



ATEE 2018 Spring Conference

“Designing Teacher Education and Professional Development for the 21st Century: Current Trends, Challenges and Directions for the Future”

Book of abstracts



**Ministry of Science
and Higher Education**

Republic of Poland

The organization of the ATEE 2018 Spring Conference "Designing Teacher Education and Professional Development for the 21st Century: Current Trends, Challenges and Directions for the Future" – funded under the contract no. 550/P-DUN/2018 from financial resources of the Minister of Science and Higher Education dedicated to the popularisation of science

Third Generation Learning in Business English and Management

JELENA STEPANOVA

University of Latvia

helen_stepanova@inbox.lv

Business English and Management are among the main subjects in business education. The implementation of befitting teaching-learning approach, such as team-based learning, allows students to engage into educational process and demonstrate higher achievements in its acquisition. The article reflects the results of empirical research on team-based learning implementation in Management Business English courses in three different colleges and universities in Latvia, where participated 150 first, second, third and fourth-year students, who mastered their skills and competences reaching an academic success through this approach. Team-based learning in teaching Management and Business English proved to be a successful tool as it assisted to academic success in discipline, communication and understanding of the business environment peculiarities through teamwork and critical thinking and majority of students gave a positive feedback. The research demonstrated that team-based learning gives more freedom and authorizes the students to be more responsible for their own studies and knowledge as the process involves both individual work and teamwork and the contribution to the team is significantly important there. Self-determination in studies leads to an academic success towards life-long competences and proves team-based learning approach to be a useful and transformative tool for teaching Management and Business English.

Coaching in Education: Understanding its Scope, Impact and Potential

RACHEL LOFTHOUSE

Leeds Beckett University

r.m.lofthouse@leedsbeckett.ac.uk

Over the last two decades research into coaching has suggested that it is a successful form of professional development for impact on student outcomes (Joyce and Showers, 1988) and offers good opportunities for professional development (Veenman and Denessen, 2001). However, Lofthouse and Leat (2013) found that its potential was often undermined in schools. This new research is based on the question:

What opportunities do coaching approaches create for professional development in education, and how can we understand the scope and impact of these opportunities?

Data in relation to this question will be collected through analysing six conversations between coaches who work in different education contexts. The aims of their coaching include to develop teaching quality, to enable inter-professional learning, to support leadership development, and to facilitate positive and productive relationships through cultural change in educational communities. These conversations are being held in public as part of a networking event, and will be followed by open discussion with an audience. Each conversation will be audio-recorded and transcribed for analysis, and the main themes emerging from the open discussion will be noted.

A thematic analysis will be used to reveal the working practices of the coaches, and what evidence of change they recognise in the contexts in which they work. The theoretical model used will be The Theory of Practice Architectures (Kemmis et al. 2012) which focuses attention on the ‘sayings’, ‘doings’ and ‘relatings’ as indicative of the socio-cultural semantic, physical and social spaces that are employed and altered through coaching. The emerging conclusions will be shared with the participating coaches providing an opportunity for clarification and validation.

This research is undertaken in England where provision of professional development and teacher education has undergone a significant evolution over the last decade. The traditional roles of both local education authorities, government-led national strategies and universities have diminished in favour of a ‘school-led self-improving system’, the creation of Teaching Schools, Multi-Academy Trusts and The Chartered College of Teaching and a rapid growth of private companies, charities and consultants working in the field. Coaching is part of this trend;

but it takes many forms and there is insufficient research relating to its efficacy. There are no nationally approved qualifications or standards for coaches working in educational contexts. This research will help to establish some of the current trends, challenges and emerging opportunities of coaching to support or even transform teacher education and professional development.

‘Being Seen, Being Noticed, Being Moved’. Shaping Social Skills of Pedagogy Students Through Work with the Body

ELŻBIETA KRYSZTOFIK-GOGOL

University of Białystok

e.krysztofik@uwb.edu.pl

Social competences belong to key skills in the teaching profession. They are considered to be consistent, functional, used in practice, and a personally-conditioned set of knowledge, experience, abilities, and social skills. Thanks to this set a person can undertake and develop creative relationships and relationships with other people, actively participate in the lives of various social groups, fulfill various social roles satisfactorily and effectively overcome emerging problems. Social competences include skills such as: rewarding (ability to provide social reinforcements that affect maintaining a relationship, increasing attractiveness and enabling a greater impact on a person); empathy and ability to take on other people's roles (especially important in team work); assertiveness; verbal and non-verbal communication; social intelligence and problem-solving skills; the ability to benefit from self-presentation.

A high level of social competences, especially communication skills are an important element determining the effectiveness of teachers' work (Spitzberg and Cupach, 2002). One of the possible ways to develop and improve these competences is training through working with the body. This proposal is based on the use of exercises and physical tasks carried out in the group (students of pedagogy). In the report referred to in this presentation, I used the techniques of dance/movement psychotherapy, and in particular the Authentic Movement. The idea of this method is simple: there is a mover and a witness. A mover closes his/her eyes and waits for the appearance of a movement impulse. The person has to follow the impulses flowing from the body - it is to be his / her guide. The witness's task is to carefully observe his own experience and experience of the mover. After some time, the witness closes the movement session and there is a verbal dialogue about what has happened. The mover speaks and then the witness reflects his/her own experience of the session without judging it. The aim of this movement task is to meet two perspectives - a mover and a witness, and then the internalization of both experiences. This is an opportunity for a mover to experience being observed, noticed, accepted, and for a witness - a chance to consciously observe his/her own experience of being in nonverbal contact with another person (mover).

The reported project provides for six 90-minutes sessions in a group of 12 students. Before the beginning of the first class and after the last class, students fill in a specially constructed questionnaire examining how they refer to others. After each session, they describe their experience and share their reflections (about noticeable changes in the area of social competences) in written and verbal form.

Simulation-based Technologies in Teacher Education

(Using Foresight Sessions as an Example)

LEYSAN KAYUMOVA

VENERA ZAKIROVA

Kazan (Volga region) Federal University

First Author Email Address: kaioum@mail.ru

In the context of today's world the benefits of using practice-orientated technologies in tertiary education are becoming apparent. Such technologies enable future professionals to effectively build their knowledge and skills through engaging in hands-on activities. This approach helps university graduates bridge the gap between their theoretical knowledge and profession-specific practical skills. Simulation-based technologies are among most effective practice-orientated technologies. Kazan Federal University has been using simulation-based technologies for preparing future teachers to work under risk since 2016. These technologies provide opportunities for students to experience professional situations charged with risks while being in the controlled safe environment.

Methodology. Over the course of the study at the first stage in order to identify the scope of the problem the following methods were employed: survey and Heim's coping strategies assessment. At the second stage the method of pedagogical modeling was used. The model of simulation-based technologies included forum theatre, business games and case-study methods.

Results. At the first stage the levels of student preparedness for work under risk were assessed. Students demonstrated low levels of behavioral and emotional coping strategies along with an inability to deal with risk. This makes it reasonable to argue in favor of introducing simulation-based technologies into the system of teacher education.

In the course of our work we organized an experimental student research group 'Safe educational environment'. First year students enrolled at the programme 'Elementary school education and foreign (English) language' made up our experimental group. Case studies, business games and forum theatre were incorporated into our new educational model. Students were offered to solve problem-based case studies which later were transformed into the scripts for the forum theatre. At the moment we are working towards reinforcing the existing educational model with communication-centered business games. These games have been created by transforming simulation-based games initially designed for the preparation of experts working with survivors.

The close work with our experimental group along with our research efforts enabled us to create a foresight session technique. Foresight sessions form a unique framework for beginning the work on a particular issue. In the course of this work various case-studies are solved and reinvented into the ideas for forum theatre performances. Afterwards a focus group discusses the results.

Conclusions. Simulation-based technologies provide students with behavioral and emotional preparation helping them develop personal traits and noxological competencies necessary for dealing with risk.

Keywords: teacher education; noxological competence; simulation technologies; informational university space

Research on the Identities of Teachers in Schools Integrating Elementary and Middle School Education

WAKIO OYANAGI

Nara University of Education

oyanagi@nara-edu.ac.jp

In northern European countries such as the Netherlands, Denmark and Sweden, some schools at the compulsory level are bringing together elementary and early middle school, with instruction carried out in a systematically integrated fashion. In Japan, until now, as a school as a compulsory education school, elementary school (six years), junior high school (three years) have been conducting educational activities at separate schools. However, even in Japan, discussions have been made on the way of compulsory education. Then, in April 2016 a new school structure was officially recognized in the compulsory education system, and instances of this new type of school were established in Japan.

In this research, we have focused on school leaders and teachers working at six schools at the compulsory level, each of which is pursuing a program of integrated education (integrated elementary and early middle school education). By way of conducting interviews and questionnaires with educators in these schools, we have sought to clarify how their attitudes towards efforts to date in achieving integration might differ, varying on factors such as 1) school classification, 2) gender, 3) number of years engaged in integration, 4) the form of implementation (a combined or divided institution). Regarding the results, we have found that along with the progression of elementary and early middle school integration, there was a tendency for male and female managers and educators, who had until that point experienced a different education environment focusing on elementary schools, to feel some anxiety regarding their identity. This tendency was also found to be more marked among women. However, we have also found that, as a result of this anxiety as regards their identity, staff in charge of elementary education were more inclined towards vigorous discussion of issues during staff meetings, and collaborative work on developing teaching materials. On this point, it was surmised that staff in charge of middle school education did not feel a particularly large change when placed in schools conducting integration of elementary and early middle school levels. This indicates the possibility that in such integrated schools the elementary schools have become more like middle schools.

