this approach, *the concept of pedagogical culture means the quality of life in the learning environment*, arising from the complex intelligence of the teacher(s), at the „cell level” (in lessons, sessions), at the organizational level (in schools, kindergartens, universities), in the entire system (nationally) and globally. Deviating from this use of meaning, both Bruner’s concept¹³ of „spontaneous and intentional socialization” – which is too general and emphasizes the sociological aspect of development, and József Nagy’s concept of „criteria-oriented development assistance”¹⁴ – which is too specific and emphasizes the psychological side of development, we introduce an archaic-based (meaningful principle) yet modern concept, connecting the meaning with the central importance of the concept of learning at the origin of multidisciplinary scientific approaches.

Starting from the original meaning of the word culture (agriculture-cultivation of the land), which from the beginning shows a close connection with the nature of pedagogical work (helping change in understanding), we arrive at the concept of „Cultivation” adaptively appropriate to the age of the globalizing world, when Kant’s „enlightenment-concept”, the stake for pedagogy is whether it can promote „the recovery of humanity from adolescence” to adult, autonomous existence. In other words, the vital question of pedagogical culture is whether it can support the saving of Life on Earth, or rather hinder it, thereby strengthening the „Civilization of Death”, not only in terms of content, but also in terms of form? Therefore, an important question is what is the quality of the representation of the Life Principle in each pedagogical situation, and how well do we manage to fulfill our original, gendered task while creating and supporting the learning process?

Educational science must keep up with the modern scientific revolution if it really wants to contribute to the global search for solutions. In pedagogical situations, all important dimensions of pedagogical culture appear, whether we are examining classroom aspects, institutional organizational development, or the level of the system as a whole. If the teacher(s), the school management, the

¹³ BRUNER, Jerome: *The Culture of Education*. Gondolat Publishing House, Bp., 2004.

¹⁴ József NAGY: *New pedagogical culture*. Mozaik Publishing House, Szeged, 2010.

managers of the education system have the ability to operate these dimensions at a high level, then there is a chance in the given pedagogical environment for adequate reactions to the current challenges of the era, as well as the management and interpretation of global problems, both in terms of finding appropriate communication tools for different age groups.

Research directions

In order to make the Universal Pedagogical Index a truly „universal” measurement and development tool, we have to meet a number of challenges. We must conduct reliable scientific research background checks. We need to make the tool widely known and recognized, thereby improving the prestige of the profession, not only at the image level, but also by promoting a real, significant change in attitude.

The UPI, measured on a scale of 100, can be used in a variety of ways, depending on whether we are evaluating individuals, lessons, organizations, alternative methods, learning organizations, national systems or even „people learning”. In order to use the scale effectively, it must be taken into account whether the test is made for diagnostic, comparative or evaluative purposes. The purpose of the study determines the interpretation of individual points of the scale and the weighting system. According to the 28 criteria, the weighting system may vary depending on the purpose and context of the study. The exact adjustment of the weighting system takes place in the framework of observational tests and computer simulation tests.

- The main research questions of the simulation study are the following:
 - Does the simulation reflect the real conditions of the learning unit?
 - What tools and resources will the participants use?
 - Who will participate in the simulation? (E.g. students, teachers, experts)
 - Do the participants represent the target group?
 - Does the scenario of the simulation reflect the content and objectives of the learning unit?
 - How will the performance of the participants be evaluated?
 - What artificial intelligence tools can be used to automatically measure indicators of pedagogical culture?
 - How can AI be used to analyze simulation results and optimize weights?
 - What data do we collect during the simulation?
 - How do we analyze the data to weight the indicators of pedagogical culture?
- What do the simulation results show about the effectiveness of the learning unit?
- How can the simulation results be used to improve the learning unit?
- How can analyses of the mood and emotional content of teacher-student interactions be interpreted?
- On the basis of which network analysis aspects can the analysis of interactions and cooperation patterns between students be included in the further research?

According to our expectations, with the help of the simulation study, we will have a research database with a number of elements that far exceeds the number that defines the validity ranges of traditional pedagogical studies, and in the end we will be able to gain a much deeper and more differentiated insight into the determining factors of the effectiveness of learning units, levels, systems, and the characteristics of the pedagogical culture. in connection.

