



BOOK OF ABSTRACTS IC-FE 2019

12th
International Conference in the Field of Education

Requirements and approaches for contemporary teacher training

University of Zagreb Faculty of Teacher Education,
Zagreb, Croatia
23- 25 May 2019.

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Esteemed participants of the ICFE 2019 Conference,

We have before us the collection of abstracts from the 12th International Conference in the field of Education ICFE 2019, which is co-organized by the Faculty of Teacher Education, University of Zagreb. The conference focuses on the theme "Requirements and approaches for contemporary teacher training."

The purpose of this conference is to gather scientists and practitioners, classroom teachers and kindergarten teachers, and other members of the academic community who will present their perspectives on the aforementioned topic.

Therefore, we can explore the contemporary challenges and approaches in education through the discussion about the the implications of paradigm shifts and the redefinition of teachers' professional roles, as well as through the research of the significance of lifelong learning and the importance of the developing professional competencies so that teachers can deal with different challenges in daily practice.

The challenges of new global conceptions, interculturality, differences, contemporary lifestyle, fast-paced economic development and technological advancement affect education in all forms and on all levels of society. The education of teachers is of key importance because it allows teachers to make the transition from traditional teaching and learning to student-centered education, which takes into account the specific needs of future generations. Reforms and meaningful changes in the education system and educational institutions are possible only with competent practitioners who are capable of acknowledging their student's needs and, through the process of education, prepare them for the potential challenges they will have face in the future. Therefore, this conference provides an opportunity for its participants, through presentations and discussions, to consider education from international perspectives with an emphasis on contemporary challenges and approaches in teaching practice.

We would like to thank all participants and presenters who contributed to the understanding of this important topic and certainly enhanced the deliberations about the challenges teachers and educators in general face and approaches that have the potential to improve education.

Organizing Committee

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THE CHALLENGES OF TRANSITION AND ADAPTATION AMONG EARLY AND PRESCHOOL AGED CHILDREN FROM THE EARLY CHILDHOOD EDUCATORS' PERSPECTIVE

Previous studies have clearly demonstrated that various factors determine the quality of transitions and adaptation in kindergarten and, according to the Ecological and dynamic model, the early childhood educators' characteristics are among the most significant ones. Therefore, the main aim of this study was to determine the perception of six early childhood educators who participated in the focus group regarding the transition process, the methods they used to work with children and families, and the difficulties they faced. Three major themes were defined with the thematic analysis: transition/adaptation determinants, risk factors, and guidelines for enhancing the quality of transition/adaptation. Even though the educators reported positive and negative experiences in their work, they all agree they need professional empowerment. They emphasized the need for acquiring transition competencies during their university education or through life-long education programs.

Keywords: transition, children, family, early childhood educators, competencies

Matjaž DUH

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MONITORING THE DEVELOPMENT OF ART APPRECIATION OF STUDENTS IN MASTER'S STUDIES IN ELEMENTARY EDUCATION

Students of master's studies in elementary education are developing various skills and abilities to teach the predicted contents of the curriculum, during the course of studies in the didactics of arts. Modern higher education didactics in this field aims to develop among student's creative art abilities and understanding of the visual. Understanding the visual arts is closely related to its perception and reception, and thus with the development of art appreciation.

In a qualitative empirical research study, we examined the efficacy of a method for developing art appreciation. The sample in the study consisted of students (n =59) of master's studies in elementary education at Faculty of Education, University of Maribor. Students observed J. R. Gerade's artistic work systematically, concurrently recording their findings. The empirical study confirmed the adequacy of such an approach, since most of the students were able to experience, internalise and individually interpret the artistic work.

Keywords: higher education, art didactic, art appreciation, experiencing visual artwork

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EDUCATION FOR SUSTAINABLE DEVELOPMENT IN SWISS TEACHER EDUCATION – CASE STUDY UNIVERSITY OF TE SCHWYZ

As a constitutional mandate, sustainable development (SD) in Switzerland has a high relevance for the education sector. The anchoring of education for sustainable development (ESD) in the current curricula based on language regions has laid a groundbreaking foundation. However, the associated implementation process in teacher education is demanding and varies greatly due to the cantonal educational sovereignty and different resources depending on the size of the educational institutions. This article outlines the national educational policy orientation framework and shows on the concrete example of the University of Teacher Education Schwyz, how these guidelines are gradually anchored in all areas of action in the sense of a “whole system approach”. As the example illustrates, a clear commitment from the university management, the preparation of corresponding basic documents, the establishment of an interdisciplinary working group, and regular communication and discussion in the university college are important milestones of successful implementation in this demanding organisational development process.

Keywords: education for sustainable development, teacher education, Switzerland

Jürgen KÜHNIS

Pädagogische Hochschule Schwyz, Schweiz

NATURE AS A PLACE OF LEARNING – MUCH MORE THAN JUST A GREEN BACKDROP EDUCATIONAL POTENTIAL AND CHALLENGES FOR SCHOOL PRACTICE

According to today's competence-oriented understanding of education and learning, school education should enable students to lead independent lives and to participate responsibly in social life. In the development of subject-specific and interdisciplinary competences, great importance is attached to the inclusion of authentic areas of experience. Nature is an exemplary place of learning that opens up an active dialogue with the living world and fundamental primary experiences. In addition to the parents, educational institutions play an important role in giving children personal access to nature, because all children can be involved here. This practice-oriented contribution addresses the relevance, educational opportunities and challenges of learning in and with nature for school and teacher education. As the analysis shows, outdoor learning can basically promote a wide range of development areas. However, to use this educational potential, planning and implementation in school practice must take into account not only organisational aspects, but methodological and didactic processing (design of the teaching-learning arrangement and integration in regular teaching). Teacher training is therefore required to qualify prospective teachers accordingly and to open up concrete learning opportunities in nature during their studies.

Keywords: nature experience, outdoor-learning, teacher education

Kirsten Elisabeth STIEN

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A METHOD-SUGGESTION IN CONTEMPORARY TEACHER EDUCATION: FOCUS ON MICRO-CULTURES WHEN IDENTITY PROCESSES AS LOCAL AND GLOBAL CITIZENS ARE IN QUESTION

By a reading of official documents, I will see how Norway in some respect organize Public Education and describe a pilot teacher education identifying its pedagogical platform. In the subject plan for pedagogy the 4th year are cultural diversity and in what ways learnings always reflect certain places to look from, important approaches. Additionally comes that students are supposed to identify and reflect upon the school interface developments locally as well as globally. This emerge as a departure from most mainstream educational research and practice, which is designed to enhance global standards and objectives rather than local cultural understandings. My suggestion to mend this gap is a model on micro-cultures, involving assumptions about the value of local knowledge using modern global media and communication.