The PGCE (Primary) Experience

ANITA BACKHOUSE

University of Lincoln

abackhouse@lincoln.ac.uk

Maintaining the teacher workforce through recruitment of new teachers, or by retaining existing teachers, is high on the political agenda in the UK (House of Commons Education Committee, 2017). Furthermore, primary school teacher supply is of global concern (United Nations Educational, Scientific and Cultural Organisation Institute for Statistics (UIS), 2016). Therefore, when preservice teachers make the decision to drop out of their teacher training programmes before completion this is worthy of further investigation. This mixed-methods institutional case study focussed on one English higher education institution's Postgraduate Certificate in Education (PGCE) (Primary) teacher training programme to better understand patterns in enrolment, and the preservice teachers' sense of attachment or detachment to it. The research questions were:

- How and to what extent are gender, age and undergraduate degree classification associated with a successful PGCE (Primary) programme outcome?
- What is the lived experience of a group of student teachers enrolled on a PGCE (Primary) programme and how does this impact their sense of attachment to or detachment from the programme and to primary school teaching as a career?

As part of the mixed-methods approach, a quantitative methodology was adopted that explored institutional patterns of student teachers success in the gaining of qualified teacher status (QTS) and of programme dropout. Data were collected from five cohorts of student teachers (n=705) enrolled on the one-year PGCE (Primary) programme. Regression analysis revealed that statistically, male student teachers were 2.6 times more likely to drop out of the programme than females, and dropout became more likely with increasing age. However, despite the statistical significance, the practical significance of these findings was limited and there were groups of student teachers for whom the regression model did not fit.

Descriptive phenomenological analysis of participant interviews (n=8) revealed a complex social experience driven by the quality of relationships; the student teachers' developing teacher identity, and the extent to which they could reconcile their individual identities and values. These findings led to a revised conceptual framework for the PGCE (Primary) experience that illuminated a discrete but transient PGCE (Primary) community of

practice in which individual student teachers feel able to persist with their teacher training and enter a career in teaching or make the decision to drop out. There are implications for teacher training programme design and support mechanisms for student teachers.

Key words: Pre-service teacher training; communities of practice; dropout; phenomenology.

Is Innovation an Investment in the Process of Teacher Education and Professional Development?

ELŻBIETA JASZCZYSZYN

IWONA LEWKOWICZ

University of Białystok

First Author Email Address: eljaszczyszyn@gmail.com

It is quite common practice in Polish educational institutions to develop innovative programs. They enable their authors to combine their interests, passions or curiosities (use of desirable competencies) with vocational education and training (developing their own necessary competencies).

An attempt has been made to determine whether pedagogical innovations are the investments in the process of teacher education and professional development, and whether innovative programs are perceived by the authors and executives themselves as a contribution to their lifelong learning and professional development process.

The documentation has been analyzed of two innovations implemented in kindergartens (2015-16, 2017-18) and one which is being implemented in the first class of primary school (2017-20), publications devoted to them, as well as photographic and chronicle documentation. To supplement the information obtained, an interview was conducted with one of the innovation authors.

Pedagogical innovations give the authors a sense of agency, create opportunities to use the necessary and desirable competences in situations of occasional learning of children, a holistic approach to educational situations, to fulfill themselves as a teacher-assistant in the process of supporting children with their own activities. It is not blameworthy to seek, during their implementation, their own and children's well-being.

Innovation planning and implementation encourages and motivates the staff of educational institution implementing innovations to introduce new, own programs addressed to children and parents, encourages the use of the potential of the local environment, sharing their own experiences through the publication and promotion of ideas, including social media.

Key words: innovation, teacher's competences, children education, professional development

Conceptualising Professional Communities among Teachers

JAMES UNDERWOOD

University of Northampton

james.underwood@northampton.ac.uk

In this paper I explore via an extended review of literature varying ways in which professional communities are defined within academic literature related to education. This is pertinent to teacher education in the 21st century because of the current emphasis in many countries on school and teacher development via the creation of professional communities. There are a range of over-lapping definitions of what a professional community is that inform this paper. Wenger's theoretical model of 'communities of practice' (Wenger, 1998; Wenger-Trayner & Wenger-Trayner, 2015) is discussed including whether it is a meaningful and appropriate model with which to understand the communities that teachers specifically belong to. This is because this communities of practice model, which encompasses professional communities as well as other forms of community, has significantly influenced almost all subsequent model building in this area since 1998. Another significant term commonly presented in policy documents is 'professional learning communities'. The relevance and challenges posed by this term are also explored as is the ways in which conceptualising oneself as a member of a professional community may present challenges and the difficulties faced when trying to create and sustain professional communities. Research that defines teaching as an isolated or individualistic profession is also explored to provide contrast to these models which emphasise the significance of communities. This paper addresses five significant areas of debate in a structured way. I begin with the potential identity of individual members of a professional community, I then conceptualise the boundaries of such communities. Then I discuss the challenges posed by recognising community membership and by research that suggests that teaching is an inherently individualistic profession. In a final section I address the potential for knowledge sharing and for communities to cross national boundaries. This paper is intended to open up debate in this area in order to break down potentially simplistic and fossilised notions of what a professional community may be. Its contribution to the wider academic debate is that it will enable a rich discussion which will inform the wide range of empirical research on communities that is currently taking place in universities across Europe and beyond. It will form a nuanced critique to models of school improvement that emphasise the importance of communities and will ask exactly what these communities need to be.

An Exploration into the Value of Formative Assessment and the Barriers Associated with the Implementation of Formative Strategies

FRANCES GREEN

University of Northampton

frances.green@live.co.uk

This paper explores the increasing complexities associated with formative assessment for teachers, with a focus on the discrepancy between well-intentioned theory and current classroom practice. This paper is an exploration into the value of formative assessment and the barriers associated with the implementation of formative strategies in an ever-changing educational society. It is a small case-study research project. The paper suggests an innovative and original conceptual framework that is used to analyse the collected data. This pioneering framework is built upon three key benefits of formative assessment and three barriers to the implementation of formative assessment.

The case-study had three stages. The initial stage was creating the conceptual framework. Secondly, the emerging stage of data collection that consisted of questionnaires and both individual and group interviews. The third was the fundamental and thought-provoking data analysis. This considered the societal expectations of teachers to bring forward learning in a rapid way to compete with other nations internationally, while acknowledging the limited training that prepares teachers for this challenging working environment and thus considering the strain this has on individuals and collective groups within education. While this study was small-scale, it was felt that had the scale been much larger, the results would have varied but the themes may have remained comparable and pertinent.

Many areas of the paper are particularly interesting and have sparked the curiosity to explore and research further, such as the use of formative assessment to ensure that teachers act within the moment and modify their teaching based on the feedback from implemented strategies. However, the area that was of most interest was the barrier of self-efficacy. Self-efficacy was an unanticipated theme, however all the dependencies that self-efficacy can be affected by has been a particularly interesting area to explore.

The paper is concluded by sharing the findings from the research that I suggest would be interesting areas for further research. I also reflect on the study as a teacher researcher and the essential requirement to modify teacher training to move forward at a faster pace to support the demanding expectation and content that is mandatory in the classroom.

Training Needs for Business Education Teachers Professional Development for Twenty-First Century Teacher Education Programme in Nigeria

UDEME AKPAN

Federal College of Education

udyakpan2011@gmail.com

The study examined the training needs for business teachers' professional development for twenty-first century teacher education programme in Nigeria. Three research questions were formulated to guide the study. Stenhouse theory on professional development activities of teachers was found relevant and reviewed accordingly. Ten teachers were randomly selected from ten higher institutions of learning in Nigeria as sample; survey instrument was developed by the researcher and was used for data collection. Data obtained was analyzed using statistical package for social science while mean and standard deviation was used to answer the research questions. The result of the study revealed that business education teacher programme should focus on the development of knowledge base of the profession and improvement of standard for professional performance, and the restricting of unlicensed teachers into the profession. This implies that the policies and standard for business education must be reviewed to enhance teachers' professional development. The study concluded that the training needs of business education teachers should be matched with the 21st century teaching facilities.

To Be or Not to Be – the Case for Professionalising Teacher Educators

JENNIFER YAMIN-ALI

University of the West Indies

jyaminali@gmail.com

This study focuses on the professional identity of teacher educators in a university-based teacher education institution. Its purpose is to identify ways in which teacher educators in a university setting could improve their professional practice and better cope with the demands and expectations of their position. This research is framed within the theoretical construct of professional identity and falls within the qualitative research paradigm. Purposive sampling was used and the instrument for data collection was a semi-structured interview. It builds upon on this researcher's earlier case study which examined tensions in the work of twenty-one teacher educators. Most of these practitioners who had come to the teacher educator position directly from the classroom had not been prepared for challenges such as conducting and publishing empirical research, team work, expanded teacher educator roles and insufficient opportunity for professional growth. The study reports briefly on two interventions which emanated out of those findings. Using data from those interviews, this study also presents findings on how those twenty-one teacher educators have been going about improving their practice, how they felt they have been growing professionally during their tenure as teacher educators, what impact they felt their work has had, and in what ways they saw their research as having impact on their practice.