Pedagogical paradigm shift

From the high-level operation of world-building knowledge and from the clear management structure, we can rightly expect a significant qualitative development of the entire educational process, both in the field of organizational culture and in the well-being of the participants. A strategic pedagogical goal, in the midst of the crisis conditions of our time, the transparent value and goal system, the structural development program based on world-building knowledge, which can be followed in each pedagogical environment. This is how we can only offer solutions to our students, teachers, schools, or more precisely, how we can make them capable of looking for viable alternatives in the entire system.

A „good school” also presupposes a „healthy pedagogical world”, thinking in complex networks and systems, education for advanced emotional intelligence in addition to high-level knowledge development and encouragement for regular exercise, nurturing social sensitivity. Complex personality and school development must move in the direction that the participants in pedagogical situations, in the „well-operated world of dimensions”, can explain the phenomena and processes that often appear unexpectedly nowadays, and sometimes seem paradoxical. In addition to machine learning, live encounters are highlighted have a role in the life of organizations.¹⁵

For the personalities studying and developing in such „worlds”, the positive shaping and care of their own physical and psychological health, as well as their narrower and wider environment, appears as a value.¹⁶ In healthy „pedagogical worlds” built on archaic principles, students and teachers must think systematically, their range of concepts must continuously expand and synthesize, using their previous knowledge to be sure of the processes taking place on Earth, both in space and time. In one of his last studies, József Nagy formulates the historical role of pedagogy in a very interesting way: „The most important condition/explanation is that the members of the new group society separated by the division learned everything that was necessary for their survival and the creation of new groups thanks to their pedagogical culture.”¹⁷ Today, we face a very similar task in ultramodern space-time. That is why I consider it important, in the above spirit and manner, to continue the in-depth research of pedagogical culture, harmonizing practice and theory, modernity and mobilizing the power of tradition.

¹⁵ Szabolcs ZALAY: *Chances of a paradigm shift in the Hungarian public education system and Leőwey*. In: *Tradition and renewal. School history conference volume*. Pécs, 2017. 97–111.

¹⁶ Krisztina D. NAGY: *The possibilities of interpreting and modeling school well-being*. Hungarian Pedagogy, 2020/2. 123–148.

¹⁷ József NAGY: *Renewing pedagogy*. http://www.staff.u-szeged.hu/~nagyjozs/pdf/2020_Megujulo_pedagogia.pdf [11.04.2023]

Currently, based on the above model, the pedagogical and cultural components and level of each school have already been analyzed, and the correlation of the model with effectiveness is also being investigated. If we want to apply the examination of the above indicators of pedagogical culture on a national or global, systemic level, then we must look for the appearance of the same defining categories at a higher level. This research process has also begun. We try to capture the quality of the entire pedagogical system as a value mediator, the quality of the change in understanding, i.e. the degree of changes in the development of the participants, the quality of communication that serves to increase social esteem and prestige, and the general level of the school climate, atmosphere, flow and the mutual interaction of all these. in the research process, which also requires a serious IT background. After all, a serious problem is caused by the time limit of the scientific background and results of examination of system-level pedagogical interventions (reforms). By the time an investigation is completed or the results of a reform are published, we are already trying to implement another idea, a mechanism that does not serve the need for well-founded crisis management. With a „supercomputer” and the new possibilities provided by artificial intelligence, it is assumed that the conduct of research can be accelerated, in addition to the installation of appropriate security mechanisms, the results of which can have significant buoyancy in our field and can promote the success of a scientifically supported, broader spectrum, paradigm shift based on public consensus. against a mechanized civilizational process through the development of pedagogical culture with the help of the Machine.