Keywords: arctic areas, cultural diversity, micro-cultures

Désirée FAHRNI

Pädagogische Hochschule Schwyz, Schweiz

LEARNING TO CONTROL ONE'S OWN LEARNING

Self-monitoring as a cross-educational task

In the age of new technologies, knowledge must continuously be updated and expanded in a lifelong learning process. Against this background, the promotion of self-regulated learning is one of the central tasks of contemporary education. This article illustrates this high thematic relevance for school and teacher education. In particular, the focus is on self-monitoring as a part of metacognitive strategies which enables learners to monitor, control and, if necessary, adapt their own learning processes. Based on theoretical reflections and the findings of recent studies, the article sets forth how self-monitoring in connection with self-regulated learning can be initiated and promoted. Concluding from this, concrete implications for the training of teachers are pointed out.

Keywords: self-regulated learning, metacognitive strategies, self-monitoring, teacher training

Maja PROŠTENIK VUJIČIĆ, Marina PUŠKAR
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THE PROJECT APPROACH WITH TODDLERS, CHALLENGES AND POSSIBILITIES

The project approach is an integrated way of learning and one of the main features of modern approach to the early childhood education. Project based learning involves starting from the interest of children, intervention of children in their own learning processes and deepening the understanding of the environment in which they live. The subject matter of our paper is research on possibilities of project based learning for toddlers. An action research with elements of ethnographic approach was conducted for the purpose of this paper. The sample comprised 34 children of the kindergarten "Izvor" (Zagreb) divided into two toddler educational groups. The research was conducted during 2018. The aim of the research is to recognize and understand children's interests, discover appropriate ways to express their ideas, experience and understanding and how can toddlers revise their learning process by conducting adequate and meaningful ways of reflection. By documenting children's activities we selected three directions of children's research (magnetism, patterns, building activities). During our research we included key elements of project approach such as individual and cooperative problem solving, expression in different symbolic languages and revising an actions, ideas and thoughts considering possibilities and specific characteristics of toddlerhood.

Keywords: learning; project approach; research; toddlers

Tomaž ZUPANČIČ

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THE METHOD OF AESTHETIC TRANSFER AS CONTEMPORARY APPROACH IN PRESCHOOL ART EDUCATION

The paper investigates the use of the method of aesthetic transfer in the early stage of art education. In the introduction, basic assumptions are discussed. The connections between children's artistic expression and artworks are emphasised. The method of aesthetical transfer is defined. We emphasise that visiting art exhibitions and the use of the method of aesthetic transfer should become a part of preschool teacher training curricula. In the empiric part, an example of artistic activity on the basis of artworks by Jackson Pollock is presented. The case study research is done within the framework of the Slovenian preschool curriculum. A qualitative methodology was used. We monitored the activity, recorded the children's responses and analysed their final works of art. The data were collected from a non-random sample of preschool children aged five and six. A total of 20 children were involved. The purpose of the research was to shed light on the importance of developing the aesthetic sense in the preschool period. We further sought to present the use of the method of aesthetic transfer. In the last part, individual criteria for the evaluation of the educational process and children's artwork are analysed.

Keywords: art education, early childhood, Jackson Pollock, aesthetic transfer

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ACTIVITIES IN THE KINDERGARTEN AND THE DEVELOPMENT OF CHILDREN'S INTELLIGENCE

Gardner's model that differentiates between specific types of human intelligence created new research questions in the field of multiple intelligences. Parents and experts working with children should collaborate in order to monitor individual development and interests. That can be achieved by accepting and respecting all children as they are and by developing their intrinsic motivation. A positively shaped brain creates better conditions for a spark, which can turn into an eternal flame. The development of children starts in the uterus, so early stimulation is important. After childbirth, the development of the brain is determined by experiences and neural activity that will have a beneficial effect on children's cognitive development. The presentation will show activities that facilitate the cognitive development of children and were developed through experience in working with children at the kindergarten. Children's development is at its peak before the age of five, and that is when children learn the fastest and are the most motivated to receive new cognitive data. Children are full of potential that needs to be recognized on time so that they can receive positive influence from their immediate surroundings. The purpose of this presentation is to provide an overview of different approaches to developing children's intelligence through educational activities.

Keywords: early stimulation, intellectual development of children, multiple intelligences

Werner BIGELL

The University of Tromsø – The Arctic University of Norway

ACADEMIC FREEDOM: LAST STAND OF THE IVORY TOWER OR MODEL FOR EDUCATION?

This article argues that the concept of academic freedom is useful because it provides a critical contrast to ongoing educational reforms in Norway and in other countries that are carried out in the spirit of efficiency and quality, preparing students for the labor market. The article discusses shortcomings of the reform process and concludes that a critique of the reforms (such as the Bologna process) needs a broader definition of freedom. Here Hannah Arendt's definition of double-tiered freedom is useful, and its main characteristics, the absence of instrumentality and its element of play can not only be applied to university research but to all levels of education.

Keywords: freedom, Arendt, play, Huizinga, instrumentalization

Herbert ZOGLOWEK

University of Tromsø – The Arctic University of Norway

**BILDUNG: KNOWLEDGE, LEARNING, COMPETENCE OR ...
? - KLAFKI'S THEORY OF CATEGORICAL BILDUNG FOR "THE
SCHOOL OF THE FUTURE"**

Since the middle of the last century, the theory of general education (Allgemeinbildung) of the German reformer W. Klafki has had a sustained influence on educational policy, educational theory and curriculum development, especially in German-speaking and Scandinavian countries. The article briefly outlines the concept of categorical Bildung, then focuses on the current discussion of Norwegian curricula by examining the Official Norwegian Report (NOU 2015:8) "The School of the Future," and inspects the connectivity of categorical education with the currently favoured competence orientation. It can be stated that competence orientation shifts the balance of knowledge and learning in favour of learning, i.e. formal Bildung. The challenge of future schooling is to renew the interaction between teachers and students based on content knowledge, own experiences and disciplinary knowledge.