Discussion and conclusions consider implications for the roles and responsibilities of teacher educators in light of literature in the field and written statements made in the international fora including the Caribbean in which this study is located. Such literature and statements focus on issues of human resource development, learner needs and teacher requirements. In this study, the professional preparation of teacher educators is examined within the context of new and emerging needs in education, demonstrating that the teacher educator's status as professional requires continuous and broad-based development with a telescopic focus on macro issues in education.

Key words: teacher educators, professionalization, roles, development

Initial Teacher Education Policies: a Comparison Between Italy and UK.

Recent Trends and Future Prospects

FRANCESCO MAGNI

University of Bergamo

francesco.magni@unibg.it

In our complex and global societies, the European education systems are facing tricky challenges. In the face of profound and “epochal changes”, both the aims and the structures of the European education systems must be rethought from the roots. Even if the education policies drawn by EU Member States are greatly harmonized, it is not a secret that the European education systems (and, above all, the Italian one) leave many students behind intellectually, civically and morally. Educational leaders disagree about why this is so.

Teacher Education policies could have a great impact to face the educational challenges: the topic is questioned in many EU countries where education policies are wondering even more frequently about the best ways to attract young prepared, and motivated graduates to the teaching profession. Rethinking how attract, educate and support teachers, is a pressing issue, with the teaching profession across Europe strongly affected by demographic trends.

Learn to teach is a long process, continuous and complex, in which intertwine various factors: theory, epistemology discipline, interpersonal relationships between teachers and between teachers and students. Therefore, teacher education has to integrate different perspectives simultaneously, encouraging to act in a thoughtful way, essential for a real practitioner. Train teachers who are able to think and act, and vice versa, and are able to think, judge, redesign its own acts is increasingly crucial in front of the new challenges in the global context.

In particular, this topic is very up-to-date in Italy, where the government is trying to reform and modernize the school system (Law No. 107/2015 and Legislative Decree No. 59/2017, concerning the reform, adaptation and configuration of the initial teacher education system for secondary teachers). Through a documentary analysis of the Italian and English legislation and policy documents, the paper will draw a comparison between the two countries, highlighting recent reforms within the current regulatory context. Furthermore, the paper aims to present an “experimental” model for secondary teacher training in Italy, around the “apprenticeship paradigm” and work-based learning.

**Advanced Pedagogical Methods in VET: a Study of the Methodological
Development of the Hungarian Vocational Education System
and its Social Background**

ÁGNES GYŐRI

Corvinus University of Budapest

agnes.gyori@uni-corvinus.hu

In our research we tried to find answers for the question: how do changing circumstances and conditions impact on the methodological development and the content of the vocational education, as well as the pedagogical professional work in Hungary? The key issue of our research is to reveal what kind of experiences the teachers have had with innovative pedagogical methods used in Hungarian vocational education. Neither the interview nor the questionnaire aimed to address pedagogical-methodological questions, as it is accepted that these methods are generally working well in practice according to the professionals. Instead, our study deals with the social background of the application of these pedagogical methods: which characteristics of the educational institutions and which attributes of the professionals help or hinder the application of teaching methods. By the use of combined data collection, we gained information conducting questionnaire survey about 286 professional and potential teachers in the economic and agricultural sector, while 17 semi structured interviews were also carried out. We set up regression models, furthermore we analyse the interview summaries through social network analysis. The social network analysis showed that institutional system problems interfere with the daily usage of these innovative teaching methods. The multiple regression analysis revealed that the ‘sector/profession’ quasi-independent variable in the case of all teaching methods is significant, but the ‘teaching experience/age’ influences the application of some methods that build upon reflection or interactivity. It is particularly thought-provoking finding of the research that the using of advanced pedagogical methods primarily depends on the teacher’s participation in professional trainings and not on what they studied at university.

**Non-governmental organizations' role in the process of developing
teachers, tutors and students competences
to work in culturally diverse space of education**

ANNA MLYNARCZUK-SOKOŁOWSKA

University of Białystok

a.mlynarczuk-sokolowska@uwb.edu.pl

Poland is a country with a relatively low degree of cultural diversity. Working with children with migrant background is still a big challenge for the Polish teaching staff. Properly designed methodology of work with culturally diverse group and foreign children are essential elements of students' education and integration. Non-governmental organizations in Poland have a very important role in the process of developing teachers, tutors and students' competences to work in culturally diverse space of education.

The main purpose of the poster presentation is to show (on the basis of results of own studies and practical experiences):

- challenges of Polish intercultural education related to teaching staff education and their needs;
- exemplifications of educational initiatives developing teachers, tutors and students' intercultural competences and work methodology in the field of intercultural education;
- opinions of teaching staff about intercultural training initiatives undertaken by Polish non-governmental organizations.

Modernization Project of Teacher Training in Russia:

NArFU Experience and Results

ELENA VOROBEVA

Northern (Arctic) Federal University

vorobeva@narfu.ru

In 2014 the RF Ministry of Education initiated a complex project aimed at the modernization of the Russian teacher training system in accordance with the new occupational standard of a teacher and new federal standards of general school education.

The main goals of the project included:

1. Development of the competence model (“a portrait”) of a modern teacher who is capable to work in accordance with the requirements of the occupational standard and meet the new challenges of school education;
2. Implementation of various tracks of teacher training;
3. Implementation of competence approach into the system of teacher training;
4. Development of a variety of professional modules for teacher training study programmes at different levels;
5. Reinforcement of cooperation between schools and teacher training universities for practical training of students;
6. Development of new educational standards and methodological support for new programmes piloting and implementation;
7. Piloting the new modules and programmes in partner universities;
8. Dissemination of the project results by networking with teacher training universities and schools, by organizing conferences and in-service training.

The project was realized in Russia in 2014-2017 by 13 teacher training universities that developed the new professional modules and programmes and 52 more universities that piloted the materials and gave their feedback.

The Northern (Arctic) Federal University (Arkhangelsk, RF) was one of the project participants and took part in two project stages. In 2014-2015 the university developed and piloted 3 professional modules aimed at training philology teachers, 2 of them can be integrated in any teacher training programme at bachelor level. In 2016-2017 the university developed and piloted materials for several professional programmes for training high school teachers in philology, foreign languages and informatics.

While developing the new modules the NArFU team implemented the key principles of the project: integration of subject, psychology and pedagogy fields; practical focus; flexibility of educational tracks.

Competence-based approach, continuity of different levels of teacher training (bachelor, master, PhD) and networking on a large scale became the key ideas of the second stage of the project.

The university disseminated the project results in 2015 and 2017 hosting the all-Russia conferences and organizing in service training for Russian teacher training universities.

Due to the project results the NArFU has developed and implemented the new procedures for launching new teacher training programmes that are based on the competence-based approach and networking with schools and partner universities.

Self-Assessment, Stress and Performance in Teacher Education

OTILIA CLIPA

DIANA SINZIANA DUCA

Stefan cel Mare University

LILIANA MATA

“Vasile Alecsandri” University of Bacău

First Author Email Address: otiliac@usv.ro

Recent research has focused on the dispositional traits of students as potential predictors of academic performance. Specifically, researchers have found academic performance to be influenced in various degrees by personality traits (Higgins, Peterson, Pihl & Lee, 2007; Nguyen, Allen, & Fraccastoro, 2005), efficacy expectancies (Bandura, 1997), different types of goal orientation (Harackiewicz, Barron, Tauer, & Elliot, 2002), and various related cognitive strategies (Pintrich, 2004). Despite the established linkages between a variety of personality traits, learning-related phenomena and academic performance, some of the conceptualizations of individual characteristics remain unexplored. For example, core self-evaluations (CSEs) is a construct that reflects the “fundamental assessments that people make about their worthiness, competence, and capabilities” (Judge, Bono, Erez, & Locke, 2005, p. 257). Previous studies have found CSEs to impact outcomes such as satisfaction, performance, and general life satisfaction (Chang, Ferris, Johnson, Rosen, & Tan, 2012; Judge, Van Vianen & De Pater, 2004; Judge et al., 2005; Piccolo, Judge, Takahashi, Watanabe, & Locke, 2005).

The aim of this study is to test the mediating role of core self-evaluations in the association between anxiety, life satisfaction and academic performance through structural equation modeling (SEM). Based on the studies that have shown the relationships of anxiety with academic performance (Eysenck, 1992; Zeidner & Matthews, 2005) and life satisfaction (Arrindell, Meeuwesen, & Huyse, 1991; Pavot & Diener, 1993; Asberg, Bowers, Renk, & McKinney, 2008, Serin, Serin & Özbaú, 2010), and relationships of core self-evaluations with life satisfaction (e.g., Judge et al., 1998; Song et al., 2012; Sun et al., 2013; Tsaousis et al., 2007) and performance (Piccolo et al., 2005; Srivastava, Locke, Judge, & Adams, 2010), it was predicted in this study that core self-evaluations might act as a mediator of the impact of anxiety state in exam situation on performance and life satisfaction.