Literature

- Ildikó BALÁZSI–Zsuzsanna HORVÁTH: *The quality and effectiveness of public education. In: Report on Hungarian public education*, 2010.
<http://www.ofi.hu/9-kozoktatas-minosege-es-eredmenyessege-balazsi-ildiko-horvath-zsuzsanna>
- Albert László BARABÁSI: *Hidden patterns. The language of network thinking*. BarabásiLab. ed. Alanna Stang; Open Books, Bp., 2021.
- BRUNER Jerome: *The culture of education*. Gondolat Publishing House, Bp., 2004.
- Mihály CSÍKSZENTMIHÁLYI: *Flow – the psychology of the perfect experience*. Academic Publishing House, Bp., 2001.
- Krisztina D. NAGY: *The possibilities of interpreting and modeling school well-being*. Hungarian Pedagogy, 2020/2. 123–148.
- Gábor HALÁSZ: *Effectiveness and quality of education*. In: Gábor HALÁSZ and Judit LANNERT: *Report on Hungarian public education*. OKI, Bp., 2000.
- HATTIE, John: *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, 2009.
https://inspirasifoundation.org/wp-content/uploads/2020/05/John-Hattie-Visible-Learning_-A-synthesis-of-over-800-meta-analyses-relating-to-achievement-2008.pdf
- László KAPOSI: *The teaching drama*. Manuscript pending publication. Bp., 2007.
- Mihály KOCSIS: *Training of trainees (self and further)*. Tárogató Publishing House, Bp., 2006.
- József NAGY: *New pedagogical culture*. Mozaik Publishing House, Szeged, 2010.
- József NAGY: *Renewing pedagogy*. 2020. http://www.staff.u-szeged.hu/~nagyjozs/pdf/2020_Megujulo_pedagogia.pdf
- István NAHALKA: *How does knowledge develop in children?* National Textbook Publisher, Bp., 2002.
- NEELANDS, Jonathan: *Drama in the Service of Teaching*. Hungarian Society of Drama Pedagogy and the Marczibányi Square Cultural Center, Bp., 1994.
- Krisztián SZÉLL: *School atmosphere and effectiveness: focus on resilient and vulnerable schools*. Belvedere Books. Belvedere Meridionale, Szeged, 2018.
- Szabolcs ZALAY: *The creative development of the world of the school*. In: András BUDA–Endre KISS (ed.): *Interdisciplinary pedagogy and changes in higher education. VII. Árpád Kiss Memorial Conference Debrecen*. Institute of Educational Sciences, University of Debrecen, Debrecen, 2001. 413–420.
- Szabolcs ZALAY: *Chances of a paradigm shift in the Hungarian public education system and Leőwey*. In: *Tradition and renewal. School history conference volume*. Pécs, 2017. 97–111.
- Szabolcs ZALAY: *„Homo Studens” – The school of the student. 2021. Application for the position of director of the Klára Leőwey High School in Pécs*. Education District, Pécs, 2021. <https://www.leoweypecs.hu/wp-content/uploads/2021/08/new.leoweypecs.hu-palyazat-dr.-zalay-szabolcs-2021.03.15.pdf>

Absztrakt

**AZ EGYETEMES (UNIVERZÁLIS) PEDAGÓGIAI INDEX
FOGALMÁNAK ÉS MÓDSZERTANÁNAK BEVEZETÉSE (UPI)**

Az Egyetemes Pedagógiai Index (UPI) fogalma eddig nem létezett sem nemzetközi, sem helyi használatban. Tanulmányomban egy új mérőszámként kezelem ezt, amelyet a pedagógiai kultúra összetevőiből generált képlet segítségével számolunk ki. Mértéke jelzést ad a pedagógiai entitások „életminőségéről”, új aspektusba helyezve ezzel egy-egy pedagógiai szituáció értékelését, egyúttal kijelölve a lehetséges fejlesztési irányokat is. Az Univerzális Pedagógiai Index bevezetése számos előnnyel jár, rávilágít a pedagógiai kultúra jelentőségére, megmutatja annak dimenzióit, indikátorait, változóit, objektívebb és összehasonlíthatóbb értékelést tesz lehetővé a pedagógiai munkáról. Támogatja a pedagógusok szakmai fejlődését és a pedagógiai munka minőségének javítását. Hozzájárul a hatékonyabb oktatásirányítási döntések meghozatalához.