

Reflective diaries (Hungarian teachers, 2023 spring)

luna2016

April 17, Monday - I awaited the package! I was curious about the tasks in the test. I also pondered whether the research time was too short to bring about significant changes. Moreover, I naturally teach children to think, take notes, highlight essentials, argue, debate, etc. We employ a competency-based methodology, including forming opinions, evaluations, and working in groups and pairs.

April 18, Tuesday - The test booklets arrived in the afternoon. I briefly informed the children that we would practice some learning methods. I provided written information about the research to the parents and sent the Parental Consent Forms home with the children. Three children were absent due to illness. Upon reviewing the test, I was uncertain if the children would understand the hidden contradictions within the texts.

April 19, Wednesday - I collected the consent forms; a few students forgot to bring them. I wrote to the parents, emphasizing the importance of prompt submission.

April 20, Thursday - I collected the remaining consent forms. The children chose codes for themselves. In the first lesson, I had the students take the Pre-test. I explained the purpose of the test in a few words – to understand their thought processes. Then, I read the instructions for each task aloud. We discussed how to mark the scale and allowed time for thinking. They finished writing the test at the beginning of the second lesson.

Second Week: April 25, Tuesday - The absentees returned. I distributed the Parental Consent Forms to them.

April 26, Wednesday - I requested the missing Parental Consent Forms; unfortunately, there were still two students who hadn't submitted them. I filled out the teacher's tests and my own test at home.

April 28, Friday - The absentees completed the pre-tests. I explained the essence of the test to them and read the instructions. Except for one, I received the missing parental consent forms. Thus, 20 students are participating in the testing process.

Third Week: May 2-5 - We went to a 3-day forest camp with the class. I couldn't focus on the test during this time. Unfortunately, this week is a complete loss.

Fourth Week: May 11, Thursday - I received the missing parental consent form. Intervention 1-2. One student is absent. Metacognitive exercises – error hunting in nuggets (= sample tasks given to teachers that could deviate). Error hunting in text, text processing, self-assessment. It was a successful and motivating session. The children enjoyed it. I feel like I'm falling behind with the research. It's challenging to incorporate the exercises into lessons. Unfortunately, the students are tired in the afternoon; that's when we have grammar and composition classes.

Fifth Week: May 15, Monday - I printed out the theory of mind test sheets. Waiting for the absentees.

May 17, Wednesday - In the morning, we completed the pre-test for the lower-grade students, with one student still absent. Before the test, I explained the purpose of the tasks to the children. I emphasized that the test doesn't judge them but aims to understand their thinking. They understood and worked willingly and with maximum focus. I allocated the entire lesson for completion, as before. Some students finished in 10-15 minutes, while others took the entire hour. I read the introductory part of the tasks, the questions, and clarified how to complete the test. I addressed any arising questions.

Weeks 6-7: May 22-26, May 29-June 2 - Due to end-of-year programs, increased tasks, and missed classes, I had to postpone the theory of mind intervention, although we consistently discussed what we learned, error detection, and the importance of assessment.

Week 8: June 6, Tuesday - I conducted the first theory of mind intervention. Unfortunately, there was still one absentee. It took place during the afternoon session. I divided the children into small groups. I gave the same task to two groups. I chose two examples from which one involved a perspective shift related to a fallen ball during a game, and the other concerned a mix-up in a cinema-invitation message. The children read the examples in small groups, interpreted what they read, and then projected the questions, answering them in writing within their groups. I encouraged them to provide group opinions, but also welcomed individual opinions. Finally, we collectively discussed both examples, and each group spokesperson shared their members' opinions. A heated debate did not arise. Interestingly, the cinema task triggered more emotions than the ball incident. They considered it more significant and felt the other party had been deceived by not receiving the message. They empathized with this situation more. On the other hand, they were more lenient in the first example, reasoning that a true friend wouldn't deceive. I tried to generate debate, but most had very similar reactions. Then we discussed how events can be viewed from various perspectives. Eventually, they understood this as well. One student changed their negative opinion due to this realization. Overall, this was a demanding task that required a lot of effort. Children are accustomed to considering what they read or hear as true, and this reflects how they perceive the world. Critical opinion formation is not typical for children of this age.

Week 9: June 12, Tuesday - Second theory of mind intervention, with two absentees. Maria's story about the bicycle. I projected the story, which we discussed together. During opinion formation, we voted on various answers. Those who agreed stood up and justified their choices as they pleased. The

majority agreed that Maria meant well, and the neighbor wasn't at fault. They suggested Maria should explain the situation to the neighbor. We also discussed that this story could be told from many perspectives. What the boy thinks, Maria's parents, etc. Several children shared personal examples of experiencing similar situations. They meant well but were misunderstood. There was unanimous agreement in the class that unfortunately, similar things happen in real life and that dialogue is the solution.

June 14: Writing the Post-Test - Two absentees. I allocated one hour for the final test. The children worked skillfully and confidently on the task sheets. To support precise understanding, I read aloud the introductory text and the questions. We revisited the meaning of the numbers. I reminded them that a score of 5 doesn't mean they know everything. It's not a grade. They handled both texts completely independently. Despite not receiving a grade, they worked attentively and thoroughly. Again, I stressed that there are no right or wrong answers; finding errors is okay, but so is not finding any. I continued to allocate varying amounts of time. When we finished, several remarked that there were mistakes in the text.

Closing Thoughts - **I embarked on this research with great curiosity**. The timing wasn't ideal due to the approaching end of the school year, and we couldn't practice the task types extensively. The children gained more of a glimpse into a different perspective. The additional printed and online tests we received along the way were somewhat disruptive. Since the forms don't close after filling them out, I don't have feedback on what I've already completed. As a result, there may be discrepancies. I'm willing to make up for any omissions if I receive feedback on what I missed. I will send the tests and parental consent forms back by mail. Participating in such a project was exciting. Thank you for the opportunity!

Description without reflection

dzsoni

Initial Impressions: During the first contact, I found the program to be quite complex in terms of its topic and structure. However, since I'm open to new things, I immediately looked into what "epistemic awareness" means. I didn't become much smarter... The prospect of a weekly commitment for several months was **daunting**. One of our institution's leaders contacted me and assured me of their support. It turned out that signing up didn't entail any obligations, so I decided to dive in.

March: The first session convinced me that signing up was **worthwhile**. The professionals are likable and approachable. The students' attitude towards the project is positive (though I had no doubts about that). I can see that there will be a lot of administration involved. I wasn't prepared for this and it's a bit intimidating. I need to be very attentive so I don't forget or mess up anything!!!

April: - It's reassuring that **the lectures are completely understandable**. They use everyday examples to explain the functioning of our mind and consciousness. - **I'm still wondering (due to the test filled out by the students) whether I'm seeing them correctly, whether I'm evaluating my** students accurately. Do I recognize their strengths and am I not overly critical? I've become uncertain. - Now I truly realize how limited the Hungarian school system's grading scale of 1-5 is. The group I'm working with in the project receives grades according to the German system. 1 is the best grade, while 6 is the

worst. Within these, there are gradations like 1+, 1, and 1-. Every child thinks differently, arrives at conclusions differently, prioritizes different things, so they phrase, explain, and reach the expected answer differently. I need to (and should) engage in more conversations, patiently allowing them to understand things. But then there's the extensive curriculum. I'll need to work on incorporating what they learn here into it during the summer. How can I link what they hear here with the curriculum as closely as possible?

May: There are several things we already apply at school. One of these is positive error culture. I didn't consider it foolish before, but now I can approach it more enthusiastically. The discussion about it convinced me more than school expectations did... I enjoyed putting together the task sheet, I couldn't wait to use it in class. I succeeded with it. :) I'll have the control group take the tests as well. Hopefully, we'll receive information about the measurement results!

Summary: There are still many thoughts swirling in my head. The program was definitely useful! I want to listen to the lectures again over the summer, as I'll prepare for the next school year based on them. I want to create task sheets and tests for individual, pair, and group work, as well as for the autumn project week. THANK YOU!!!

GNT1020

Initial Doubts - The group I enrolled in the project with was in 8th grade. I was a bit concerned about how they would receive the new type of lessons, my innovations, but to my greatest surprise, they had a quite positive attitude towards participating in the research. - It was not easy at all to add appropriate content to the already intense program. I tried to emphasize differentiation even more than before. - One thing is for sure, I'll need to spend more time discussing with students and evaluating the results.