Keywords: general education (Allgemeinbildung), categorical Bildung, competence-orientation, NOU

Adrijana VIŠNJIĆ JEVTIĆ

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TRAINING EDUCATORS AS A RESPONSE TO NEW FAMILY AND EDUCATIONAL INSTITUTION CO-OPERATION PARADIGM

This paper considers the new role of the family in education, and deals with the shifting paradigm of collaborative relations between families and educational institutions. In analyzing the existing curricula of the educators' training, this paper tries to determine if the education follows the new trends and requirements of family and institution co-operation. The analysis results show that education for co-operation with parents is an integral part of the majority of curricula. The results show that the desired educational outcomes support the shift of collaborative paradigms. It remains unclear whether the education only affects the knowledge of future educators or leads to a change in their beliefs, which are the foundation of their personal co-operation paradigm.

Keywords: family, education, educators, educational institutions

Herbert ZOGLOWEK

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FUNDAMENTALE ERLEBNISSE – REFLEXIONEN ZU EINER BILDUNGSTHEORETISCH BEGRÜNDETEN FRILUFTSLIV DIDAKTIK

In diesem Artikel wird Friluftsliv ('Frei-Luft-Leben' = Draussen-Aktivitäten), ein zentraler Inhalt des norwegischen Sportunterrichts, einer bildungstheoretisch orientierten didaktischen Analyse unterzogen. Indem paradigmatisch auf das Konzept der kategorialen Bildung von Wolfgang Klafki zurückgegriffen wird, werden Reflexionen zum Bildungsgehalt des Inhalts 'Friluftsliv' angestellt. Der Anspruch des Friluftsliv-Unterrichts, das Erlebnis als Ausgangspunkt eines Lernprozesses zu gestalten, lässt sich durchaus in den von Klafki beschriebenen Grundformen des Elementaren und Fundamentalen verorten, und damit Ansätze einer bildungstheoretisch begründeten Didaktik des Friluftsliv aufgezeigt werden.

Schlüsselbegriffe: Friluftsliv, Erlebnis, Kategoriale Bildung, das Elementare, das Fundamentale

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HOW FUTURE PRESCHOOL TEACHERS PERCEIVE THE DEVELOPMENT OF EARLY LITERACY SKILLS THROUGH PLAY – IMPLICATIONS FOR THE IMPROVEMENT OF NEW COMPETENCIES

In addition to promoting wholesome development, the Preschool Program focuses on the development of early literacy skills (phonological awareness, naming and recognizing letters, vocabulary, narration, interest and concept of the press). Play is the prevailing way to acquire the necessary competencies of children during the process of transition, so the purpose of this study is to analyze the types of games and resources they use. The study included 42 students of the Faculty of Teacher Education in Rijeka. Based on the qualitative methodology, within the framework of the Linguistic-communicative integrated curriculum, it was found that most students independently develop incentives and use different types of games. Although the effects have shown expected results of using such games, which has had a positive effect on the development of early literacy skills but also on the overall well being of children, they are not equally directed at the development of all early literacy skills.

Keywords: child well-being, preschool curriculum, early literacy, play, future preschool teachers

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SELF CONSTRUCTION OF KNOWLEDGE – TRUTH OR MYTH?

In literature, we can frequently witness about terms of knowledge (self) or (co) construction (Piaget according to Vasta, Haith, Miller 2005.) of children at an early age as a starting point of understanding the way of learning.

According to Slunjski (2006.), learning is knowledge co-construction, understanding the world through questioning and verifying own concepts in communication with others who are equal and changing the stand of existing concepts, deepening the understanding and upgrading the knowledge.

This statement exactly makes the core of my presentation with practical examples – in which way would the educator's understanding abilities contribute creating optimal conditions for complete individual child development in a way of creating socio-material context as a support to the knowledge transformation process.

While displaying process of children (six year olds) learning, I will mostly hold on reassessing and changing the stand on knowledge from mathematics and physics because they are specific and, in some way, measurable (knowledge about statics, t-dot, ratio of sizes, fractions, permeability of materials and similar)

With insight in photo documentation while (self) reflecting, I will display that a child is more than capable to change the stand and cross to the next development zone in stimulating socio-material surroundings without direct influence of an elder.

Keywords: knowledge co-construction, understanding of an educator, socio-material context, knowledge transformation, zone of the next development

Željka PINTAR

SOCIAL TRANSFORMATIONS AND PEDAGOGIC INTERPRETATIONS OF PREFERRED EDUCATION OF TRADITIONAL AND CONTEMPORARY CHILDREN

The paper discusses the changes of pedagogical paradigms depending on the socio-historical context in which they emerge. Different historical periods, marked by their knowledge, needs and interests, form distinctive political, economic, cultural and educational environments. It is precisely for this reason that understanding individual pedagogical paradigms is possible only through consideration and appreciation of the context in which they are carried out. The value ranking of individual pedagogical concepts that do not share the same historical background in which they take place is considered unjustified. The paper emphasizes the importance of pedagogic centrism, precisely so that every modern pedagogical paradigm can affirm its own independent value. Contemporary educational approach often speaks of its characteristics by comparing them with traditional ones. It is explained how a child is affirmed in his individuality in the educational process in the Republic of Croatia only after the establishment of an independent, democratic state. The socialist period upbringing is explained as defective, harmful for a child. However, both of these pedagogical paradigms are completely socially adequate - the traditional educational pattern fully meets the needs of a socialist society, just as contemporary is appropriate to a democratic society of capitalist orientation. The educational process promotes goals that are considered worthwhile in the community at a certain time. As society changes, and there are no universal pedagogical truths, it is necessary to emphasize the importance of a research approach to current educational reality formed in a contemporary pattern of educational activity in order to see the advantages and disadvantages of that approach. It is important to observe the characteristics of the current pedagogical paradigm through objective perception of its positive and imprecise elements in order to systematically affect the welfare of the child to whom it is predominantly intended.

Keywords: traditional educational paradigm, contemporary educational paradigm, institution for early and pre-school education

Jasmina HADELA

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EDUCATION FOR SUSTAINABLE DEVELOPMENT IN KINDERGARTENS - THE ROLE OF INITIAL EDUCATION AND PROFESSIONAL DEVELOPMENT OF PRESCHOOL EDUCATORS

The aim of this study is to gain insight into defining the concept of sustainable development by the educators, the encounter with terminology during initial education, as well as their opinion on the possibilities and desires for professional development in the form of sustainable development issues. A qualitative research was conducted for this purpose, and as a data collection strategy a standardized interview with open type questions was used. The results indicate that educators, although claiming to be familiar with the concept of sustainable development, they are most commonly associated only with elements of ecological dimension. During the initial education, most of the educators had the opportunity to attend some of the courses with the topic, but on the other hand they stated that there is almost no professional development on the theme of sustainable development.