POWER-NET: Academic Tutoring in Poland as the Object of Research, Institutional Policy and Reflective Practice of Academic Teachers

BEATA KARPIŃSKA-MUSIAL

University of Gdańsk

lingbet@ug.edu.pl

Educational institutions and their academic milieus live presently in the times of constant change. What changes, however, is rather the style and pace of this change, i. e. the artefacts, contexts or socio-cultural demands which decide about the necessity to reformulate the so far practices in education. The very fact of processual modification is, however, unquestionable and has already turned into another paradigm in social and humanistic sciences: the paradigm of change (Fullan 1995).

The proposed paper aims at presenting one form of change observed in Polish education: implementation of academic tutoring in the context of Quality Teaching in a higher education institution (Biggs 2003). As an active tutor, academic teacher, researcher and practitioner who educates pre-service teachers and has coordinated a European project of embedding tutorials in the Polish public university, the author of this proposal plans to discuss a specific entanglement of tutoring in the net of various powers having poignance in the contemporary academic community. Theoretical grounds for tutoring as top quality education outside Oxbridge shall be introduced, as well as a project of training teachers to work as tutors and doing their actual reflective practice for 3 years at the University of Gdańsk shall be described. Chosen results of research based on ethnography of organization, as well as action research conducted by the author during the project has brought preliminary conclusions as for the efficiency, attractiveness and deep educational value of tutoring for both pre-service and in-service teachers' professional development in an institution.

Final conclusions of the paper shall bring the picture of a polyphony of powers that affect the success of professionalization of teachers' work based on authentic, personalized relation with a student in the times of change. As it shows, this success is the resultant of not only tutors' training aimed at their practical skills, competence and knowledge expansion, but also of institutional policy and support by research in situ and research development in the field. Hence, tutoring as personalized education can be metaphorically nested in a 'power-network' in an

institution: a very specific pattern of multifarious impact factors characteristic for each and every university.

Keywords: academic tutoring, university as a learning organization, Quality Teaching, reflective practice, professional development

Standards-Based Curriculum Quality Audit: Responding to Educational Reform in The Philippines

JOY HARDY

University of New England

jhardy4@une.edu.au

Philippine education has been transformed by the recent introduction of a K to 12 curriculum, outcome-based education and the Philippine Professional Standards for Teachers (PPST). Preparing teacher educators and pre-service teachers to meet the combined demands of these reforms is a key element in ensuring their success. This paper presents the aims, methods and findings of a curriculum development project that was undertaken to ensure that pre-service teacher education curricula are outcome-based, K to 12 compliant and aligned with the PPST. Action research, involving curriculum mapping (Arafeh, 2016) based on the PPST, was used in the development of the 'Curriculum Quality Audit' (CQA). CQA was rolled out in a train-the-trainer project, known as the 'Pre-service Teacher Education Curriculum Quality Audit Partnership' (CQAP), to capacitate faculty in Teacher Education Institutions to review and enhance pre-service teacher education curricula in response to the educational reforms. The relevance and efficacy of CQAP were investigated through Cluster and Rasch analysis (Bond & Fox, 2007) of pre- and post-CQAP participant surveys. The findings show the relevance and efficacy of the CQAP in terms of knowledge of and/or skills in the application of curriculum mapping, the PPST and outcome-based education. CQA was also theorised vis-à-vis 'practice theory', 'practice architectures' and 'ecologies of practice' (Kemmis, 2009; Kemmis et al., 2014), which extends the understanding of CQA beyond the simple application of a procedure and extends the reach of its application to pre-service teacher education curricula and teacher educator professional development beyond this specific study.

References:

- Arafeh, S. (2016). Curriculum mapping in higher education: a case study and proposed content scope and sequence mapping tool. *Journal of Further and Higher Education*, 40(5), 585-611.
- Choppin, B. (1983). *The Rasch model for item analysis: CSE Report No.219*. Los Angeles: Center for the Study of Evaluation, University of California.

- Kemmis, S., & McTaggart, R. (2005). Participatory action research: Communicative action and the public sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *SAGE handbook of qualitative research* (pp. 559-603). Thousand Oaks, CA.: SAGE.
- Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P., & Bristol, L. (2014). *Changing practices, changing education*. Dordrecht: Springer.

Experiential Learning – Crossroads and Challenges in the Digital Age

HERBERT ZOGLOWEK

University in Tromsø, The Arctic University of Norway

MARIA ALEKSANDROVICH

Pomeranian University in Słupsk

First Author Email Address: Herbert.Zoglowek@uit.no

The technological or digital age has led to profound changes in the lifeworld and human lifestyles, which also affect the school and education sectors to a great extent. How can the current teaching and educational concepts meet these challenges? This question should here be considered and posed especially from the point of view of experiential education, which has experienced a boom in the past twenty, thirty years with its holistic approach, with learning by heart, body and mind.

Perhaps it is time to put experiential learning to a quality review.

First of all, it is to ask, whether experiences in an experience-inundated world still can have educational significance at all. In an experience-world, which today offers an abundance of experiences in almost all areas of life, the question of the deeper meaning of experiences, in a pedagogical perspective, is legitimated.

Second it is to ask, whether there is still room and need for real experiences, first-hand experiences, with all senses, in an increasingly virtual world and a more and more digital appropriation of this world?

And third the role of the teacher should be considered more closely, the special challenges of the teacher, in a pedagogy that does not want to let the experience unlearn. How can experiential education be planned and carried out in the digital world, not in contrast to, but with consideration and integration of digital teaching and learning technologies?

The contribution is a theoretical analysis and reflection on the possibilities and the importance of experiential education, which aims to counteract a disembodiment and dehumanization in the education and development of young people through the increasing technologization and digitization of the lifeworlds. Experience education stands for a search for meaning in a double sense: namely with all senses and for a deeper meaning.

Educational Policy Strategy of New Ukrainian School – Current Challenge for the Teacher Professional Development

ROMAN SHYYAN

Lviv In-service Teacher Training Institute

OLENA SHYYAN

Lviv State University of Physical Culture

First Author Email Address: r.shyyan@gmail.com

Recent complex change in Ukrainian society provoked deep reflection in educational communities at all levels. As a consequences of public discourse Key competencies corresponded to EU list (2006) are clearly mentioned in newly adopted Law on Education. Participative process of New Standards of General Secondary Education development is targeted to make this document instrumental. Competencies are cross-referencing to “obligatory learning outcomes” arranged by Subject Areas and levels/cycles of education (end of 2nd, 4th, 6th, 9th, 12th grades).

Competence-based approach has appeared in Ukrainian Education Policy Agenda at the very beginning of the Century. Since then it became a figure of speech, while was even reflected in National Standards of Education (2004, 2011). Concurrently wide range of relevant concepts (i.e. entrepreneurial, civic, health, sustainability etc.) has been incorporated into educational practice mostly because of different international projects.

Crucial point of the implementation strategy of New Ukrainian School is Teacher Professional Development, particularly in the area of curriculum development, which is according to new vision becoming teachers’ responsibility. Networking of teachers’ communities is the basis of this strategy. Existing network of In-service Teacher Training Institutions as well as several non-governmental initiatives is involved into this process.

It is argued that in the Ukrainian context the field of curriculum enquiry provides numerous tools to support teacher education and teacher development. Implications for current practice and future work are identified. We will discuss how we can link policy and practice in teacher professional development to better prepare teachers for new challenges.

Key words: educational policy, teacher professional development, curriculum development, competence based approach

Motivational Strategies of Local and Foreign Students: Socio-Cultural Commonalities and Differences

JULIA KAZAKOVA

Elabuga Institute of Kazan Federal University

kazakova696@gmail.com

This paper examines the commonalities and differences in the formation of intrinsic motivation of local and foreign students based on their socio-cultural background. Motivation has an important effect on academic achievement (Hidi & Harackiewicz, 2000), and is integral component of educational and instructional processes (Awan, Noureen & Naz, 2011). The article describes the psychological process in interaction with social and cultural environment and may serve as a tool for teachers to support developmental strategies. The sample consisted of 107 students of Kazan Federal University (56% Russians, 44% foreign).

Methods: Psychological questionnaires were used to rate importance and frequency of different motivational strategies. The qualitative approach was chosen because of its focus on meaning as it is understood in the context of participants' life experiences inside and outside of the auditorium (Creswell et al., 2007; Phillips & Schweisfurth, 2014). To clarify the motivation of the students in the classroom, the first part of the Rean technique was applied (Rean & Yakunin, 2014). Interviews and psychological questionnaires were used to understand the contrasts in internal goals for achievement in students, to rate importance and frequency of different motivational strategies.

Results: Tests and interviews showed that foreign students are well motivated by different factors which externally appear to present better conditions than those they have in their native towns. While most local students do not feel homesickness and loneliness from their families, they are more easily motivated by some intrinsic factors like developing important skills for future social roles or feeling the moral need to do so to feedback for parents' support. As teachers need to focus more attention on shaping students' goals and influencing their internal motivation, they must identify effective motivational methods to balance between foreign and local students and make this contrast in motivating factors relatively neutral.

Conclusions: Forming their initial learning motivation both foreign and local students tend to look back on those ideas and words they were given by parents, former teaches and friends. Motivated studies result in high-quality learning and conceptual understanding, as well

as enhanced personal growth and adjustment. Differing in some general attitudes, students still exhibit similar ways of developing internal motivation.