Second cycle

Cycle of Deeper Understanding and Increased Motivation - Throughout the practice, it became clear that we need to fundamentally change our everyday teaching and preparation methods. Once preparing for differentiated teaching becomes a daily routine, the work will become easier. - My students increasingly enjoy finding cause-and-effect relationships, problem-solving strategies, even in a foreign language. - They liked the differentiated instruction (we were already preparing for the end-of-year "homemade" language exam in this way). They appreciated their own and their classmates' performance more, they enjoyed the personalized support, and they also received homework in a differentiated manner.

The Final Cycle: A Rewarding Experience - My students' interest grew from lesson to lesson. We all felt better in our "skin." Our conversations took place in a better atmosphere, and we almost understood each other even with half-spoken words. - In the future, I will probably spend more time preparing for my lessons, allowing me to focus better on my students' needs. - On behalf of my students, I want to thank you for letting us be part of the project!

BSM97

3rd Grade, 32 students, Hungarian language subject

Launch of the Program - I received information about the possibility of participating in the project through an email from the school administration. In the initial call, I couldn't sign up because the 3rd graders were not included in the research at that point. I was pleased that a couple of weeks later, in another email, the scope of participants expanded, and I could start working with my class. I eagerly and enthusiastically signed up for the training because, alongside regularly used methods, I wanted to explore new opportunities that could make my everyday work more varied, effective, and provide assistance to my students in learning and applying acquired knowledge. The school leadership supported my participation in the research, and parents were also happy that their children would receive additional support in learning, and they assured their support.

The parental consent forms were promptly returned by everyone, and the work began.

Experiences with Metacognitive Practices - The students were very enthusiastic and willingly engaged in the tasks and tests, finding them interesting. They enjoyed getting familiar with the scale and marking on it. All of my students independently solved the pre-tests; they read the texts on their own and didn't receive help with interpretation. Unfortunately, during the spring period, many students missed classes due to illness, making it challenging for everyone to complete the tests and participate in the development. This required a lot of organization, attention, and a great deal of work, but I hope that the results will show it was worth it. I incorporated the information from the presentations and the assigned tasks into my Hungarian language and literature classes. The students particularly enjoyed finding errors in texts and also liked the true-false statements. I had regularly prepared these types of tasks for them in previous school years, so the task types weren't unfamiliar to them. When asked how confident they were in the correct answers, everyone responded based on their own self-confidence.

ToM Intervention - My students really enjoy situational games, dramatization, and sharing their opinions through storytelling or writing. Throughout the school year, we work a lot in groups, so I received a lot of feedback from them regarding self-assessments, evaluating group work, listening to others' opinions, accepting advice, tolerance, and cooperation. I gained a lot of experience in these aspects. During the metacognitive exercises from the project, the students enjoyed discussing the stories, trying to identify with the characters, and quickly sharing their own experiences and stories with their peers. I hope that these exercises helped them understand that certain situations and stories should be approached from multiple perspectives. They learned that they can avoid quarrels and conflicts by understanding that misunderstandings and misconceptions are often the cause.

Summary - Throughout the project, the students were very enthusiastic about completing the tasks. They were pleased that there were no stakes involved in filling out the worksheets and tests, and they appreciated being asked for their opinions. They learned that there isn't just one right answer, and they were encouraged to be creative. It would have been great if there was more time for the project. We had to move through the tasks at a very rapid pace, and the development would have been more effective if we had a few more weeks or even months for this work. I'm glad I participated in the project, and during these few weeks, I, along with my students, gained new knowledge and experiences. This period was characterized by hard work, a lot of tasks, and organization, but it was worth it. I will apply what I have learned and heard in my future work!

General primary school Upper grades English language 7th grade.

I applied for this training because I believe that teachers don't often have the opportunity to participate in something like this, and I saw this as a great opportunity. Amidst the everyday teaching, this kind of "input" can be very refreshing and motivating. It felt a bit like being back in university. Moreover, the topic was very interesting and helped me see my work from a new and different perspective.

Metacognition - First Intervention. Initially, it was challenging to create the tasks for the curriculum (it took 2-3 hours to complete), and the students were apprehensive about it. They perceived it as an exam, despite my repeated emphasis that it wouldn't be graded. Nevertheless, the students were very cooperative and curious about the purpose and potential outcomes of the exercises. Overall, the students surprisingly accurately estimated the correctness of their answers and recognized contradictions easily.

Metacognition - Second Intervention. I had mixed feelings as some students were highly active, while others simply didn't grasp the situation. There was even one who said that these tasks and questions were annoying and couldn't wait for them to be over. The exercises intrigued the students, and they were genuinely surprised by the tasks and questions. Some students even mentioned the situations the following day.

Perspective-Shifting Stories. Example A (Tennis): Students' responses: "We wouldn't argue, and no one would get points. That's fair. Let's play that round again. Arguing is a waste of time. We don't want to waste time on this. Better that no one feels bad, no one feels uncomfortable." "Let's not argue about a silly game." "I don't like to argue, but it's fun to watch others argue." During the discussion, it seemed that they didn't really want to consider the other person's perspective and wanted to conclude the story quickly.

Example B (Movie): Students' responses: "Why didn't she call? You don't just write a message; at times like this, you should have definitely called. So, she's at fault." "Why did I even go to the movies? We'll watch it together at another time." "We wouldn't go alone." "I'd show her the text, showing I sent her a message." "By the way, only preschoolers argue about such things." "Anyone who gets upset over this isn't a real friend." "Arguing about such things is dumb and primitive." "I'd show her that I sent the message. That would clarify the situation, and it'd be done."

Practice 2 - Maria and the Bike Theft. Students' responses: "Maria meant well, she's upset and disappointed. The neighbor's conclusion is correct, but there was no need to immediately shout; why didn't he ask why she had it, why instantly accuse her of being a bike thief? Doesn't he know that not everything is as it seems?" Students' solution: 1. Tell the neighbor what happened, but the question arises, what if the neighbor doesn't believe her? "Maria should calmly talk to him, not yelling." "Otherwise, if she returns the bike, the neighbor would realize she didn't intend to steal it. If she told him, the neighbor would be reassured that she wanted to give the bike back." thinks = sees, comes to mind, notices, realizes, perceives, grasps the situation, understands, that something happened, thinks for a moment = thinks that this isn't the neighbor's bike, so this must be a thief, therefore, the boy wants to steal his bike, decides in his mind, that he will go after it, thought = misunderstood, thought, believed, knew, felt, saw.

Feedback on Theory of Mind Related Exercises:

Throughout, I had the impression that the students clearly understand these situations, but they don't want to overthink; they just want to get to the point simply. They didn't really want to consider what the other person thinks. They avoid arguing, conflicts.

I think such conflicts, similar to these, occur daily at school, and I usually discuss them with the students. Usually, we discuss until I feel we've clarified the situation, everyone has calmed down, and a solution acceptable to everyone has emerged. In my opinion, it's not a problem if we dedicate a few minutes of class time to resolving conflicts because then the students can focus on learning.

Yes, there are exercises that I find particularly useful.

Yes, there was someone who completely resisted/was indifferent to the exercises.

I believe these exercises work better the more frequently a problem arises, and the more the students see that we address and discuss it. I believe that openness to this can be learned, and with practice, they would better understand and empathize with others' viewpoints.

Zsu220

Primary School (3rd grade - Environmental Science)

Program Name: "Pro-Me-Tom" Erasmus+ Research/Educational Program.

Title: "DEVELOPING TEACHERS' AND STUDENTS' METACOGNITIVE AND THEORY OF MIND SKILLS"

Initial Implementation - Doubts and Challenges. The main reason for joining the program is to learn new methods and use them to make lessons more colorful and engaging. During the first lecture, I had doubts until it became clear what tasks we would have during the research. **I felt unsure** if I could handle it or contribute significantly. Now that we've received the package and instructions, I feel like I can at least "see some light at the end of the tunnel."

Selecting the group was not a question because based on the given class and subject parameters, I could only choose them. (Even if I had the choice, I would have still chosen them because they are a very talented, hardworking group.) There are 31 children in the class, with a gender ratio of 25 girls and 6 boys. I'm curious about their attitude and performance, especially since they started studying this subject (Environmental Science) this year, in the third grade, for one hour per week, following the new National Core Curriculum. I feel like I'm behind. I was helpless until the package arrived. After receiving the parental consent forms, I sent them home. One parent indicated in writing that they do not consent. Two parents did not return the forms on time, so I gave them a two-day extension; if they didn't return them by then, I considered it as non-consent. In the end, out of the 31 students, 29 returned the forms filled out and signed.