Keywords: concept of sustainable development; competences in education for sustainable development; education of preschool educators.

Diana NENADIĆ-BILAN

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PARTICIPATION OF PARENTS IN PRESCHOOL DRUG ABUSE PREVENTION ACTIVITIES

The purpose of this study was to examine the participation of parents in drug abuse prevention activities that are organized by preschool institutions and the local community. A sample of parents (N=350) with preschool aged children from three counties participated in this study. It was found that 0.3% and 4.6% of them participated in drug abuse prevention activities organized by preschool institutions and those organized by the local community, respectively. The data indicates a lack of mutual activities aimed at drug prevention between parents and activity organizers. A significant association was found between the participants' level of academic achievement and their motivation to participate in drug abuse prevention activities (Fisher $P < .001$). Parents who smoked tobacco, which can be considered a socially acceptable addictive substance, were also less likely to participate in drug abuse prevention activities organized by preschool institutions ($\chi^2 = 4.74$; $P = .029$).

Keywords: drug abuse, preschool age, universal prevention

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MODERN VIEW AT RISK-CONTAINING EDUCATIONAL ENVIRONMENT

The educational system in modern conditions characterized by high content of the different risk factors. At the same time, the modern system of teachers' education does not take into account these risks. Quite the opposite, during the teachers' educational process in the university there is quite common an idealization of the future professional environment.

The study raises the problem of the introduction of noxological components into the system of teacher education as a condition for the effective formation of teachers' readiness to work in risk. The research method is a comparative analysis of scientific pedagogical literature. The aim of this comparative analysis is to identify the state of risk-oriented pedagogy and forecasting its further development.

As a result of comparative analysis we suppose to get a diversified discussion of the most common approaches to the definition of the concepts of risk, danger and attitude to these concepts in the system of teachers' training. Clapper (2010) underlined, that while many researchers study safe learning environments that are physically safe, it is important to explore a safe learning environment from the psychological safety perspective and ways to establish such one.

Classical Teacher education does not teach students to anticipate and resolve conflicts of school life, does not form emotional readiness to work in dangerous conditions. The consequence of this approach are such negative phenomena and diseases of teachers as psycho-emotional burnout, psychosomatic diseases, stress, and as a result the departure of young personnel from the profession. That is why it is important to study and to introduce the key concepts of "noxological competence" and "noxological activity" into the system of teachers' education.

Keywords: risk, educational environment, noxological competence

Rigmor MIKKELSEN
UiT The Arctic University of Norway

DANNELSE` AND THE SYSTEM OF MEASUREMENT IN EDUCATION

From the turn of the millennium, we have seen a new governance regime prevail in the Norwegian education sector. The introduction of the curriculum Kunnskapsløftet in 2006 focused on competence goals and testing of basic skills. The publication of student results meant that teachers and school leaders were now responsible for the results of the students. In this paper I discuss what consequences the new measurement regime has for the school's overall purpose about the pupils' 'dannelse'. 'Dannelse' involves the development of the whole human being. It focuses on the individual's personality development through a content that provides depth and has the potential to engage and touch the students. 'Dannelse' is assumed to take place in a community where diversity is recognized through the dialogic meeting. In the paper I therefore look at how the goal management regime can help to undermine the place of dialogue in the education.

Keywords: measurement regime, 'dannelse', dialogue

Anita RONČEVIĆ, Dušica KAILER
Faculty of Teacher Education, University of Rijeka, Croatia
Kindergarten More, Rijeka, Croatia

VISUAL ARTS EXPRESSION OF CHILDREN WITH IMPAIRMENTS AS A CHALLENGE FOR A CONTEMPORARY EDUCATOR

One of scientific challenges was the denial of myths about visual arts expression of children with impairments with a statement that they "can't do anything". The authors view variations in visual arts development of children with impairments in relation to children without impairments through diverse elements of the didactic-methodological field: the elements of visual arts language, the use of visual arts techniques, the determination of visual arts typology and the visual arts development. It was interesting to research the symptomatology of the impairments of observing children in their environments: problems in communication, social interactions, resistance to change. The research was conducted in 2017 in the kindergarten Rijeka in groups of children which attended special programmes for children with impairments. Nineteen respondents were included in the research.

Due to the scarcity of research in the field of studying visual arts expression of children with impairments, the importance of the research was directed towards the cognition of their visual arts capabilities in different fields of visual arts, but also towards the necessary conditions needed for the realisation of the stated, which related to a motivating environment and methodological adaptations of the preschool teacher.

Keywords: visual arts, children with empairments, education, research

Blaženka BAČLIJA SUŠIĆ, Jasna KUDEK MIROŠEVIĆ
University of Zagreb, Faculty of Teacher Education, Croatia

A CHILD'S WELL-BEING AND HOLISTIC DEVELOPMENT THROUGH ART-EXPRESSIVE THERAPIES IN PRESCHOOL EDUCATION

Preschool teachers during their educational practice encounter children, both with and without disabilities who suppress their emotions, carry certain scars, and sometimes traumas of everyday life that they are not able to verbally express. Art-expressive therapies are one of the ways and means by which a child can express his emotions, thoughts, vision, fantasy, perception, etc., thus contributing to reducing anxiety and generally having a more comfortable stay in a preschool institution. Such a spontaneous, creative and syncretic expression involving different art media (music, art, dance, drama, literary expression) with the possibility of expressing the child's inner world and experience, also provides many other benefits and contributes to its well-being and full development. The aim of the study is to examine how many preschool teachers are familiar with the concept of art-expressive therapies and how well they are aware of the benefits of the therapeutic and transformative strength provided by different art's media as its basic components. In addition, their interest in further training within certain art fields wants to be examined as well as the field of art-expressive therapies as an integrative, syncretic and multimodal form of communication and creative expression.