Key words: foreign students, international education, internal motivation, educational environment, sociocultural context

Teacher Education on Action Research Through Action Research: Activity, “Knowledge in Action”, Fun and Reflection

TONĆA JUKIĆ

ISKRA TOMIĆ KASELJ

University of Split

First Author Email Address: tjukic@ffst.hr

National education strategy implies that all Croatian universities need to develop and appropriately incorporate research activities into educational process. Following those recommendations, but also addressing the need for constant improvement of higher education and its alignment with students' needs and interests, action research was conducted as part of methodological courses with three groups of students at the Faculty of Humanities and Social Sciences, University of Split.

The aim of the action research was to enable students for the implementation of action research. The research started with the definition of initial values: activity, fun, "knowledge in action" and reflection. The concept of the course relayed on the three elements of change: knowledge about action research through the group planning, implementation and reflection in the course; introduction of entertaining collaborative activities that stimulate students and teachers' activity and awareness raising about the role of reflective practitioner. By comparing the initial and the final phase of action research, the efficiency of the teaching process with respect to the study group was examined.

The results show in the initial examination that teacher studies students were significantly less motivated to implement action research than pre-school education students and pedagogy students. Their self-assessment of competence for the implementation of action research was lower. In the final examination no difference in results was found in all examined (dependent) variables with respect to the study group. By comparing the initial and final results, it was found that the students had a significantly higher score in all examined dependent variables in final results compared to the initial examination. These quantitative indicators are supported by qualitative analyzes of students' responses to questions related to attitudes about the need to conduct research with early, preschool and school age children, as well as knowledge about action research and motivation to implement them.

The results show that the methodology of teaching through self-reflective, entertaining, active and practical work contributed to greater knowledge, motivation and self-assessment of competence for the implementation of action and other research. On the other hand, at the end of action research, students provided some answers on possibilities of improving teaching in

the methodology course. The answers were used for future course preparation in order to teach the implementation of the action research, so that overall action research results could be more complete and even better understood.

Addressing Reluctance among University Professors to Use English Mediated Instruction

JIM CONNOLLY

Atlantic Language Galway

jim.connolly@teachers.atlantic.ac

Given the status of English as the primary international academic language, and the related need for internationalisation both of classrooms and of campuses, the adoption of English Medium Instruction (EMI) has become a necessary step in higher education. Professors are increasingly pushed by their institutes to deliver their courses in English. In response, professors may demonstrate some willingness to deliver elective courses in English, where they feel the stakes are not as high as in required courses. Electives have more flexible content, and there is a greater need to attract and engage students, so professors are willing to take greater risks in course delivery and experiment with assessment methods.

In their core courses, though, they perceive a greater need for students to fully grasp the important subject-specific concepts dictated by demanding course curricula. Unless the core content is taught in L1, they construe, academic standards will drop because not all students have the requisite language skills – either the process language or the obligatory content language – to be able to successfully learn the course material with EMI. There is also the added question of the teacher's own English language competence, which may need improvement. But why do teachers sometimes perceive it possible to pursue both content and language goals in elective courses using EMI, but not in required courses? Surely the larger student cohorts in required courses can be afforded the same individual recognition as can smaller groups in EMI elective classes, allowing for a differentiated delivery that supports learners in the collaborative tasks that characterise such courses.

The solution can be found in allowing flexibility of course objectives, so that professors can seek to meet the learning needs of information age learners, by adding language goals and learning skills goals to the content goals of their courses. The paper explores how pursuing this three-way objective set leads to greater long-term gains by students, both in the acquisition of subject-specific concepts, and in the development of competences relevant in the internationalising academic and professional realms. Targeted training in the integration of content, language and learning skills goals into subject courses is required for teachers and

professors, so that they are motivated and capable of employing EMI methodology in their higher education courses.

Specific Social Educational Needs of the Adult Immigrants

ALEKSANDRA BATUCHINA

LIUDMILA RUPSIENE

REGINA SAVELJEVA

Klaipeda University

First Author Email Address: aleksandra.ro@gmail.com

The study was made within the ERASMUS+ KA partnership project “Improving the initial education of adult immigrants”. This study is based on the anonymous written survey with 1127 legal adult immigrants from outside the European Union in 6 countries: Lithuania, Latvia, Romania, Bulgaria, Italy and Belgium, conducted in 2017. The aim of the survey is to investigate what are the specific social educational needs of the immigrants living in mentioned countries. Statistical data analysis showed a big lack of educational information for adults immigrants for them upon arriving to the host countries and improved the importance of such information, especially found in the internet.

Studying Teachers' Conceptions on Being a Teacher

– Narrative Methods Compared

KRISTI PAAS

PÄIVI PALOJOKI

University of Helsinki

First Author Email Address: kristi.paas@helsinki.fi

Understanding and describing how teachers' identity develops has been in researchers' interests for some time. This area is challenging to study since it involves a complex mixture of professional and personal aspects – teacher's own background, skills, beliefs, values, understandings, as well as personal experiences from past are integrated into understandings of pedagogy, curriculum and teacher's role as the key figure in school development. Also, the discipline plays role in the defining oneself, especially when studying subject-teachers. Teacher identity is continuously developing, through personal interactions and interpretations. The narrative methods have been used in different studies to explore and understand these complex processes. Narratives can express how student teachers make sense of their own professional development within different contexts. Narratives give also insights for interpreting subjective and personal experiences and give meaning to them. In current paper we aim to characterize and compare the use of narrative methods in previous studies. We focus on both the use of the narrative method as data-collection tool, and on the results gained with this method. Our analysis is usable when designing future studies on teachers' professional identity.

Keywords: teacher identity, student teachers, narrative methods

Implementation of the Right to Education with Respect to Children with Special Educational Needs in the Republic of Belarus

VERANIKA RADYHINA

IRYNA TURCHANKA

Belarusian State Pedagogical University named after Maxim Tank

First Author Email Address: radygina@yandex.ru

The state policy in the sphere of education in the Republic of Belarus is based on strengthening the leading principles of the development of the Belarusian school, among which: state-public character of management; fairness, ensuring equal access to education; improving the quality of education for everyone.

The country adopted social standards in the field of education, a system of social support for students. The Republic of Belarus has a regulatory legal framework that regulates public relations in the field of education. The legal basis of the industry is the Constitution of the Republic of Belarus and the Code of the Republic of Belarus on Education.

Non-discrimination of Pedagogical Employees as a Basis of Professional Development

INNA KARAKULKA

INNA PETRASHEVECH

Belarusian State Pedagogical University named after Maxim Tank

First Author Email Address: inbash@mail.ru

The rights of educational workers is a firm Foundation to implement the quality of professional work and further professional development and self-development. The article discusses the types of discrimination in education. Knowledge of their rights and ability to use them will help teachers to protect themselves in taking place cases of discrimination against them.

Pre-School Teachers' View of Pre-School Pupils in Latvi

INETA HELMANE

University of Latvia

ineta.helmane@gmail.com

The 21st century with its rapid processes of globalization and changes in educational paradigm adds different important challenges to the wide range of tasks for schools. The desire for effective learning has become a driving force in the 21st century. Teachers need to focus on educational practices that provide all learners with knowledge and skills necessary to contribute to the global society. It is essential to create teaching/ learning content during which learners would comprehend, understand and link the acquired skills as well as knowledge with the existing situations in reality; apart from that, the content should ensure proper learners' development, satisfy learners' needs as well as interests within the study process; also, holistic approach in learners' development should be carried out.

Effective teaching is hard to define. It is argued that effective teaching is important for raising student achievement (Hande, Kamath & D'Souza, 2014; Mupa, 2015). Lorin (2004) suggested that effective teaching is one that produces demonstrable results in terms of the cognitive and affective development of the students and hence it is an important component in every teaching professional. It is argued that effective teaching involves far more than presenting content and methods used to convey that content. Equally important are the affective or emotional processes involved in learning, the integration and application of new information and social processes that take place between individuals and their environments (Illeris, 2002; Mupa, 2015).

Teachers' point of view about learners has an important influence on teaching / learning process, behaviour and practices, motivation, and positive learners' outcomes in preschool. Teachers should reflect on pupils' trends in nowadays as well as accept and work on preschool pupils development tendencies in 21st century.

The article describes and analyzes theoretical and empirical materials about teachers' view of pupils in the preschool. The aim of the article is to investigate the teachers' opinion about pupils in the preschool.

Key words: teachers view, pupils, preschool

The Importance of Physical Activity in the Normative Development of the Body Self During Adolescence. Pedagogical Implications

BEATA MIRUCKA

MONIKA KISIELEWSKA

University of Bialystok

First Author Email Address: beatamir1@wp.pl

Physical activity has a positive effect on the health of adolescents. It plays a significant role in their somatic, psycho-emotional and social development. The impact of physical activity on the mental body representations is little known. Hence, the major aim of the present study was to investigate the relationship between physical activity and the mental representations of the body. The following research question was posed: are there significant differences between adolescents presenting a different level of physical activity in terms of body schema, body image and body awareness. A group of 320 teenagers (162 girls and 158 boys) aged 14-16 (girls $M = 14,93$; $SD = 0,81$ and boys $M = 15,13$; $SD = 0,82$) participated in the study. They have completed the following measures: 1) a demographic survey, 2) A Battery of Tests of the Body Representation (Mirucka, 2017), and 3) a single item question about the intensity of physical activity during the week. The results indicate that the examined groups significantly differ in terms of the level of body schema and body awareness. The body image does not differentiate the participants. Educational and preventive recommendations are included.