After the parental consent forms were returned and checked, I had the students complete the Pre-test. I could see on their faces that they were surprised by the length of the test, and they were a bit scared. I reassured them that I wouldn't be grading this, which relieved the more anxious ones. Some of the more superficial workers asked why they couldn't complete the entire test on their own. In the beginning, help was indeed necessary for the numerical characterization. We hadn't encountered something like this before, so we discussed the meaning of the numbers. I read the statements aloud,

and they circled their answers. They read the texts on their own, and some of them made several attempts. I could see that some were unsure. One student noticed that if they circled "NO," they didn't need to provide an explanation for their decision.

Task Implementation - Taking Small Steps My task really started here. I matched the names and codes, completed all the mandatory tests for me, and tried to find time to implement the tests and tasks. However, I can't fall behind with the material either, as no one will accept this project as an excuse. I hope we can manage the time.

Metacognition-Enhancing Practices. I created tasks related to the last topic, where they need to identify mistakes and correct them based on what they've learned. After explaining the theory during an average class, I project the outline of the material onto the interactive board in the form of a sketch. After calling out and asking for volunteers, they read it aloud, and then we proceed with sketching. The projection helps them create the appropriate notebook format, minimizing spelling errors in their notebooks, and ensuring that those who work at a slower pace don't miss out on the material. There have been instances where I accidentally omitted a letter or made a typo. The observant one who first notices this and can explain why what's on the board is wrong receives a red point. I correct the mistake, and I tell them that everyone can make mistakes, and it's worth paying attention. In the first part of the task, we worked as a class. I projected an image showing surface forms related to the material, but incorrectly colored and with incorrect height numbers on the digital board. After asking for suggestions, they had to come up with ideas about what could be wrong. This posed no problem, as they recognized the mistakes and corrected them orally. In the second part of the task, during the "Error Hunt," I'll be expecting them to work individually based on their own work, identifying and correcting mistakes. My plan is to discuss with them at the end whether this was difficult for them or if it was easier than completing a partial text. Before performing the task, I reviewed everyone's notebooks and corrected any possible errors in the sketch. Before distributing the task sheets, they had to individually read through the material in their notebooks. I told the students that they could find errors on the sheets that were also in their notebooks, and they should underline them in green and correct them if they could. The results of the "Error Hunt" were more or less what I expected. For those who regularly pay attention and study, solving this task didn't present a challenge. However, there's a student who tends to memorize, and this task caught him. Some found and corrected all the mistakes, while others only fixed some. In some cases, students recognized the mistake, knew what was wrong, but were unable to correct it. We discussed the correct solutions, and based on the questions asked (How difficult did you find the task? Which type of task is easier for you? Is it easier to notice errors or correct them? What could you do to achieve better results next time?), it became clear that the multiple-choice task is the easiest for the children, followed by completing the missing text, and finally, writing answers to questions. Correcting mistakes proved to be the most challenging.

In the third part of the task, during the "Bluff or Slam" game, within the framework of group work, I asked the students to write true and false statements related to the concepts they had learned. They read these statements to their peers, who then had to decide which statements were false and explain their reasoning. After discussing the solutions, based on the questions asked (How difficult did you find the task? What was easier for you, coming up with the false statement or deciding and justifying why it's false? What could you do to achieve better results next time?), it became clear that for most students, coming up with a false statement was more challenging than writing the truth or arguing against a false statement. I **believe I will continue to use these types of tasks in my work**, as they help develop the students' attention, self-assessment, and their ability to realistically evaluate their own work.

Pre Test:

Upon introducing the students to the concept of another "test," I noticed a mixed response, but as they engaged with the stories, it became evident that we were on the right track. The narratives resonated well with them, and they found them easily comprehensible, leading to only one question and explanation. The segment discussing reading emotions from one's eyes intrigued them, prompting discussions about what gaze reveals and how interpretations vary. They drew connections to smileys. The stories had a significant impact on them. After collecting the completed tests, some students shared their thoughts on the stories. Many expressed similar perspectives. Some shared personal experiences of pretending to be happy with a gift they didn't like. The boys initiated discussions on whether the captive was released and speculated on the teams' nationalities (blue and red). Sibling relationships were also raised, and fortunately, their situations differed.

Exercises Related to Theory of Mind:

I believe exercises focusing on Theory of Mind can help broaden perspectives and emphasize the importance of understanding others' viewpoints. It was fascinating to observe how different students reacted to realistic stories, what resonated with them, and what caught their attention. Some students grasped the significance of different viewpoints. It is crucial for them to learn to listen, understand, and acknowledge others, even when disagreements arise. These conversations typically surface when resolving problems during leisure activities, primarily involving those directly involved. At the classroom level, there is still room for growth in terms of listening, patience, and recognizing shades of gray.

Reflection on Given Stories by Students:

In the first story (tennis), students easily related to it as similar situations occur during play. This led to swift consensus within groups. There was a group where one individual considered resorting to a fight as a solution, but the group overruled it. Most ignored the dropped ball, and no one awarded points for it. They either restarted the game or continued, though one team claimed they wouldn't play together anymore. The perspective shift, exploring every angle of the event, worked well here. In the second story (movie), opinions were more diverse. Some said they would have waited for their friend before entering the cinema alone. Others would have investigated the text message, questioning its necessity when a call could suffice. Some foresaw an argument the next day, while others suggested arranging an alternate meeting time. A few assumed the friend's invitation was a mere formality, deliberately suggesting the wrong time. The third story (Maria, the bicycle thief) proved a bit more challenging for them, yet interesting opinions emerged. They all agreed that Maria's courage in protecting her bike was commendable. Questions arose about the story's timeline, with the absence of modern technology like mobile videos, surveillance cameras, or trackers. Some argued the neighbor would have hailed Maria as a hero, while others doubted the neighbor's lack of suspicion given their close relationship.

Students' Reflections on Stories:

In the fourth story (a scenario related to orientation), they asked me for directions to a specific place. **Enthusiastically, I guided them**, mentioning turns and directions, while withholding the definitions of north, east, and west. I assumed they would know. They set off but missed their destination. How would they react? Would they be angry with me? Would they return and argue? Would they explore alternative routes? Would they give up or view the situation as part of the experience? The consensus was they wouldn't be angry with me, but they would be if a stranger gave them wrong directions. Some considered it a failed trip, others attributed it to lateness, while one reconsidered if they followed my

instructions accurately. A few would have sought help from someone else, while another would have returned to inquire why I led them astray.

Post Tests – Control Groups:

I conducted the tests with third and fourth-grade students who were not part of the study. The students were familiar to me, although I do not teach these classes currently. I introduced the tests as part of a research project they could contribute to. It is uncertain whether they were pleased about the opportunity or the fact that it replaced a music class. We generated codes from their names, saving time on the process. We discussed the numbering system (scaling) for the tests together. I read the statements, and they circled their responses. Their comprehension of the text was independent; if they circled "no," they did not need to provide a reason. The texts in the Post Tests were more understandable based on students' feedback. They particularly enjoyed the texts and the segment on human gaze. Unfortunately, due to absences, not everyone could complete the Post Tests.

Conclusion:

I am content with the students' attitudes. Even those whose test results could not be included due to parental requests actively participated in the activities. I believe that during these few weeks, both the students and I acquired new knowledge and experiences. Hopefully, the test results will reflect positively as well. I intend to apply this knowledge in my future lessons, even if it requires more preparation. I trust that this will prove beneficial in the long run.

Completed Task:

The envelop with responses is prepared, and the task is completed. I wish you success in analyzing the data.

GMF11

I came to my current school three years ago. Unlike the previous ones, here I got a small first-grade class, who are now in third grade. I thought it would be easier, but my opinion has changed. In this smaller community, problems seem to magnify, and they are harder to address. Among my students, there is an autistic child, one with ADHD, and another with mild intellectual disability. Almost everyone is from a disadvantaged background. Their vocabulary is very weak, and interpreting a reading or solving a textual task is often difficult because they lack understanding of basic words. I tried various diverse methods to overcome their disadvantages. I applied for this program hoping to learn techniques that can help enhance my students' learning even further. -

All parents welcomed the initiative supportively. A foster child who was with a foster parent was relocated, so I can only administer the tests to 8 students. -

When I told the children what I applied for, I managed to inspire them too. I explained that I want to take on this survey because I want to learn new methods that we can use in class and hopefully be able to help them even more effectively in their learning. They immediately created codes for themselves and enjoyed the situation. -

I initially thought the tests would be longer and harder. Self-assessment statements require a lot of self-awareness, which a third-grader might not fully possess.