Keywords: art-expressive therapies; well-being; full development of the child; preschool teachers; preschool educational institution

Tomaž BRATINA

University of Maribor, Faculty of Education, Slovenia

MILLENNIAL PRE-SERVICE TEACHERS AND ICT IN EDUCATION

Implementation of ICT in contemporary education induces contact with technologies in the early phase of education. Consequently, students became at a certain level the experienced users of technological means. However, the students are generally the end-users and therefore unfamiliar with required background tasks. The knowledge and experience students gain during education, and everyday life is often overrated but still very welcome in introducing ICT capabilities in education. Attending the study course about ICT in education, pre-service teachers suddenly change from end-users to the mediators of learning contents. In the present research, the initial level of knowledge and experience of pre-service teachers and their opinions including progress estimation after the course completion were investigated by conducting the dedicated survey and statistical analysis. The findings point to the difference between initial knowledge, experience or self-estimation and actual ability to cope with challenges of practical use of ICT in education. Students often understand the comfortable level of knowledge about ICT as the mastering of their mobile devices where many of them are uncertain in approach to ICT means in education.

Keywords: ICT in education, pre-service teacher, millennials, education, syllabus

Elena MERZLIAKOVA

Institute of Education and Pedagogy, Arctic University of Norway

PRESCHOOL TEACHER'S ROLE IN LEARNING SITUATIONS: STUDY OF RUSSIAN AND NORWEGIAN STUDENTS VIEW

The study's aim is to look at the terms of dialog between understandings of preschool teacher role in learning situations in Norway and Russia. Data for the study are texts on specific learning situations, written by students from Russia and Norway. The Bakhtin-inspired discourse analysis is used for analysing the data. Results shows that the preschool teacher role is understood differently by the different student groups. The Russian students thought that learning happens when children learn something new in special organized and supervised situations. The preschool teacher has a leader role during the organized activities. In the Norwegian preschools, learning is part of the everyday life and mixed with all activities during the day. The preschool teachers are supposed to understand and follow children's initiatives.

Keywords: preschool teacher role, learning situations, dialogue, Norway, Russia

Renata ČEPIĆ, Vanessa ŠĆULAC

University of Rijeka, Faculty of Teacher Education, Rijeka, Croatia
Kindergarten Rijeka, Croatia

THE CONTEXT AND CHALLENGES OF THE PRESCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT: A QUALITATIVE ANALYSIS

The aim of this study was to gain a deeper understanding of the preschool teachers' professional development. Using the qualitative approach, the specific goals referred to gaining insight into the educational perceptions of the key events, stimulations and obstacles during professional development, the positioning and experience of one's roles, responsibilities and functions, and the vision of the future of the preschool teaching profession. We used the drawing of the river of professional development, the narrative method, and the technique of creating an educational biography with 13 preschool teachers. It can be concluded that the application of the educational biography enables preschool teachers to better understand their professional paths and design their development plans.

Keywords: preschool teacher, professional development, qualitative research, method of the educational biography

Miroslav HUZJAK

University of Zagreb, Faculty of Teacher Education, Croatia

RHYTHM IN THE CHILDREN'S ARTISTIC EXPRESSION

Rhythm is a phenomenon that is based on repetition and change, which we observe everywhere in visible and invisible nature. The rhythmic structure is built into life itself, repeating breaths and exhalations, heartbeats, steps, changings of day and night or seasons. This indicates that rhythm is always related with time. Rhythm provides security, because it is based on a pattern that is repeated or varied, rhythm is not inclined to improvising or coincidence. Rhythmic motifs appears in different arts, because we find it in repetition of the forms on the surface of painting or bodies in the space of sculptures, the patterns of windows, columns and ornaments in architecture, but we also know about the musical rhythms, dance rhythms and rhythms in poetry. Many artists, using compositional rhythmic syntagms, have built bridges between different arts (for instance, between painting and music). In visual education, the rhythm is very grateful for the creation of interdisciplinary links between different disciplinary languages, primarily by using rhythm as common grammar. This way, the transfer of learning can be achieved. By repeating the same concept in different school subjects, students can accelerate memory and understanding of learning content. However, in order to achieve transfer of learning, the transmitted term must exist in both areas between which the transfer occurs, the transfer must be reciprocal.

Keywords: art education, rhythm in different arts, transfer of knowledge

Ana VALJAK ČUNKO, Hana GRBIĆ
University of Zagreb, Faculty of Teacher Education, Croatia
Kindergarten Maslačak, Zagreb, Croatia

COMMUNICATION TECHNIQUES IN TEAM WORK BETWEEN EDUCATORS AND PARENTS

Relationship between parents and educators has one primary goal and that is child development and satisfaction of children's needs. Good teamwork between parents and educators is crucial for normal child development. Quality communications achieve good teamwork between educators and parents. Not only do they communicate on daily basis when bringing and taking home children to and from preschool, but parents and educators also communicate through written messages, during individual conversations, during parent's educator meeting.

Parents and educators function as a team whether it is teaching children not to use diapers, when organizing field trips, doing projects together etc. The most important factor in teamwork is quality communications, therefore in this article communication forms are being explored in order to increase quality of teamwork and possible solutions that arise in communication obstacles.

This article explores cooperation between parents and educators and whether they participate in teamwork or not. Positivist methodological approach is used in this article, quantitative methodological technique. By using a survey, the question whether parents and educators understand teamwork was questioned, levels of communications that they use, and their role in teamwork.

Keywords: educator, parent, communication techniques, team work

Oliver HOLZ

KU Leuven, Faculty of Economics and Business, Belgium

EUFIN: INNOVATIVE INTEGRATED TOOLS FOR FINANCIAL LITERACY EDUCATION ACROSS EUROPE

There is need for increased financial education in view of widespread financial illiteracy and the benefits for individual well-being and society at large that are associated with high levels of financial literacy. Although the OECD policy recommendation to introduce financial education at school is well accepted, there is no consensus on the optimal way to implement financial education at school. By developing innovative materials on financial literacy education, and testing these materials in tertiary and secondary schools, the European EUFin project will provide evidence based tools to improve financial literacy education.

EUFin involves 14 different partners from five European countries – Belgium, Estonia, Italy, Slovakia and the Netherlands. Taking a cross-sectoral approach, cooperation between these countries is proposed for the project, with universities, secondary schools and organisations dealing with financial literacy promotion participating from each country respectively.

Keywords: financial education, secondary education, European project ERASMUS+, strategic partnership

Viktorija NEVISTIĆ

Primary school Ivana Cankara Zagreb, Croatia

WHAT IS OF KEY IMPORTANCE OF THE EDUCATIONAL SYSTEM REFORM FOR HAPPY AND SATISFIED STUDENTS AND PARENTS?