The Role of the Body Experience in Education

MONIKA KISIELEWSKA

University of Białystok

m.kisieleska@uwb.edu.pl

Over recent decades more importance in the cognitive processes is attributed to the body. Gradually, though still inadequately, the concept of embodiment becomes the subject of interest in the educational science. The key assumptions of embodied cognition, such as the importance of experiencing from the first-person perspective, as well as the role of the body, the environment and the situation/experience in the act of cognition (learning, remembering, thinking, etc.), are increasingly the basis for the design of multiple educational activities (e.g. in the field of mathematics, physical education or sex education).

The poster presents the basic assumptions of the concept of the embodied subject proposed by Mirucka (2018), showing the complex nature of the factors enabling experience of one's own body (mental representation of body schema, body image and body awareness) and bodily identification (body identity). Firstly, the role of the body experience in a process of learning and acquiring knowledge is indicated. Secondly, attention is focused on the importance of ability of proper recognition and regulation of bodily sensations and emotions in the adaptive functioning of children and adolescents. A proposal for educational and preventive actions aimed at strengthening relations with pupil's own body is also included.

Teachers' Needs and Expectations in terms of their Professional Growth

JUSTYNA MIKO-GIEDYK

The Jan Kochanowski University in Kielce

jumiko@o2.pl

Growing social requirements and expectations towards teachers' work, as well as the complexity and variability of the cultural and civilizational context of education, along with the growth of the knowledge-based society result in prioritizing the professional development and growth of teachers. As Christopher Day points out, professional growth is an indispensable and very significant part of the state-provided, professional development of teachers. Therefore, it is of the utmost importance for the educational authorities to create and embrace relevant courses for teachers' professional growth. In recent years, it has been noticed that attempts have been made to falsify the real nature of teachers' profession by narrowing it down to the role of a civil clerk. It translates to the teachers' professional growth courses on offer, as the rational and technical nature of the training seems to be given a priority. And despite having more opportunities for professional growth, at the same time they have fewer occasions for extended learning, a smaller chance for the choice of knowledge they will acquire and less support.

It is crucial, therefore, to recognize the needs and expectations of teachers in terms of their professional growth. Are they in line with the trends designated by the current educational policy aiming to foster their instrumental role? Or are they faithful to the traditional ethos of teachers which makes the teacher an autonomous, morally responsible professional.

In my paper, I will present the results of my own research into teachers' needs and expectations in terms of professional growth and I will compare them with my previous research.

The research was conducted by means of the diagnostic survey with the help of the questionnaire in 2011 and 2018. A number of teachers working in various schools in the świętokrzyskie voivodship participated in the research.

The results of the research conducted (both in 2011 and in 2018) prove that:

- teachers feel a big urge for professional growth,
- psychological knowledge is in biggest demand,
- personal satisfaction and interests growth is the greatest benefit of the professional growth,

- shortage of time and money constitute the biggest obstacle the highest level of need for professional growth is in the area related to the psychological help for students and teaching students with special educational needs.

The convergence of the 2018 and 2011 proves an ongoing tendency to perceive their professional role in accordance with the traditional ethos of a social worker. Researched teachers, despite attempts to make them civil clerks, are far from condoning the educational authorities' perspective of focusing on consumerism and instrumental approach.

Key words: teacher, professional growth, needs, expectations

A Teacher-Rhetorician: New Ways of Professional Development in the Context of Social Expectations

NATALIA GOLOVINA

Kutafin Moscow State Law University

n.golovina.ng@gmail.com

Since the middle of the 20th century, the world has witnessed a revival of interest in rhetorics. The concepts formed within the framework of the rhetorical science are being borrowed in many spheres of human life that are public in their nature. Pedagogy was no exception. Distinguished by the nature of activity, social position, content of statements, the representatives of public professions share common features that make them exponents of the social ideal of the rhetorician that has developed in the society. At the present time, the issue of training not only a subject teacher but a rhetorical personality whose performance can be evaluated in terms of ethos, logos and pathos is becoming more urgent. The teacher is a rhetorician as his professional activity aims at creating public statements. As the teacher constantly performs in front of the audience and strives to influence the audience by implementing objectives of education and upbringing, the audience develops a judgement about the teacher-rhetorician based on the content and form of his or her public statements, ideology, professional competence, social standing and views, type of behavior and appearance, family and business relations, attitude to colleagues. It is more and more obvious that the teacher cannot but be a rhetorician, that is, the person who creates a statement the purpose of which is to influence the audience. But the nature of the reasoning the teacher-rhetorician resorts to and the style of his or her speech cannot be developed without proper consideration of values and interests of the audience. The image of a particular teacher-rhetorician is formed by the audience on the basis of the teacher's own activity, his or her public statements, comparison of speech acts of different persons, but, which is most important, the image of the teacher-rhetorician is primarily formed on the basis of the overall ideal image of the rhetorician that has generated during the development of the social culture. It means that what the teacher-rhetorician does should correspond, first of all, to the public expectations.

Exploring the Process of Implementation of Teacher Developmental Portfolios in Pre-Service Teacher Education – Case Study

JOANNA GŁOGOWSKA

University of Warsaw

j.glogowska@uw.edu.pl

During the last 30 years an increasing number of universities in Europe and around the world have been incorporating portfolios in their teacher education programmes. Portfolios were created to address the need for a more individualised approach towards novice teachers, which would focus more on the trainees themselves, their competences, actions and self-reflection (Meeus, Questier i Derks, 2006). The idea of portfolios for future language teachers was also supported by the European Centre for Modern Languages of the Council of Europe which developed EPOSTL (European Portfolio for Student Teachers of Languages).

One of the types of portfolios are the so called learning portfolios or development portfolios, which are an open form, and does not impose an exact learning outcome for a novice-teacher (Zeichner & Wray, 2001) but it documents the process of professional development and is based on self-reflection supported by a liaison with other students and mentors (Wolf & Dietz, 1998). In this approach novice teachers are encouraged to look for new solutions in the classroom (Ross, 1989), analyse what happened and plan future actions (Conway, 2001), form their own teaching theories (Bain, Ballentyne, Packer i Millis 1999), and critically assess the existing ones.

This paper is based on a longitudinal case study of implementing a developmental portfolio into a language teacher education programme at the University of Warsaw. While the idea of portfolio has been gaining popularity also in Poland, the process of implementation has proven to be challenging for both students and teacher educators. The complexity of integrating developmental portfolio into the teacher education programme has been linked to the organisational as well as conceptual domains. The students needed the support and the teacher educators struggled to integrate portfolio with the education process, specifically with helping students to identify connections between theory and practice of everyday teaching.

The purpose of this case study is to explore the process of portfolio implementation, specifically from the point of teacher educators. The data collection included document analyses (portfolio, syllabi, programme materials), as well as surveys and interviews, with over 60 participants of the research. The results of this study indicated among others, a strong need

for reorganisation of the teacher education, strengthening cooperation between university and school based teacher educators as well as teacher educators coming from different backgrounds (language teacher education vs primary teacher education).

Keywords: pre-service teachers, teacher education, portfolio

The Attitudes of the Teachers Towards Social and Educational Competences of the Students. The Conclusions on the Basis of Free-Form Interviews with Technical High School and High School Teachers

TOMASZ KOZŁOWSKI

Collegium Da Vinci in Poznań

tomasz.kozlowski@cdv.pl

Preparing students for further education and specific professions is often disturbed by numerous problems defined by some as distinctive features of the generation Y and Z. They are characterized by the lack of involvement, tendency to plagiarism excessive focus on self-promotion in the net, attention deficit, inability to manage information and knowledge. Whereas many of these features are the subject of various researches and reports, it is difficult to find reliable references to the role of a teacher in contact with a teenager as a part of educational situation.

The students undoubtedly function on the basis of certain stereotypes of the role of a teacher, it is however also possible that the teachers have their own stereotypes of the youths. One of the objectives of the interviews was to answer the question, if the teachers develop specific attitudes towards the strategy of functioning of the young generation and – consequently – if it translates into specific expectations from the students.

The conclusions from the interviews are that that the teachers have numerous attitudes towards their students, which are often linked with particular expectations. There are at least a few attitudes expressed by the teachers that translate into an attitude of the teachers towards the students and that are connected with the satisfaction the teachers derive from their profession. The teachers – depending on the attitude – declare different expectations towards future endeavors of their students.

The results of the interviews also lead to the conclusion that the teachers have various awareness of the impact they have on their students. Some of the teachers seem to understand that they may have a considerable influence on the involvement of the students in their education and non-school forms of activities. Some of them however openly declare that making contact with their students is doomed to fail from the very beginning.

According to the author, the variety of the attitudes towards the students may lead to a kind of self-fulfilling prophecy, consequence of which may be differentiated experiences of the students, also in relation to the way they feel about themselves.

The author proposes the necessity to introduce particular support/development programs aimed at the teachers, oriented at the development of the awareness of their attitudes and the impact they have on the students.