I prepared the first metacognitive practice. It took quite some time, but I enjoyed it. We hadn't done such tasks before, and I am curious to see how the children will respond.

Pre-test. They approached the task with anticipation. Interpreting the 1-5 scale was not difficult for them as we had used this method several times before. However, we had to thoroughly discuss the definitions, and they often asked for clarifications. It was evident they pondered their choices. Tiki, a girl with weak mental abilities but high efforts and diligence, worried that it might not be okay for her to circle many fives. I reassured her that there's no right or wrong answer. The autistic boy (planet) conveyed through his facial expression and characteristic waving gestures that he didn't quite grasp the task. He even said he didn't want to do it. I encouraged and tried to convince him to reconsider. I sat beside him, repeated the statements a few times. He circled a few, but he wasn't convinced if he was doing it right. After a few questions, he nervously, almost scaredly, said, "This confuses me." I told him to just do what he felt comfortable with. From then on, he put down his pencil and didn't do anything. After discussing the texts, everyone read them independently. (I asked Andras about this matter, but he couldn't answer until later. As it turned out, I could have read the text to them.) They completed the task quite quickly, so I'm not sure if they thoroughly considered their answers. During text comprehension ("underline what you don't understand or what confuses you"), several students asked questions. The ADHD boy (xoxo) asked a lot of questions until he understood exactly what he had to do. One student was absent (goat); if he returns, he will complete the test. -

Math and reading classes used a scale for homework and learning verification. For example, "How confident are you that the clock shows quarter past nine?" (1-7) So far, the kids have honestly admitted when they didn't understand something, but they enjoyed this method more. It also gave me a much clearer picture of their understanding and how much more practice each one needs. I feel they realistically saw themselves. - The absent student also returned and completed the pre-test. (goat) When he found out that the others had already finished the task, he became even more interested. During self-evaluation, we interpreted the section together, and he explained multiple times why he chose specific answers while circling. He asked a few times to clarify how to interpret certain questions, and when we clarified, he modified his initial thoughts. He read both texts very quickly and then turned in the task sheet. - Metacognitive practice. I informed the students that we would approach the material a bit differently than usual. They approached with anticipation and openness, remaining very active and cooperative throughout. Reflecting on their own work using different scales particularly intrigued them, so I started using this in class. It's interesting to see each student's personality, their self-confidence, and self-doubt. (How confident are you in solving the task?) After checking the tasks, I always looked at how each student self-evaluated beforehand. Some had little confidence even in their flawless solutions (Abi12), while others who made mistakes overrated themselves (xoxo, who has ADHD). The autistic student (planet) was troubled by these tasks, quickly gave up, and sat passively during the lesson. During verification tasks (e.g., determining if a statement can be inferred from the text), he completed the task sheet. I also assigned homework in a similar format. The next day, a colleague from the after-school program mentioned that the students read more attentively and engaged more deeply with the tasks than usual. - Elementary ToM Pre-test. The kids were happy about the test and eagerly started it. Several of them asked to reread specific situations. In my opinion, they

went through the eye-interpretation part of the test too quickly, not pondering it. - Theory of mind intervention. I see that the children struggle to identify their own feelings and have difficulty discussing them. They also struggle to put themselves in others' shoes, which leads to conflicts. In our class, tolerance for the autistic and ADHD students is required, so I've been emphasizing emotional intelligence development since first grade. Theory of mind intervention provides great help for this, so I was very pleased with this task. Opinions expressed during situation discussions: Playing tennis with your friend: - It should be a tie. - We should get a ruler and measure exactly where the ball is. - I would suggest not counting this game and starting over. - I would discuss it with my friend, agree on something, and tell him it's his point. - Rock, paper, scissors. - Neither of us gets the point. - Both of us get the point. - It's better to let it go than to argue over it. - Let's leave it. Movie situation: - This is rude. (Whose perspective?) From the person who entered. In this situation, they need to wait for the next show until the guy gets there. [To emphasize, he was tapping the table rhythmically.] - I would wait, ask for a refund of the ticket price, and switch to another screening. - I would definitely wait for my friend; I wouldn't go in alone. - I would call the next day, apologize, and invite him to another show. They also thought from the other friend's perspective: - When I get there, I would enter the cinema and see if my friend is there. - I would ask the ticket collector if he saw a 9-year-old boy with brown hair enter the cinema. - I would kill my friend. Just kidding. Some even acted out the situation. Bicycle misunderstanding: They had more difficulty interpreting this situation, but they reached a compromise solution relatively quickly. - The solution depends on the relationship between the neighbors. - Mary solved it very poorly. I would have recorded the boy with a camera/phone to prove what happened. - I would tell the neighbor that the boy stole the bike. - The neighbor may not believe Mary. The children shared similar experiences: - In kindergarten, they accused me of taking a toy, but it later turned up. It hurt me a lot. - They blamed me for saying bad things about someone who then got mad at me. But it wasn't true. - I had a similar situation but in reverse. I built a castle in kindergarten. I went to the bathroom, and when I came back, it was destroyed. I accused one of my kindergarten friends, but he said he didn't do it, and he laughed at me. But I think he did it. (Would it have been satisfying for you if he admitted it? Would you have felt better?) Yes. During the conversation, "goat," "Abi12," and "Tiki" were the most active. "Bicske" and "planet" observed passively. - During end-of-year assessments, the kids asked if they could use their codes instead of their names on the test. I allowed it, and it seemed like they tried to solve the tasks more accurately than usual. 😊 - Epistemological beliefs tasks - One of the topics we discussed was the death penalty. I don't think I would have chosen this topic for my third graders, but we were talking about the characteristics of fairy tales in class, which led to the topic of criminals receiving fair punishment. The question arose, "Do you consider it a good solution for serious criminals, like murderers, to receive the death penalty?" - The criminal deserved it. - They are still human beings. - People with disabilities. - They might have committed the crime due to an illness. - They have lives too. - But they don't deserve to live. - But what if they deeply regret it and want to change? - Who cares, they did something bad. - I would feel sorry for them. The boys tended to believe that the criminal should be rightfully punished, while the girls leaned more toward forgiveness. - On another occasion, we discussed homeschooling. They initially focused on reasons why someone might be homeschooled. However, they clearly favored traditional school in the end. - Maybe they were mistreated at school, so the parent requests it. - Maybe they're sick, so they have to study at home. - Maybe they were bullied, and the mother didn't want it to happen again. - It's better to learn at school. - The mother might have forgotten what needs to be taught. - The mother doesn't know as much as a teacher. - You can look up what needs to be learned. - It's better to be in a community than alone at home. - You need to learn to adapt. -

Sad news (the tragic death of a Hungarian mountaineer) led to a conversation about whether parents can risk their lives. - She shouldn't have climbed the mountain with two children. - The mother would

be left alone, and she would want to climb a mountain too, leaving her children completely orphaned.
- Grandparents can also help them. - She should have chosen a different hobby. - This was a mission for her; she had to do it. -

"Sziszko81"

Environmental Studies 3rd Grade

I participated in the research because I **was curious.** I wanted to refresh my toolbox, get some ideas, and perhaps renew myself. I found the texts of the metacognitive tests very interesting, and I joined with environmental studies, so it was well related to my subject. The kids found the title amusing: "Behemoth, Sharp-toothed." I first read the first text aloud to them, then they read it aloud themselves. With many children, I felt that they would rather say they understood everything, so they could avoid explaining what confused them. Some wrote down what bothered them, but they didn't notice the real mistakes. This year, they studied the environment for the first time, as the new curriculum guidelines do not cover it in 1st and 2nd grade. In the second semester, we learned about animal reproduction and nutrition. I felt that in the context of the test, they couldn't apply their knowledge properly. Their understanding is not yet at a skill level. Interestingly, it was a student with BTMN who recognized the mistake the best. Herbivorous, yet he eats meat... This student works very slowly, but he wrote down what confused him. The kids felt the test was long, but they didn't complain. They liked the opportunity to participate in the research, but I could sense their fatigue. Overall, I wasn't truly satisfied with their performance; there were several students from whom I expected more. I consistently incorporate error-finding tasks, contradictions, word order mistakes, etc., into my lesson plans. They really enjoy error-finding, sometimes even being overly suspicious. I believe that the time we spend on such tasks is not wasted. We can benefit from everything.

