

Introduction

Our 5th Newsletter, to be published in mid-March 2026 alongside our new English-language issue, invites readers to reflect on the journal's structure. Opus et Educatio aims to publish new research and analysis more quickly and more current, publishing short articles Online First to showcase the strengths of an online journal. By engaging readers in ongoing discussions and returning to central topics in future issues, we seek ways to be constructively engaged within the evolving framework of professional and scientific publishing guided by Open Access principles.

Online First in the Opus et Educatio

In our **Online First** column, we strive to publish a current topic that is at the forefront of professional interest in an accelerated manner. The first article of this issue is related to the opening article of our already started discussion series, Kristóf Nyíri: Renewed higher education, renewed science? (Volume 12, Issue 4 (2025): Issue 47 /Online First). The article by Ádám Nagy and Anna Fazekas: *Open books, closed doors? - changes in learning intentions based on large-sample youth research data aims to analyze whether the "open educational scissors" can also be interpreted in the case of learning intentions, i.e. whether the assumption is valid that while the intention to continue studying among those with higher education or university degrees is almost a natural need (status preservation), aversion to the school system is common among young people with lower backgrounds.*

New Column – Case Studies

In our first issue of this year, we are venturing into a new innovation, recognizing that the number of case studies in research has fortunately increased. In this genre, it is sometimes more difficult to gain publication opportunities, yet these descriptive evaluative writings can significantly enrich the empirical body of research and can provide substantial impulses to researchers already working in a given field on one hand, and on the other hand, they present findings and experiments related to practice in higher education, which can make learning more realistic and interesting. Based on this recognition, we are launching a new section, **Case Studies**. Given the multidisciplinary nature of *Opus et Educatio* and our commitment to supporting modern publication culture, we aim to create opportunities for scientific inquiry into theory and practice by publishing case studies.

Publisher: Budapesti Műszaki és Gazdaságtudományi Egyetem, online journal

Publisher's registered office: 1111 Budapest, Műegyetem rkp. 3.

Publisher: Prof. Dr. Charaf Hassan

Editor in Chief: Prof. Dr. András Benedek

Responsible for online publication: Director General of BME OMIKK

Address of the editorial office:

Budapest University of Technology and Economics Department of Technical Pedagogy

1117 Budapest, Magyar tudósok körútja 2.

Telephone number: (+36)1 463 2655

E-mail address: opus@gtk.bme.hu

Online publication: <https://journals.bme.hu/oe>

Introducing our Editorial Board



Éva Farkas Dr. habil., andragogist. She works across adult education, vocational education, and higher education as a teacher, researcher, and curriculum and teaching materials developer, with a learning outcomes approach.

She teaches at the Doctoral School of Education at the University of Szeged and supervises the next generation of researchers. In-service teacher training plays an important role in her activities, contributing to the improvement of the quality of learning and teaching in vocational, higher, and adult education. She has developed several learning outcomes-oriented teaching methodologies, teacher training programs, and teaching materials, and has so far held more than 100 teacher training courses focusing on the practical application of the learning outcomes approach. She regularly participates as a country expert in adult education and vocational education development projects coordinated by CEDEFOP and the European Commission. His current professional focus is on supporting the implementation of microcertificates and individual learning accounts.

In recognition of her domestic and international activities in the field of adult learning and education, she was inducted into the International Adult and Continuing Education Hall of Fame in 2019, of which she was president between 2022 and 2025.

Web: www.drfarkaseva.hu

Borbély-Pecze Tibor Bors Dr. habil. is a researcher and practitioner in career development, lifelong guidance policy, and labour market transitions. His work focuses on the governance of career guidance systems, the professionalization of career services, and the future of work. He has contributed to several national and international projects, including initiatives of the EU, ETF, CEDEFOP, and the ILO. Dr. Borbély-Pecze is a regular author and reviewer in the fields of career studies, public policy, and workforce development.



<https://www.researchgate.net/profile/Bors-Borbely-Pecze>