This paper is based on a longitudinal observation of the students' needs from the teachers' perspective, who aspire to change teaching methods and different approaches to new generations of students in the era of digitalization. A problem that arises is connected with the increasing pressure of the parents on the teachers' grading and their own children. One of the solutions of the aforementioned problem lies in strengthening of the students' confidence; by changing their perception about lifelong education and supporting their development into satisfied young people through recognition of individuality.

A school that is student-focused needs a teacher who is going to approach new generations holistically. Students and their parents want a school without ranking and grading. A school that is focused on encouragement and inclusiveness of children's' individuality by raising self-confident young people, capable of thinking, creating and developing in accordance with their capabilities and abilities.

The paper investigates the importance of changing the approach towards a student for achieving success, as well as, the attitude of parents on the necessity of change.

A happy child influences parents' attitude towards school, which should take into consideration the child's needs. Thus, this paper questions what is fundamentally important for achieving satisfaction of students and parents throughout primary education. Along with, why do they believe that a reform of education system is needed.

All parents whose children are a part of the "Experimental program School for life" have also participated in this research.

Keywords: education system reform, parents' satisfaction, holistic approach, school success

Dubravka GRGOŠIĆ-DRAGIĆ
Kindergarten Savica, Zagreb, Croatia

SUSTAINABLE DEVELOPMENT IN THE KINDERGARTEN – AN INVALUABLE SOURCE OF CREATIVE EXPLORATION AND EXPRESSION

In this paper, I will describe the development of an environment in which children can influence the preservation of nature in their surroundings. Encouraging children to care for plants creates a basis for experiential learning. Children were able to plant new fruit trees alongside existing trees in the courtyard of kindergarten “Savica” in Zagreb. While they were planting their orchard, they learned about the importance of trees for people. Daily activities in that environment allowed children to discover characteristics of trees and its different parts, such as the trunk, branches, leaves, bark, and stumps. In addition to their cognitive development, those activities improved their awareness about ecology and conservation of nature, as well as creativity in visual arts. In this paper, I describe how the project “Tree” developed by taking into account children’s interests, active engagement, and enjoyment in caring for plants. I noticed that the frequency of visual arts activities increased and more children participated in those activities. Their artwork was imaginative, original, and without motives derived from stereotypical patterns. Children were immersed in their visual arts activities, and the experience they gained through exploring trees allowed them to remain completely relaxed and confident during their creative process. Participation in the creation of a natural environment in which they explore, learn, and create also contributed to using more materials to create their artwork. In addition to traditional materials and techniques, children also used natural materials and materials they had recycled more often than before.

Keywords: creative exploration, ecology, sustainable development, visual arts

Ivana VISKOVIĆ

University of Split, Faculty of Humanities and Social Sciences,
Department for Pre-School Education, Croatia

IDENTITY AS A FACTOR OF CULTURE IN EARLY CHILDHOOD AND PRESCHOOL EDUCATION INSTITUTIONS

The quality of institutional early childhood and preschool education is determined by many visible and latent factors. Public education policies define guidelines that are adapted to authentic conditions, personal pedagogic paradigms and children's personalities in practice (informally). Specific identity is formed as a recognizable level of culture in a specific community. Identity may be interpreted as selfhood, a group of characteristics which make an individual and/or a community unique and different from others. From the aspect of community culture, identity unites the values as starting point and desired outcomes of the educational process, accepted norms, customary behavior, rituals and ways of communication. Artefacts may be part of the identity and have the meaning of communication transfer.

This paper analyzes recognizable dimensions a specific institution's identity, as it is understood and reasoned by the educators - part-time students of the graduate program of early childhood and preschool education.

Keywords: analysis, professional development of kindergarten teachers, learning communities

Marijana MIOČIĆ
Kindergarten Radost, Zadar, Croatia

PROFESSIONAL COMPETENCIES OF EDUCATORS FOR WORKING WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES

Inclusion of children in the early and pre-school education system is the foundation of a human society in which the values of acceptance of diversity are incentives rather than obstacles in the educational process. Throughout history, the joint education of children without development difficulties and children with developmental difficulties has gradually gained its legal form and is now supported by a series of legal and subordinate acts. Inclusion process with children with disabilities acquire different experiences, participate in activities that encourage the development of social relations with other children, educators and the environment. Educators with their attitudes, professional beliefs, pedagogical know ledge and abilities help the child in his growth and development in an inclusive environment. Positive attitudes of educators to inclusion of children with disabilities in the system of regular education are one of the key factors of successful inclusion implementation.

For the needs of the research the attitudes of the educators were examined in relation to the inclusion of children with disabilities in the system of pre-school and pre-school education. The results show that educators have a positive attitude towards inclusion with the view that they lack the competence to work with children with disabilities. The questionnaire was made up of the statements with which the respondents stated that they were reaching the level of the Likert type.

Keywords: inclusion, children with developmental difficulties, educators, competences for working with children with disabilities, inclusive environment

Katja KOZJEK VARL
Primary school Malečnik, Slovenia

THE INFLUENCE OF CONTEMPORARY ART ON THE CREATIVITY OF TWELVE YEAR OLD PUPILS

In the article we present the results of the research, which examined the influence of contemporary fine art on the creativity of twelve year olds. For the purpose of research, we used the creativity test, which we performed in two steps, that is, the initial and final step. The test was carried out on two research samples of 12-year-olds, in an experimental and control group of pupils (N = 30/48). The results show a positive impact of quality contemporary art practices on the development of artistic creativity in twelve year olds.

Keywords: contemporary art, artistic creativity, elementary school, creativity test

Siniša OPIĆ, Tihana KOKANOVIĆ

University of Zagreb, Faculty of Teacher Education, Zagreb, Croatia

University of Zagreb, Faculty of humanites and social science, Croatia

THE COMPARISON OF PRINCIPALS' PROFESSIONAL COMPETENCIES IN PUBLIC AND PRIVATE PRESCHOOL INSTITUTIONS

The development and quality of preschool education institutions can be gauged in part by the professional development of its staff, which is associated with the principals' awareness regarding the importance of ensuring conditions for enhancing the professional development of their institutions and teaching staff. Therefore, principals should have the competencies needed to develop and maintain a community that values and supports learning. The aforementioned subject is part of a larger research conducted by the latter author, so this paper will focus on the comparison of preschool principals' self-assessment of their professional competencies. The aim was to examine the relationship between some dimensions of their professional competencies and the size of their respective institutions, sector (public or private), and the duration of their mandate. The Professional Competencies Self-Assessment scale was administered to a sample of principals working in Croatian preschool education institutions (N=42). In the context of the comparative research design for analyzing the dependent variables between subsamples, the Mann-Whitney test was used. Spearman's correlation coefficient was used to assess the joint variability of the variables. Although no differences and no correlations were found, results of the one-sample t-test indicate that preschool principals tend to report high, favorable assessments of their own competencies.