We approached the solution of the theory of mind test by starting together. I read the first text aloud, then asked if they understood. After that, they marked their answers and justified them independently. For the second text, the faster students progressed independently. For those who needed it, we read each one aloud. When selecting the meanings of expressions in the eyes part, I asked them to signal if they didn't understand a certain concept. They received no other assistance. They solved this test more quickly than the first pre-test. Similar stories happened to them as well, which facilitated faster comprehension. After collecting the task sheets, we discussed how they felt during the process. Those who found it difficult to understand were very tired. I asked them to provide similar examples from their own lives. They had many similar stories, especially resembling Lili's Christmas. Everyone immediately understood text 2, for example: "They didn't receive the gift they had dreamed of." Several kids said that they don't hide their emotions; they speak up if they don't like what they received. This surprised me a little. Every child had experienced something similar. Understanding the other texts visibly posed more challenges. The children also provided similar examples to Simon's story.

Post-test: We took this test during the last lesson of the year. They solved it noticeably more easily than the pre-test. Now more students found contradictions in both texts, although not everyone was bothered by the contradictions. They found the text titled "Roppantók" much easier. We had limited

time for development at the end of the school year, but I tried to incorporate as many developmental tasks as possible. It would be good to create a task bank that helps with practice.

"Joe79"

Reflective Diary

Subject: Environmental Studies

Project Name: Pro-ME-ToM - An Erasmus+ Project

Participants: Teacher and 16 students from the 3rd grade

1. Initial Implementation

Our school principal brought this project to my attention. After consulting with the head of the pedagogical team (who happens to be my wife), we decided to embark on this program.

Why? Both of us consider ourselves dedicated educators. Teaching in an underprivileged small village for the past 21 years, we see the learning difficulties our students face. Therefore, we are open to trying new modern methods that, hopefully, can aid our future educational work.

During the third-quarter parent-teacher conference, I informed my students' parents about the program and requested their consent for participation. Everyone agreed, so I could begin the project.

The parental consent forms were quickly filled out and transmitted electronically to the project coordinator.

The kids also welcomed it with enthusiasm; they saw the program as an interesting, new challenge. I involved them in the details and they eagerly awaited the start.

The pre-tests turned out to be a bit lengthy. We had to collectively interpret each task. I had to explain the tasks in detail, reading them out loud. After that, they tried to answer the questions on their own. Marking on the scale was somewhat challenging; they hadn't encountered such tasks before, so the values required separate discussion.

I read the texts to them, then they worked independently. I noticed that they had a harder time detecting contradictions; in fact, some wrote that they understood everything simply because they didn't feel like working.

45 minutes weren't enough for completing the test, so we continued during the next lesson. I'm curious to see how they will progress after the interventions.

2. Experiences with the First Activity (Metacognitive Practices)

I was surprised how well the tasks could be integrated into the curriculum. The kids love them and even look forward to them. They enjoy error-finding the most. We organize a competition each time to see who can find the most mistakes. They are becoming more skillful, quicker, bolder, and I also notice they are growing more confident. Their progress is visible, and they are starting to notice it themselves - which provides even stronger motivation for the tasks. They now pay attention to my teaching as well, hoping to catch me saying something wrong so they can correct me - sometimes intentionally making errors to the great delight of the students. I apply this not only in environmental

studies but also in Hungarian and math classes. In group work, they tried to create error-finding texts related to the previous lesson's material. I checked these, then another group could solve them. Here, the experience of creation and recognition intertwined.

Marking on the scale after text processing proved a bit more challenging. They clearly underestimated themselves. However, after the third task, I noticed a change; they began to see their performance more realistically.

From the Friday presentations and the course materials, I learned a lot and managed to implement many new ideas.

3. Theory of Mind Intervention"

My students really enjoy role-playing games and dramatization, so these tasks were not unfamiliar to them. They gladly discussed the stories, and we tried to examine events from different perspectives. During these discussions, they realized that there isn't only one truth; we always have to consider the other person's viewpoint, situation, and opinion as well. These conversations sparked interesting debates, led to lengthy discussions, and ultimately resulted in satisfying resolutions.

I will try to incorporate such tasks into my lessons at other times as well, as they can provide children with valuable knowledge and lessons.

osorika77

Primary School, Environmental Studies

Program Name: Pro-Me-ToM Project

Participants: 1 educator (teacher) and 15 fourth-grade students

Project Goal: The fundamental goal of the research program is to draw the attention of educators and students to the value of metacognitive skills, as well as to further develop and promote students' metacognitive abilities at both educational levels (primary and secondary school) through teacher training. The project addresses personal needs related to education, such as addressing gaps in teachers' foundational and practical training and promoting the development of students' metacognitive and Theory of Mind (ToM) skills.

Program Initiation

Our school principal brought this project to our attention, and my husband and I decided that we would like to participate in the program. We teach in a disadvantaged school where the majority of students come from challenging socio-cultural backgrounds, and for many parents, learning and knowledge are not valued. Teachers are almost exclusively responsible for educating these children and often for their upbringing as well. Many students struggle with learning difficulties, disorders, and we also have several students with special educational needs. I primarily want to help these students in their learning.

I introduced this program to parents during our last parent-teacher meeting. They listened with interest and were very pleased that their children could receive assistance in learning – since we didn't receive any hours for remedial teaching.

I enrolled in the training **with high expectations and curiosity**. Besides the practiced and regularly used methods, I wanted to learn new and interesting techniques to make my work more diverse and effective, and to make the curriculum more accessible to the children. Some of my students lack self-confidence, have difficulty expressing their thoughts, and often struggle to apply the learned knowledge, sometimes needing assistance or being unable to apply it at all.

I was concerned that the environmental studies class, being only one hour per week, would provide limited time for interventions, making the task quite challenging.

The students positively embraced their participation in the program. I briefed them on the details, and we worked collaboratively throughout. They needed help interpreting the pre-test. Marking the scale was also a challenging task, and we needed to discuss it in detail using examples.

I read the texts to them, and then they answered the questions independently. After completing the tests, we discussed the tasks, and it became clear that many of them did not notice the contradictions within. I felt that there were students who simply wrote that they understood everything, just to avoid explaining their viewpoints and to finish as quickly as possible. They found the test quite long and were quite tired by the end. I hope that after the interventions, they will become much more attentive and that their attitude will also change.

2. The First Activity (Metacognitive Practices) Experiences

I incorporated the tasks into the lessons of environmental studies, Hungarian language, and literature. The students really enjoyed the error-finding tasks – they competed with each other continuously to see who could spot errors in the texts faster and find more. In fact, they now even hunt for mistakes and possible typos in textbooks and workbooks. They receive a reward stamp for each found mistake, and by collecting 5 stamps, they can exchange them for an excellent grade in classwork. This acts as a significant motivating force. I created such texts several times, as my students requested tasks of this nature. They started noticing errors faster and improved their skills and abilities almost unnoticed. How confident they were in the correct solution varied based on their self-confidence; I believe they often underrated themselves and were pleasantly surprised when they achieved better results than expected.

The other type of task was a reading comprehension exercise with questions. The children had to choose the correct answer from three to four options (true, false, not determinable based on the text). They enjoyed this task very much as well. We had solved similar tasks before, so this task type was not unfamiliar to them.

Almost every lesson, they had to answer questions related to the curriculum. We added the element of evaluating their performance on a scoring scale at the end. I observed that after practicing, they started to assess their performance more realistically.

Theory of Mind Intervention

I engage in frequent discussions with my class. Every Monday, we start the week by discussing what happened over the weekend. It's an open classroom environment, so situational games and role-playing exercises posed no problem for them. The children were eager to talk about the events, many could identify with the characters, and their own experiences and stories also surfaced. There were debates, conversations, discussions, agreements, and understandings. We tried to examine events from multiple perspectives to realize that there can be multiple truths. This way, they came to understand that in certain cases, both sides could be right, and it is important for us to explore events from different viewpoints to avoid misunderstandings and awkward situations. I feel it would be

beneficial to allocate more time to solving such tasks, but the extensive amount of curriculum content that needs to be covered with the children does not always allow for this.