Children's Rights and Human Rights as a Key Condition for the Education of Transformative Teachers

ANNA BABICKA-WIRKUS

Pomeranian University in Słupsk

ankababicka@gmail.com

The presentation will address the issue of the importance and needs of teacher education in the aspect of respect for children's rights and human rights. This is a particularly important direction of change in which reflection and pedagogical practice should follow, especially in the context of contemporary attempts by citizens to appropriate the freedoms of citizens and widespread examples of assault and lack of understanding for other people. Currently, the education of future teachers about the rights of the child is very cursory, and in many cases it doesn't take place at all, as evidenced by numerous studies both Polish and international. Detailed knowledge, understanding and acceptance of children's and children's rights by future teachers is crucial for further education in this matter at lower levels of the educational system.

In my speech, I will propose that the training of transformative teachers, of which Gert Biesta says, requires reliable knowledge and understanding of the essence of children's rights and human rights. This is the main purpose of teachers' preparation, because knowledge and acceptance of these rights will make it possible to change the relationship of domination and subordination prevailing in schools, and also enable an egalitarian dialogue between the student and the teacher. Respect for another person, for his dignity is the foundation of a democratic society and should be realistically present in educational relations. This is significant for three reasons. First, teachers who know their rights as human beings are aware of the possibility of expressing their own opinions and manifesting civil disobedience to morally reprehensible actions of the authorities. Secondly, these teachers respect the right of every human being to express themselves and allow students to speak and listen with attention. This situation is conducive to the practice of hearing children's voices in matters that are important to them, which makes it possible to overcome the silent treatment present in schools. Thirdly, respect for children's rights in educational situations puts teachers in need to constructively dealing with students' resistance, which is the biggest challenge for the teacher. However, it is a developmental situation for the two sides, because it introduces reflection on the accepted way of reading reality and teaches how to manifest civil disobedience, so important in the present

world. The theoretical framework of my speech is created by the teacher concepts presented by J. Ranciere and G. Biesta.

Barriers to Inclusion – an Ethnographic Study of an Austrian Primary School

JOSEFINE WAGNER

University of Lower Silesia

josefinewagner@yahoo.com

In my multi-sited school-based ethnographic research (Spindler 2000, Erickson 1984, Abu El-Haj 2007) I focus on inclusive schooling policies and practices in Poland, Austria and Germany, which I analyze through the lens of critical disability studies (Oliver 1999, Ferri 2007). In my paper, I will focus on data from my Austrian research site, a primary school in a larger city in the Tyrolian area where I conducted participant observation from March to July 2017. I contextualize my school data drawing on information from my policy analysis on inclusive education, as well as interviews with experts from the Tyrolian school board and education researchers and disability rights activists. I will argue that the recent push for inclusive education, initiated by transnational and national policy, has unveiled the class-based education system in Austria, which fosters “education heredity.” Education heredity refers to the reproduction of social class through early educational tracking and the placement of children with disability at the bottom of the educational hierarchy, depriving them of chances at equal opportunity education at the age of 10. (National Education Report Austria, 2012, p. 124) Educational inclusion, promoted by the United Nations Convention on the Rights of People with Disabilities (Art. 24,2b), and ratified by Austria in 2008, demands that children with special needs are included in mainstream education. This policy challenges the Austrian system, which has relied on the logic of special education (pedagogy) which confines the “disabled” body in special facilities. Moreover, children whose first language is not German (Turkish, Bosnian/Serbian/Croatian) are disproportionately represented in special schools, pointing to the role of segregated schooling in the maintenance of barriers to social and racial justice in Austrian society. (Statistics Austria: Migration and Integration 2011, p. 43; Pfahl 2011, Hänsel 2017). In my ethnographic material, the intersection of race, class, gender and disability (Crenshaw 1991) becomes painfully visible in micro-interactions from which I draw my critical analysis in which I focus on three themes: 1) Placing and Displacing Individuals in Education, 2) Racializing School Failure and 3) Building the Stereotype of the Future Benefit Claimer. Based on this research, I will, lastly, comment on implications for teacher education seeking to foster the standards of an inclusive schooling culture.

The Expectations of PhD students of Educational Sciences in Lithuania

DAIVA KARUŽAITĖ

Lithuanian University of Educational Sciences

daiva.karuzaitė@leu.lt

There were 2737 students of the third study cycle (doctorate) in Lithuania in 2016/2017 (Statistics Lithuania). Every year there is a number of doctoral students who withdraw from the studies. Earlier research, conducted in 2008, showed the main reasons of that: the incompatibility of doctoral studies and other student's activities; not enough financial nor organizational resources to implement the research; and the unsatisfied initial expectations. The latter is the focus of this research.

There are eight Lithuanian universities which have the right to implement doctoral studies in the field of education. The object of this research is the expectations of the beginning doctoral students in the field of educational sciences. The aim – to reveal the expectations of these doctoral students for their studies.

The qualitative research was conducted in January-February 2017 in Lithuania. In the research participated seven doctoral students of the field of education from 7 different universities (3 different cities). The participants were in the first half of their first year studies; 2 men and 5 women.

During semi-structured interviews doctoral students were asked about their expectations for all the doctoral studies that last at least four years, and the expectations related with the achievement of doctoral degree. PhD students were asked about their expectations for doctoral studies in general; for scientific supervisor(s); for academic and non-academic university staff; for peers; for time management challenge; for studies recourses; for personality growth; for success and possible failures; for future perspectives.

The semi-structured interviews were recorded and then transcribed. Data was analysed using thematic analysis (Braun and Clarke, 2012) with an inductive approach.

The results of this research provides the insights into the expectations of PhD students in the field of education, and highlights the areas in which students' expectations may not necessarily align with the realities of common university practices. Using these results the universities staff and scientific supervisors have possibility for more constructive dialog with the doctoral students starting their doctoral studies in the field of educational sciences.

Key words: PhD students, Doctoral students, Expectations, Educational Sciences

Exploring Principals' and CLIL Teachers' Perceptions of Continuous Professional Development

KATARZYNA BRZOSKO-BARRATT

University of Warsaw

IZABELA JAROS

The Jan Kochanowski University in Kielce

ARTUR STĘPNIAK

University of Warsaw

First Author Email Address: k.brzosko-barratt@uw.edu.pl

As CLIL becomes more popular in Europe at all school levels, the questions regarding CLIL teacher preparation and professional development have to be urgently addressed. Research findings confirm that success of CLIL lies to great extent in preparing committed, and well-prepared teachers (Fernandez & Halbach, 2011; Perez-Cañado, 2016). Research findings confirm that success of CLIL lies to a great extent in preparing committed, and well-prepared teachers (Fernandez & Halbach, 2011; Perez-Cañado, 2016). The absence of specific training for CLIL teachers could lead to misappropriations regarding the purposes and methodology of language and content integration (Sylven, 2013). However, the process of education and professional development of CLIL teachers is extremely complex due to the areas of expertise required from bilingual teachers. These include language skills, subject content, bilingual literacy, teaching methodology, ICT and holistic curriculum (Fernandez & Halbach, 2011). However, in many European countries there are no standards of bilingual teacher preparation, including Poland. This paper presents the results of the survey study focusing on bilingual teachers and principals' perceptions of continuous professional development in Poland (n = 180). The findings strongly indicated the needs for professional development, reported by teachers and principals. Teaching methodology, followed by language skills and content knowledge were identified as essential. However, the results obtained from the teacher sample showed significant differences, depending on the teachers' specialization and previous teaching experience. Subject teachers pointed out a strong need for professional development in bilingual teaching methodologies and language learning, while language teachers focused on content knowledge and less frequently on bilingual teaching methodologies. These differences seem not be taken into consideration while providing professional development for teachers. Neither are the individual school contexts, which are vital for the success of bilingual education. The

purpose of the study was not only to diagnose the needs, but also to point out the directions for designing better opportunities for bilingual teachers' professional development. The results confirm the need to address more individualized forms for bilingual teachers' professional development in pre-service and in-service training as well as to reconsider the standards of CLIL teacher education.

Key words: CLIL teachers, principals, bilingual education, continuous professional development

Dualism of Experience in Teacher Educators' Professional Development

AGNIESZKA SZPLIT

The Jan Kochanowski University

agnieszka.szplit@gmail.com

As knowledge is created through “the transformation of experience” (Kolb, 2015, p. 37), I tried to investigate into the experience of teacher educators (TEs) in Poland and find out how it is transformed into their professional expertise. The starting point of the analysis is Kolb’s experiential learning theory and a four-stage cycle of learning, being still lively and evolving in various directions. And, as TEs are learners, I explore also the process of application-directed learning (Vermunt, Donche, 2017) as a conceptual model. I discuss the notions of “professional experience” and “professional learning” as well.

The dualism of experience in TEs’ professional development is seen in two various dimensions: (1) career-based (2) and subject-based.

(1) In Poland there is a strong division of TEs’ professional development into two separate fields: the first is of being a teacher and practitioner and the second is of climbing the university career ladder. They are rarely combined, as being a good teacher is not regarded as an important university career condition. The situation forces TEs to “live two professional lives”.

(2) Language teacher education is provided by university teachers, who are language teachers and academics, at the same time. What differentiate them from the rest of TEs is the education (Pedagogy and/or Philology) and subject-based experience outside the university.