Keywords: preschool education institution principals; professional competencies; public and private preschool education institutions

Vesna PIKL

Centru za vzgojo, izobraževanje in usposabljanje Velenje, Slovenia

USE OF ACCESSORIES TO HELP PUPILS WITH DISABILITIES IN SPECIFIC AREAS OF LEARNING IN PRIMARY SCHOOL

In primary schools pupils with learning difficulties have to face many problems in connection to acquiring, reinforcing and testing their knowledge. There are some adjustments that are regulated by law. However, it depends on an individual school how and whether they enable them or not. There are various reasons for these adjustments being correctly implemented, which are based on the teachers, special needs teachers and the school management. If these adjustments are performed in a clear and understandable manner, they generally help the pupils. The results can be used as a basis for cooperation between teachers and special needs teachers and can also be seen as an opportunity to make and use unified aids at schools.

Keywords: pupils with disabilities in specific areas of learning, pupils with specific learning difficulties, accessories.

Marijana ŽUPANIĆ BENIĆ

University of Zagreb, Faculty of Teacher Education, Croatia

THE ROLE OF PREVIOUS ART EXPERIENCES IN STUDENTS' SELF-REFLECTIONS AFTER CONDUCTING VISUAL ARTS ACTIVITIES IN EARLY CHILDHOOD AND PRESCHOOL EDUCATION

Self-reflection is an important part of initial teacher education and lifelong professional training. When students reflect on their practical experiences in the application of visual arts teaching methodologies, they are able to better understand education in practice and critically examine their performance so that they can develop and improve their professional competencies further. The purpose of this study was to determine how previous education in the arts was associated with the students' reflections on their performance. A sample of 185 first- and third-year early childhood and preschool education students from the Faculty of Teacher Education, University of Zagreb participated in this study. The results showed that students who consider themselves more proficient in the arts given their previous experience were more likely to be satisfied with their overall performance in the classroom and more confident in the evaluation phase than students who did not consider themselves as proficient. It is also important to note that third-year students were significantly more self-critical than first-year students. Those results indicate that previous experiences in the arts can improve students' confidence for practical teaching experiences during initial teacher education, but initial teacher education helps them understand their potential for improvement.

Keywords: initial teacher education, professional competencies, art education

Jerneja HERZOG

University of Maribor, Faculty of Education, Slovenia

MULTIMODALITY AS A DIDACTIC PRINCIPLE IN LEARNING ABOUT PUBLIC SCULPTURES

Abstract

The observation of aesthetic objects plays an important role, since pupils in artistic activities must acquire a technique of observation according to their direct visual quality. It is necessary to follow three levels, namely, perception - perceiving the artwork with all the senses and relaxing emotions, the reception - verbalization of images, and the reaction - productive action or response to the work of art. The sensitivity of observing aesthetic objects is not limited to works of art in galleries and reproductions of works of art used by the teacher in fine arts classes, but also in a wider, such as in local environment, where pupils also encounter public plastics on a daily basis. Therefore, it is the task of the teachers of fine arts to approach the pupils in an appropriate way and to acquaint them with these artistic values.

In the article, we present the results of a qualitative research, where, through the multimodal didactic principle, we learned about one of the most important monuments in the city of Maribor, the monument of the National Liberation War of sculptor Slavko Tihec. Through multimodality, pupils, through the various communication channels, adopted the message and the artistic value of the mentioned public sculptures.

Keywords: multimodality, didactic principles, fine arts, public sculptures

Višnja RAJIĆ

University of Zagreb, Faculty of Teacher Education, Croatia

TEACHERS AS AGENTS OF CHANGE

Abstract

Education system is recognized as an inert, traditional system. Due to these characteristics it is resistant to the process of change, but is therefore in a constant state of reform efforts. Experience shows that endless reform attempts, for the sake of the reform itself, are not successful. Even more, in an inert system such as education, persistent reform processes are the source of permanent difficulties.

Although there is no simple solution to this problem, the author recognizes the teacher as a key factor in the process of successful attempts to change and innovate the education system. The paper analyzes the preconditions that need to be met in order for teachers to realize their potential as the agents of change. The author emphasizes the importance of teacher education institutions, which should provide programs that enable the development of innovative, professional teachers, ready for lifelong learning. During their education, teachers should acquire the competences needed to ensure successful conditions for learning and teaching processes of all students and to develop awareness of their significance for the development of the society. The teacher as agent of change is autonomous and authentic, aware of his own moral responsibility and acts in accordance with personal beliefs and values in a school as a learning community.

Keywords: teachers, change, learning communities, teacher education

CONFERENCE PROGRAM

23.5.2019. - 19.00 **Exhibition and networking**

24.5.2019. - 10.00 **Opening ceremony**

10.30 - 11.30 Vijećnica 313
Keynote speeches:

Doc.dr.sc. Višnja Rajić
TEACHERS AS AGENTS OF CHANGE

Doc. dr. sc. Adrijana Višnjić Jevtić
TRAINING EDUCATORS AS A RESPONSE TO NEW FAMILY AND
EDUCATIONAL INSTITUTION CO-OPERATION PARADIGM

Paralel Sessions (I)
12.00 - 13.30

Session A
Room 322

Moderator: Marijana Županić Benić

Blaženka Bačlija Sušić, Jasna Kudek Mirošević
A CHILD'S WELL-BEING AND HOLISTIC DEVELOPMENT THROUGH
ART-EXPRESSIVE THERAPIES IN PRESCHOOL EDUCATION

Marijana Županić Benić
THE ROLE OF PREVIOUS ART EXPERIENCES IN STUDENTS'
SELF-REFLECTIONS AFTER CONDUCTING VISUAL ARTS ACTIVI-
TIES IN EARLY CHILDHOOD AND PRESCHOOL EDUCATION

Siniša Opić, Tihana Kokanović
THE COMPARISON OF PRINCIPAL'S PROFESSIONAL COMPETEN-
CIES IN PUBLIC AND PRIVATE PRESCHOOL INSTITUTIONS