FLORONE77

Launch:

I wanted to participate in the project because I am always looking for opportunities to help my students in the future as well, as they will soon leave primary school, and I will have to let go of their hands. I would like to introduce them to thinking strategies that they can benefit from in their future studies and life.

I don't have any specific expectations; I am curious and somewhat anxious because this is a huge task, and I'm afraid I might not be able to fulfill my role and thereby hinder the research.

The class I chose for the research is my own class. I have been their homeroom teacher for 4 years, but I knew them even before that. The pandemic slightly disrupted our bonding in the 5th grade, but by now, with 16 students, we have become a small yet close-knit community. We have a confidential relationship; they are used to me always "doing something" and participating in various projects. I explained to them that we're embarking on a research study that could benefit them in their later lives. Their only task is to fill out some tests, and we'll do various exciting tasks during our instructional hours.

I must say, they don't like to fill out anything online. They frowned because they thought it was another test where they would be asked about their interests or dislikes. (As part of career orientation, they have already completed various tests.)

Discussing and practicing the scales ranging from 1 to some extent didn't pose a problem; they enjoyed the task, looked forward to the questions, and even thought quite seriously about a question like whether they would wear a certain color of clothing.

Experiences from the First Activity:

Since I constantly tell them that we'll be doing different tasks in Hungarian class or during our study period in the afternoon, they weren't particularly surprised. Besides, they are already accustomed to me, knowing that we dive into all sorts of projects or do "strange" tasks during classes.

The children asked me to provide the reading comprehension exercises on paper so they wouldn't have to read the text on the monitor. The questions could have been in a Google Form, but due to computer lab scheduling conflicts, I ended up preparing them on paper.

We completed part of the tasks during our grammar class because we were currently studying sentence structure, so the error-finding task was not "out of context." I told the children that I had collected answers from previous assignments and they should find the mistakes. They had the most difficulty with semantic errors and found internal contradictions the easiest.

They slightly overthought the correction of the short text I created myself. I noticed that during the first activity tasks, from the moment they knew this was part of "The Research," they tried to meet the expectations to the best of their abilities—or what they perceived the expectations to be. After the

short error-correction texts, they started to relax, accepting that this could be useful to them, a new perspective where there is no wrong solution.

The longer text, I couldn't create a shorter one, there simply wasn't enough time for it; it was related to literature and connected to two prose works processed in the past few weeks. In the end, most students came up with more correct solutions than they thought. The degree of confidence in solving the tasks was based more on their self-assessment rather than their actual feelings, I believe. They tended to underrate themselves, and then they were happy to find out that they had a lot more correct answers.

- In the most extreme case, one of the girls, when asked how confident she was in her answers on a 10-point scale, rated herself a 3, and she believed she had given confidently correct answers to 3 questions, and 9 otherwise. I was expecting the number of correct answers from her to be between 7 and 9. This girl has done/is doing a lot to overcome the inhibiting forces from her environment, she is very diligent. Despite her unique educational needs and learning difficulties, she has developed her abilities a lot, but her self-confidence is very low.

- No one thought that they answered every question correctly based on the text, even though there was a student who did. Their previous experiences influenced their answers; they do indeed perform poorly on reading comprehension, mainly because they don't read the text properly, they try to guess the answers from the questions without a thorough understanding of the text. Now, they unanimously said that they succeeded in reading comprehension because they read the text carefully, and it also helped that I read it aloud to everyone.

In addition, children always find multiple-choice questions easier than anything else. If they had to write the answers themselves (I agree with them on this), it definitely wouldn't turn out this way. And it doesn't matter whether they have to write by hand or do it on the computer.

Theory of Mind Intervention in the Classroom:

One afternoon, due to the schedule, I was with my class the whole time, so I dedicated the afternoon to the tasks. First, we worked in the usual groups of 4-4-4-4, then for the bicycle task, the children asked to form a boys-girls group, as they thought boys and girls would have different opinions in this case. Since there had already been a dispute within two groups before, I assume that's why this standpoint emerged. As I found the idea interesting and was curious about the result, we rearranged the class into 2 groups. In the end, they were most surprised that there wasn't a big difference in their opinions.

It was interesting that the idea came up among the children that actually Mari judged the same way as the neighbor did, because she couldn't have known if the neighbor had lent the bike or maybe sold it, so she took it from the boy.

Furthermore, they could bring up their own examples as well, as it happened just the day before that I substituted for physical education class; the boys changed faster than the girls and asked if they could play basketball while everyone gets ready. When the girls came out of the locker room, they saw the boys playing basketball. One of the girls immediately started saying that she definitely wouldn't play basketball, and of course, because they always play what the boys want. So, I immediately held the first intervention here, because we sat down and I asked the questions.

The children can express as a lesson that they need to examine every point of view, but they acknowledge that it's very difficult to put themselves in the shoes of the other person in a given situation, especially when we are confident in our own opinion; it's much easier to get angry and scold.

Tasks related to Epistemological Beliefs:

The topics were raised on several occasions, firstly during a grammar class (we were studying debates from a communication perspective), and secondly in a more informal, off-classroom setting: due to a misunderstanding, I wasn't going to be the teacher for my class, so I borrowed them. We sat down in the schoolyard and talked there - it was interesting to observe that in the classroom, they formulated their opinions in a more "official" manner, while in the yard, they used less formal language.

The problem present in our school is the presence of teenage offenders, as occasionally, such a child enters the local housing facility, and then at the age of 14-16, they become part of our small school community. There are also two students from the housing facility in my class, and they mostly believe that adult courts should pass judgment on such cases; someone shouldn't be treated as a minor if they cause serious harm to someone, for example. The others believed that these young people should be brought before a specialized court for minors. But they all agreed that they deserve punishment, and as long as a case is ongoing, students shouldn't be allowed in school (they've already experienced two disciplinary hearings in the past 4 years).

Among the proposed debate topics, homeschooling divided the students into two camps. The majority of the class believes it would be wrong to keep the child at home, as they can learn the language properly when they are part of a peer community. A smaller part of the class believes that one year should be dedicated to only learning the language, but the child shouldn't be part of a community for a few months. However, even during this time, they should learn the materials in their native language, then gradually switch to Hungarian. It was clear to everyone that teachers would provide what needs to be learned. And also that it shouldn't be the parents teaching, but the educators, whether at home or in school, specifically for the child. Finally, they agreed that a child should not be without a community for more than a year, because that's not good for a child, especially a teenager. They brought up online education as an example of how awful it is to be isolated from each other.

- The question of the national curriculum wasn't brought up by me, but it came up in conversation because of the housing facility, as students come and go, often with very incomplete knowledge. According to the children's opinion, it would be good if schools could decide, for example, to create a remedial class for students who are, say, 14-15 years old and are in the 5th grade because they haven't attended school much until then, so it would be better if local specificities could be taken into account.

- The children found every debate topic interesting. It pleased them that as part of an international research, they could express their opinions. Even before, they honestly and outspokenly stated their opinions, whether in literature class on moral questions or in homeroom class, for example, on global issues, because they knew that I listen to them and I'm interested in what they say. Now, facing the fact that their opinions might be important not only on a local level, it created a sense of responsibility towards their spoken words.

"Conclusion":

- Although the research imposed quite a few extra tasks on me, I don't regret diving into it at all. The eighth graders didn't mind the in-class tasks, they didn't like the tests, but they completed them. However, after writing the end-of-year reading comprehension test, they believe it turned out better than usual, even though it included word explanations, which are their stumbling block, and they also

had to express their own opinions on a particular thought. They were indeed right; it turned out better than usual, and no one was done with it after 25 minutes, they thoroughly studied the text.

- I am confident that I will continue to use what I've learned in the future, as it also helped me to create better reading comprehensions for the children from various perspectives.

tevehaj2

Why did I choose to participate in the project? **Curiosity** might have been the primary reason, and on the other hand, I wanted to provide the children with something extra beyond their daily routine. Since I have been teaching our current 8th grade for 4 years now, I wanted to involve them in the program. Two years ago, I conducted my qualification demonstration lessons with them as well, and they were extremely skillful and helpful in responding to my requests, so I trust that it will be the same this time too.

I brought up this opportunity to them during one of our literature classes. In reality, they could take part in a research involving 5 countries. They should feel that by doing so, they are representing our country along with a few hundred fellow students.

Initially, everyone said yes, so they all received parental consent forms, which I helped them fill out. Each of them chose a project name for themselves, and I recorded these in a separate notebook. I told the students that if any parent didn't want to provide their educational background in the final questions, it wouldn't be a problem. The more enthusiastic students brought back the signed papers the next day and were already very excited about what it would be like when they actually had to do something. I waited until Friday, unfortunately, one of our students was sick all week, and in the case of 2 girls, the parents didn't want them to participate in the program. So, I can start with 9 students.

When incorporating metacognitive exercises, I utilized several subjects because I also teach history to them, so I tried to integrate history tasks into the practice. I began with the "orange-flavored syrup" and "pink shirt" sections to introduce the concept of scales, but it was very positive that everyone almost immediately and logically understood what it meant. Then came the recognition of syntactic errors. There were always 3-4 students who cleverly identified the errors, although with the "chestnut roaster lady," different associations also emerged for "standing in the corner"...

We provided the teachers with a practice set for practicing semantic errors and contradictions, where this error served as a source of humor. Perhaps the most skillful and quickest responses came for the semantic errors, and even the students with weaker abilities experienced a sense of accomplishment here. With internal contradictions, the students' minds had a bit of difficulty grasping the concept; they looked puzzled about what it was. For example, Columbus set out on three voyages, although he died on his second one. At this point, one of the boys spoke up, saying that his third voyage was to heaven...

In the case of external contradictions, they quickly caught on, and sometimes they even found the sample sentences amusing. (Before the invention of matches, people could only produce light by turning on the electricity.)

The multiple-choice test was my favorite, where I tried to give the class three shorter but relatively challenging reading comprehension tasks with 3-3-4 questions each. I was curious if there would be any student who answered more than 5 for the question "How many questions do you think you answered incorrectly?" Yes, there was, some wrote 7. However, two students accurately judged that they were not sure about 1 and 2 questions, respectively. After this question, they also skillfully marked the 1-10 scale, indicating 3 and 2 and 4, respectively. They felt that they hadn't answered these questions well.

For the pre-tests, the students used the teacher's laptop, they filled them out one after the other, and they had no trouble with it. Fortunately, during a grammar class, I was able to give a differentiated task to the class, so those who were completing the forms were not left behind.

For the tests issued in the 6th week, I had to rearrange the schedule I had calculated with the students in advance, as several students in the class indicated that they wouldn't be available from Thursday and 4 of them would be absent on Friday due to their older siblings' graduation.

In order to progress quickly, I printed the 4-page Word document so that there were 2 pages on both sides of one A4 sheet. This way, the students could more easily see what was required of them, and in the "reading from the eyes" section, 6 different "types" were placed on one page, which may have helped them make decisions more easily. The students could take as much time as they needed to complete the tests; the more adept ones finished very quickly, but I received the papers back from everyone within 20 minutes.

Upon returning home, based on the individual codes, I entered the students' "answers" in an online form. I thought that if they had to work on paper, they would not just guess, but read and interpret the tasks. Nevertheless, I encountered several issues. There was a student who didn't mark anything with an "X" in one question, so the test wouldn't proceed until I selected something. While there was another student who didn't provide reasoning, and in their case, I placed a "-" to indicate that they left it blank. Despite all this, I still believe I made the right decision because in an online format, the students would have omitted several justifications.

Another interesting thing caught my attention; I don't really remember two identical solutions, so the students truly wrote down their own perspectives. I was pleased to observe that students with weaker abilities also interpreted the tasks to some extent and attempted to provide meaningful answers in complete sentences. In the mid-year template reading comprehension exercises, they often don't even attempt to answer what they perceive as more difficult questions.

During Wednesday's grammar class, we dedicated time to Mind Theory exercises. I handed out sheets to the students, on which I wrote their codes, and I asked them to try to answer every question. I summarized the answers at home.

In the case of the tennis perspective-changing story, every student (9 in total) chose "no" for the first case, meaning they wouldn't start criticizing their peer. For the second question, the ratio changed to 6-3, with more of them imagining the situation from the other person's point of view. For the third question, the ratio of 7-2 showed that they believed everything has two sides. However, for the fourth question, the "no" responses were more, with a ratio of 6-3: Do you always try to examine the viewpoint of everyone involved in a disagreement before you say something or make a decision?

I also read them the movie perspective-changing story; there were immediate comments, e.g., "I've had something like this happen to me!" said one of the boys. (There was a time when he had arranged a date with a girl from Szombathely over the phone, even took the bus to meet her at the mall, but the girl wasn't there, and when he messaged her, she wasn't reachable...) Another girl also had a similar experience. Unanimously, they responded "no" to the first question here as well. The ratio changed to 8-1 for the second question, as more of them attempted to imagine the other person's perspective. The same ratio persisted for "everything has two sides." However, for the fourth question, the ratio changed again to 5-4, with more "yes" answers.

We continued with the bicycle "misconception" story; I also read this to the students while they could see the text on the digital board. Then I posed the first question and asked the students to write down their answers. Once everyone had written something, we read them aloud and discussed what each person thought.

For the first question: "What was Mária's intention?":

To return the bicycle.

To give it back.

She returns it. - were the answers I received.

Second question: - Because she saw him taking it home.

She doesn't know what happened before.

Because she thinks he is the thief.

She only sees Mária sitting on the bike.

She is unaware of the events leading up to it.

Because she went with her.

Third question: - She's surprised because she meant well.

What did I do wrong?

She's surprised.

She doesn't understand.

That she is ungrateful and accusatory.

Before the fourth question, I asked the children to imagine themselves in Mária's place, so they would know what they would do or say to prevent the neighbor from shouting at them.

Fourth question:

I'll tell them I just brought it back.

I didn't steal it, I just brought it back!

Relax, I brought it back.

I'll bring it back!

I'll just bring it back, I'll buy a bike if I need to!

I'll explain what happened, it was someone else who stole it, I got it back!

During the discussions for each question that I initiated, the students recognized very well that people's beliefs can change in many cases, because they don't always know the background of things, and they don't always have enough information to see things clearly. In such cases, there's an opportunity to clarify misunderstandings, especially if we're open to examining the events from the other person's perspective. In the tennis story, two brave girls even acted out how they would experience the situation in front of the others. It was interesting for me to observe that after the initial strong emotions and arguments, they reached an agreement. They concluded the situational game by awarding both of them 1 point each. I also asked the others what they would do. There was a boy who wouldn't give in, saying that his victory might depend on that point and that it can't be proven that he's wrong. The others agreed with the girls, and it was suggested that they replay that point.

Language Practice:

Synonyms for "think": come up with, devise, ponder, come up with an idea, invent, brainstorm.

"He thought": he believed, he suspected, he thought that way, he assumed, he was suspicious.

In my opinion, the exercises adapted very well to the age group, containing situations that 14-15-year-old children can easily imagine and experience. The discussions after the exercises were different from what they were used to in the sense that the students didn't have to provide specific knowledge; it seemed more relaxed to them, and they were more willing to speak up. There was a student who opened up much more here than, for example, during literature classes.

Summarizing the content of student responses, perhaps the most important thing is that as the tasks progressed, more and more students understood the different perspectives and the meaning of false beliefs. During the discussion after the bicycle story, it seemed to me that all 9 students could empathize with the situation, they could put themselves into the role of "Mária," but at the same time,

they could also understand why the neighbor was shouting... There was a student who asked for more tasks like this because "It's so interesting, good to see things from different perspectives. This could even be a scene from a movie."

The tasks for the 6th session were completed with the 8th graders on May 9-11, as the school schedule was tight, and we could work in smaller groups. In each case, the students received an A/4 sheet, and I projected the tasks on the digital board. From the pre-test of upper primary epistemic awareness, we used 6B and 3A. In the scenario-based test, due to the previously mentioned issues with the photographed sheets, not only the "Political Systems" diagram appears, but also the student answers to the additional questions. Similar to the previous occasion, I uploaded the collected tests online using the students' codes.

Regarding the completed tests, I will attempt to write my summary in a way that shows how the answers to individual questions were distributed in the group I measured.

They first wrote the "script," so I would start with that:

- 1.1: Here, the majority of answers were "good" or "very good," while one student marked "average."
- 1.2: Most students answered "yes," while the boy who marked "average" for the previous question answered "no."
- 1.3: Reasons for "yes": Because I studied a lot for it. Because I prepared for it. Because this always happens. Because I studied. Reasons for "no": Because I'm not sure if I wrote it correctly.