Miroslav Huzjak
RHYTHM IN THE CHILDREN'S ARTISTIC EXPRESSION

Session B
Room 320A

Moderator: Antonija Balić Šimrak

Herbert Zoglowek
FUNDAMENTALE ERLEBNISSE –
REFLEXIONEN ZU EINER BILDUNGSTHEORETISCH BEGRÜNDETEN
FRILUFTSLIV DIDAKTIK

Jürgen Kühnis, Nancy Eckert
EDUCATION FOR SUSTAINABLE DEVELOPMENT IN SWISS TEACHER
EDUCATION – CASE STUDY UNIVERSITY OF TE SCHWYZ

Oliver Holz
EUFIN: INNOVATIVE INTEGRATED TOOLS FOR FINANCIAL LITERACY
EDUCATION ACROSS EUROPE

Kirsten Elisabeth Stien
A METHOD-SUGGESTION IN CONTEMPORARY TEACHER EDUCATION:
FOCUS ON MICRO-CULTURES WHEN IDENTITY PROCESSES
AS LOCAL AND GLOBAL CITIZENS ARE IN QUESTION

13.30 - 14.30 Lunch Vijećnica 313

Paralel Sessions (II)
14.30 - 16.00

Session C
Room 322

Moderator: Ana Valjak Čunko

Maja Proštenik Vujičić, Marina Puškar
THE PROJECT APPROACH WITH TODDLERS, CHALLENGES AND
POSSIBILITIES

Ana Valjak Čunko, Hana Grbić
COMMUNICATION TECHNIQUES IN TEAM WORK BETWEEN
EDUCATORS AND PARENTS

Jasmina Hadelá

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN KINDERGARTENS - THE ROLE OF INITIAL EDUCATION AND PROFESSIONAL DEVELOPMENT OF PRESCHOOL EDUCATORS

Katarina Šeravić

ACTIVITIES IN THE KINDERGARTEN AND THE DEVELOPMENT OF CHILDREN'S INTELLIGENCE

Dubravka Grgošić-Dragić

SUSTAINABLE DEVELOPMENT IN THE KINDERGARTEN – AN INVALUABLE SOURCE OF CREATIVE EXPLORATION AND EXPRESSION

Session D

Room 320A

Moderator: Adrijana Višnjic Jevtic

Jürgen Kühnis

NATURE AS A PLACE OF LEARNING – MUCH MORE THAN JUST A GREEN BACKDROP EDUCATIONAL POTENTIAL AND CHALLENGES FOR SCHOOL PRACTICE

Rigmor Mikkelsen

DANDELION AND THE SYSTEM OF MEASUREMENT IN EDUCATION

Herbert Zoglowek

BILDUNG: KNOWLEDGE, LEARNING, COMPETENCE OR WHAT? - THE SIGNIFICANCE OF KLAFKI'S THEORY OF BILDUNG FOR "THE SCHOOL OF THE FUTURE"?

Werner Bigell

ACADEMIC FREEDOM: LAST STAND OF THE IVORY TOWER OR MODEL FOR EDUCATION?

Leysan R. Kayumova, Venera G. Zakirova, Maria O. Aleksandrovich
MODERN VIEW AT RISK-CONTAINING EDUCATIONAL ENVIRONMENT

16.00 - 16.30 Coffee break Vijećnica 313

Paralel Sessions (III)
16.30 - 18.00

Session E
Room 322

Moderator: Blaženka Bačlija Sušić

Sanja Tatalović Vorkapić, Vesna Katić

THE CHALLENGES OF TRANSITION AND ADAPTATION AMONG EARLY AND PRESCHOOL AGED CHILDREN FROM THE EARLY CHILDHOOD EDUCATORS' PERSPECTIVE

Marijana Miočić

PROFESSIONAL COMPETENCIES OF EDUCATORS FOR WORKING WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES

Elena Merzliakova

PRESCHOOL TEACHER'S ROLE IN LEARNING SITUATIONS: COMPARATIVE STUDY OF RUSSIAN AND NORWEGIAN STUDENTS VIEWS

Renata Čepić, Vanessa Šćulac

THE CONTEXT AND CHALLENGES OF THE PRESCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT: A QUALITATIVE ANALYSIS

Session F
Room 320A

Moderator: Ivana Visković

Nina Ljubičić

SELF CONSTRUCTION OF KNOWLEDGE – TRUTH OR MYTH?

Diana Nenadić-Bilan

PARTICIPATION OF PARENTS IN PRESCHOOL DRUG ABUSE PREVENTION ACTIVITIES

Vesna Katić, Sanja Tatalović Vorkapić

HOW FUTURE PRESCHOOL TEACHERS PERCEIVE THE DEVELOPMENT OF EARLY LITERACY SKILLS THROUGH PLAY – IMPLICATIONS FOR THE IMPROVEMENT OF NEW COMPETENCIES

Ivana Visković

IDENTITY AS A FACTOR OF CULTURE IN EARLY CHILDHOOD AND PRESCHOOL EDUCATION INSTITUTIONS

25.5.2019.

Paralel Sessions (IV)
10.00 - 12.00

Session G

Room 320A

Moderator:

Jerneja Herzog

Tomaž Zupančič

THE METHOD OF AESTHETIC TRANSFER AS CONTEMPORARY APPROACH
IN PRESCHOOL ART EDUCATION

Anita Rončević, Dušica Kailer

VISUAL ARTS EXPRESSION OF CHILDREN WITH IMPAIRMENTS AS A CHAL-
LENGE FOR A CONTEMPORARY EDUCATOR

Jerneja Herzog

MULTIMODALITY AS A DIDACTIC PRINCIPLE IN LEARNING ABOUT PUBLIC
SCULPTURES

Matjaž Duh

MONITORING THE DEVELOPMENT OF ART APPRECIATION OF STUDENTS
IN MASTER'S STUDIES IN ELEMENTARY EDUCATION

Session H

Vijećnica 313

Moderator: Marijana Županić Benić

Tomaž Bratina

MILLENNIAL PRE-SERVICE TEACHERS AND ICT IN EDUCATION

Vesna Pikel

USE OF ACCESSORIES TO HELP PUPILS WITH DISABILITIES IN SPECIFIC AR-
EAS OF LEARNING IN PRIMARY SCHOOL

Désirée Fahrni

LEARNING TO CONTROL ONE'S OWN LEARNING

12.00

Concluding remarks & Closing of the Conference