Task 2 was creating the diagram. Since I often use such summaries in both Hungarian and history classes, I thought it would be easy for the "good" students. As I looked at the diagrams later at home, I must say that the girls solved the task quite well; the boys, who did it on Thursday, were not as precise, they rushed through it because they were going to play soccer. However, I was pleased to see that almost everyone solved the section about democracies and monarchies well; oligarchies were omitted by several, perhaps because it was less familiar to them, or maybe they were too afraid to write it in.

For task 3, there was a range from easy to average to difficult. The answers for the provided options led to the following responses for each question: those who found it easy consistently chose "very often" or "always." For the average level, "sometimes" and "rarely" were common choices, similarly for those who found it difficult. However, for question 5, it came out that even the weaker students very often or always review their work after finishing.

This surprised me a bit because often I felt with their assignments that they just sit there and don't submit them, but apparently in such cases, they still review and possibly correct what they wrote.

Epistemic Awareness Upper Pre-Test was administered in groups of 3x 3 students, resulting in Group 6B and Group 3A. It wasn't planned in advance who would be in each group; I managed to arrange them for 20-20 minutes based on the school schedule. The first such group was the "Petőfi Competition Girls," including our two top students. They answered "no" to the first question, providing the following reasons: "Further research" and "We will also try the movement." The third girl, after answering "yes" to the first question, mentioned "Science." All three of them believed that "Both can be true." For the sub-question 4, the "one may be truer than the other" option won by a ratio of 2-1. They provided

similar answers for the following text. Arguments like "More research, reading," and "Further research" came up for question 2.

In section "B," they used the words "discuss," "agree," and for C1-3: quite often, often, always, while for C4, all three marked "sometimes."

The next group of 3, the "Soccer Boys," filled out the test in front of the computer, and I don't have their answers. They were the ones who completed the "A" test.

The remaining group of 3 filled out the test on my teacher's laptop, individually, one after the other. I tried to take notes of their written responses, so I can represent their two longer-answer questions. For question 2, they requested "More research," "Awareness," and "Accurate description and explanation." In section "B," two of them chose "We discuss," while the third student answered "I agree with him."

Regarding the tasks after session 7, I managed to allocate time for the final tests on Tuesday, as only those students were absent who are not participating in the project. The students received printed tests, wrote their codes on them, and I uploaded them online during the afternoon.

Fortunately, I have plenty of classes with the 8th graders this week, so we can also incorporate tasks related to epistemological beliefs into the lessons. For debate topics, I used a subject-concentration solution, including both history and Hungarian language and literature throughout the tasks.

Key terms from history (court, judge, lawyer, witness, oath, minutes...)

Hungarian language and literature (debate, note-taking, rules of conversation, vocabulary development, text composition, communication...)

Educational tasks: motivation, recognizing cause-and-effect relationships, text comprehension, learning skills, communication, problem-solving, differentiation, reinforcement, inference, organization.

We named the task a "court trial" since this concept was already introduced in civic knowledge during history class, so the students were familiar with how to envision this scenario.

Today, there were 10 students present from the 8th grade at school, and luckily all 9 participating in the test were present. Among them, we randomly selected the judge (presiding over the trial) using a dice (numbered 1 to 20). Then, we also randomly selected two "lawyers" in a similar manner. These lawyers each chose 3 members from the rest of the 6 projects to be the "witnesses" for their case. It was agreed that a non-participating student would assist in each situation, while I took on the role of recording the minutes.

We added an interesting element to the game by placing 8 cards containing idioms or proverbs on the judge's table (these could be related to physics or chemistry, just to make it a bit more challenging). The speakers had to incorporate these into their speeches. Additionally, each lawyer could request a 1-2 minute break if they felt stuck, to confer with their team.

For the first story, I chose the topic marked with the number 10 on the debate topics list (Nutrition). One team of lawyers and their team had the task of arguing in favor of the idea that a healthy diet allows for the consumption of 1-2 glasses of soft drinks per day. The opposing team had to present arguments (witnesses) against soft drink consumption, urging to avoid it.

The judge addressed the first lawyer, who briefly outlined that they advocate for a healthy lifestyle and encourage everyone to follow it. According to their perspective, daily proper fluid intake is essential, including mineral water, water, tea, and milk, but definitely not sugary soft drinks. The first witness was called, who had struggled with overweight. (Here, the judge cleverly enlisted the 10th student to assist the witness, swearing that they would speak only the truth. Since we didn't have a Bible, the "math textbook" played this role, and the kids enjoyed this ritual so much that they repeated it for every witness.) The first witness stated that they had been trying to lose weight for a long time, they played soccer, regularly jogged, but they couldn't succeed for a long time because they consumed a lot of soft drinks. Since switching to mineral water, they managed to lose 15 kg.

Then, the other lawyer took the floor and asked clever questions such as (How much soft drinks did you consume before? - A lot was the answer. Did you also eat chips? - Yes. Do you have breakfast every day before work? - Not always. Do you often have fast food for lunch? - Yes.

"Judge, as you can see, two things are amiss: improper eating habits and excessive soft drink consumption!"

At this point, a witness was brought in to testify that recently, most soft drinks do not contain sugar, so they would refute the claim that sugary soft drinks prevented the first witness from losing weight.

Then, the first lawyer requested the floor and announced the second witness. Without writing a novel, I'll just mention that the teams came up with better and better ideas, and the students thoroughly enjoyed the entire class. In the end, the judge decided to adjourn the decision and scheduled another day for the continuation, as she couldn't make a decision. As the minute taker, my only task left was to praise the students and promise them more tasks of this nature in the future.

Mákszem

1. Initial Implementation - Doubts and Hesitations

Upon the invitation of our school principal, I began to take an interest in the Pro-ME-TOM research, organized by renowned experts from the University of Pécs. The project bearing their name immediately piqued my curiosity. Naturally, like any new pedagogical method or project, this one also raised doubts about its effectiveness. I perceived challenges in terms of curriculum and time constraints, as well as some skepticism regarding effective collaboration among students. I collected experimental data from my 3rd-grade students.

While preparing the Pre-tests, my students were curious and motivated, as I anticipated that the research would involve a fair amount of pair and group work. My students enjoy working in groups,

providing an excellent opportunity for cooperation, development of social competencies, and practicing perspective-taking. I seize every chance to highlight the importance of understanding one another's viewpoints and perspectives.

2. Cycle of Executing Planned Tasks

The students willingly engaged in the tasks, encouraging each other as they analyzed the provided texts and tried to answer the questions. While practicing perspective-taking, I guided the students through the tasks provided by the organizers, while also designing numerous similar tasks. I consistently aligned with the prescribed curriculum, allowing us to process a range of proposed topics and cases during our lessons. As I adhered to the curriculum, I believe that the students' participation in the research did not impose extra work or energy expenditure. In my opinion, greater investment was required from us, the educators, to participate in the research. **Designing practice exercises aligned with the designated tasks and adjusting the tasks to the curriculum posed an additional planning and implementation effort on our part. I am grateful for the achievable tasks, the sample exercises, and the theoretical knowledge that shaped my pedagogical perspective and enriched my methodological toolkit.**

3. The Final Cycle - Experience and Future Plans

Looking back at the initial difficulties of the project, I believe that we all gained a tremendous experience. I am especially grateful for tasks that developed perspective-taking, which I still gladly employ even after completing my part in the research. I apply perspective-taking when discussing problems and comprehension difficulties that permeate our daily lives, and when addressing differing viewpoints arising from game situations. The students adeptly formulate questions concerning emerging issues: "What would you do in their place?"; "How do you think they perceive the situation?"; "How do you think this affected them?"; "What do you think, does XY agree with you?"; and so on.

In my future reading teaching methodology, the idea bank acquired during the project will hold an important place. I experimented with the above method when analyzing film adaptations, a component of popular culture. The students' social skills have significantly improved as well. To my surprise, 3rd-grade students articulated their opinions about the examined story from different character perspectives. I believe that due to the developmental activities, their progress in perspective-taking is exceptionally noticeable. I aspire to continue this approach during reading lessons, free playtime, and group work.

In conclusion, I would like to express my gratitude for the opportunity to participate in the project and for the theoretical and practical methodological insights provided.