The study was carried out as part of a broader investigation among teacher educators who work in the field of language teacher education. The paper describes the qualitative the research (the interviews) conducted among 14 language (English, German, Spanish, French and Russian) teacher educators. The snowball sampling was used to choose interviewees. The aim of the study was to investigate the way dual professional experiences are grasped and transformed into professional expertise, and how they work together. The research questions considered (1) what the content of experiences is, (2) if and where they coincide and how they interplay; as well as (3) what reflection strategies are derived from those situations. Then, the further investigation into (4) practical application and experimentation is made.

Autonomy as an Important Factor in the School's Success

ALIAKSANDR MAKOUCHYK

IRINA SHESTITKA

Belarusian State Pedagogical University in Minsk

Frist Author Email Address: makouchyk@yandex.ru

The article examines the autonomy of the school, components of the autonomy, the level of autonomy in different countries and how the autonomy affects the results of schooling.

Citizenship Education in the Neoliberal Era in the Views of Teachers

CELINA CZECH-WŁODARCZYK

Adam Mickiewicz University in Poznań

cczech@amu.edu.pl

I would like to present findings of my research regarding the influence of neoliberal ideology on the programs of citizenship education in secondary schools in Poland and in Ontario in Canada in the views of teachers who teach citizenship education.

Educational policy has been greatly influenced by the neoliberal global movement over the last two decades, resulting in the development and implementation of rigid normative business- focused practice designed to fundamentally change the delivery of education at the local level. Efficiency is the core principle of neoliberal thought, described by Pal as an epistemic movement committed to reducing the role and impact of public sector. It is central to the market- force philosophy in the delivery public services and has been labeled by many education advocates as a directed attack on the core conventions of public education.

Citizenship education has been an overarching goal of public schooling historically in every society. In Canada and Poland citizenship education incorporates traditional notions of rights and responsibilities and a commitment to democratic ideals. Yet, the term citizenship is filled with paradoxes: thinking, loyal persons versus critical questioners, private interests versus public interests, national pride and identification versus criticizing and judging the values and limits of national pride (Pratte, 1988).

I argue that although the specific socio-economic and political context in Poland and Ontario have conditioned the understanding of citizenship education as stated in the documents (programs for citizenship education), the economic priorities of neoliberal globalization have provided a powerful frame of references for educational reform in the field of citizenship education. The chief question underlying my research is to what extent teachers notice the pressures from knowledge- based economy on the articulation and implementation of new kind of citizenship in the programs of citizenship education.

Although it is assumed that education for citizenship is going on in the schools contemporary citizenship education is not producing effects desirable for citizens living in a democracy. Schools- through their authoritarian structures, prescriptive rules, and teacher centered approaches- contribute to student alienation and passivity. Competition, standardized

scores, and lack of proper teacher preparation pose barriers to structuring schools and classrooms in more democratic ways.

This study employed a mixed- methods approach, combining qualitative data from interviews with analysis of program documents (curriculum) using CAD (critical analysis discourse).

Findings from research were used to make recommendations for teacher education curricula and educational policy experts to better prepare programs for citizenship education in secondary schools in Poland and Ontario/Canada.

Internationalization of Teacher Education. An Exchange Proposal for Preservice Teachers: TPA – Teaching Practice Abroad

DAVIDE PARMIGIANI

University of Genoa

davide.parmigiani@unige.it

There are many student teachers who cannot spend abroad a whole semester with the Erasmus+ program due to either economical or family reasons. Nevertheless, they would like to experience other teaching strategies and school organizations. Ultimately, it is important to improve the level of the internationalization of our student teachers.

For these reasons, the author will present an internationalization project that allows student teachers to gather intercultural experience and to start international dialogues however.

The program is named: TPA (Teaching Practice Abroad) which started in 2015/16. It is aimed at allowing student teachers to spend a short period (1-4 weeks) abroad in order to experience the teaching practice in the schools of the host country.

At the moment, 4 universities joined the program: Genoa (Italy), Jyvaskyla (Finland), Inland (Norway) and Syddanmark (Denmark). A bilateral agreement, signed by the departments, allows the student teachers to start an intercultural dialogue with the teachers and the pupils in one of these countries.

The network is trying to enlarge its borders and involve other partners in order to allow more students to:

- experience different kinds of school organizations and learning environments
- exchange/sharing ideas about teaching methods and assessing strategies
- develop multicultural/intercultural ideas of teaching
- develop themselves as professionals
- create international networks of teachers
- avoid a provincial/parochial mentality
- avoid to believe that there is only one way to arrange a learning environment

Ultimately, we are trying to create a project in order to fund the exchanges among professors, teachers and student teachers.

Models of Educational Work with Adult People. Towards the Independence and Self-Direction

KRZYSZTOF CZYKIER

University of Białystok

k.czykier@uwb.edu.pl

An adult education is an area of very wide and diverse influences which are very dynamic in recent years. Formerly it was the issue of self-study, motivation in taking educational activities etc. At present new issues appear: biographical learning of adult people, the role of the life experience in the learning process, in processes of purchasing and changes of the individual identity. Social expectations have increased educational activity of adults. There has been a change in the perception of the essence of education by adults, which began to recognise education as an opportunity for their own personal development, as a chance to improve its fate, the quality of one's life. In the area of education appeared „new” adults which earlier didn't feel the need to educate. The interest of researchers are arousing in new dimensions in which learning processes are occurring - organizations and social institutions, the neighbourhood and the local communities, the spontaneous citizen initiative and movements. The term „adult education” covers the scope of the three subareas of education: formal (classroom), non-formal (out-of-school) and informal. They differ from each other not only external organizational forms. More important are the assumptions relating to knowledge, teacher and adult student.

Every organiser of adult education must therefore answer the important questions:

- What the knowledge is and what is its nature?
- Who is the adult learner and what kind of knowledge we must provide him?
- What is the role of the teacher of adults and what is its social mission as a knowledge provider?

Response to the formulated questions can be given in the perspective of three qualitatively different models of teaching work - technological, humanistic, and critical.

Key words: adult education, adult educator, models of educational work with adult people – technological, humanistic, and critical, M. S. Knowles model of training and education, learner centered education

No Teacher Without a Student... A Theoretical Analysis and Practical Implications of Educational Changes in the Era of Digital Natives

KATARZYNA SKOK

University of Bialystok

k.skok@uwb.edu.pl

The aim of the article is a theoretical analysis of the shift from the traditional classroom experience to student-oriented, technology-rich and novelty-driven teaching. The paper discusses digital natives' learning process in the light of Kahneman's two styles of thinking: fast, intuitive, automatic "System 1" and slower, analytic "System 2". In addition, an analogy between institutional education and games is introduced. In both cases, applications of novel approaches, method-forced engagement may lead to externally motivated pursuit of obligatory, yet irrelevant goals. This thesis is supported by theories and examples coming from scientific sources and educational practice.

Conclusions: First, it is important to support students' intrinsic motivation by promoting autonomy, competence and relatedness (self-determination theory) as early as it is possible (and then throughout the whole educational process). Second, learning may be unpleasant, but should be effective.

Are we Taking Care of our Teachers? Are they Taking Care of themselves?

ERIKA KRUGER

LYNETTE JACOBS

University of the Free State

First Author Email Address: JacobsL@ufs.ac.za

The importance of quality education is highlighted, not only in global agendas such as Education for All, but also in numerous research reports. Particularly in the context of developing countries, it is argued that quality education can create opportunities for the youth to escape from a life of destitute. To some extent, the quality of education depends on the ability of teachers to create an enabling environment for the learners to thrive. However, especially in Sub-Saharan countries, teachers have to pull this off in a working environment that often does not support their own growth. Teachers struggle to cope in generally poorly resourced schools, in areas plagued by poor socio-economic circumstances. Parents and the wider community are mostly unable to provide any kind of support. In addition, parents often have low levels of education and are unable to support their children with school work. South African teachers in particular, are under pressure due to the poor performance of learners in international benchmark tests and national examinations. They furthermore have to deal with heavy administrative loads, large numbers of learners in classes, negative learner behaviour and also work-place bullying, a phenomenon which is currently not even acknowledged in policy documents from the Department of Basic Education. In general, education legislation emphasises the rights of learners, parents and other stakeholders – all but those of the teacher. The purpose of this paper is to consider to what extent teachers' rights to workplace and personal wellness are taken care of within the South African legislative and policy framework. Based on the analysis of narratives of invited South African teachers, we argue that teachers' right to workplace wellness are hardly considered by the official structures shifting the responsibility to teachers themselves. However, a lack of skills, resources and authority to implement formal workplace wellness programmes and self-care practices affect personal wellness. In turn, failure to take care of one's own wellness and self-care jeopardise occupational functioning. We highlight the policy gaps that needs to be addressed towards a teacher wellness strategy, as well as ways to make in-service teachers aware of their right to health and wellness also in their place of work.

Reasons for Choosing Profession of a Teacher in Pre and Early School Education

KATARZYNA SZORC

University of Białystok

k.szorc@uwb.edu.pl

This paper presents the results of qualitative research on the reasons for choosing profession of a teacher. The study was conducted during the 2017/2018 academic year in the University of Białystok the Faculty of Pedagogy and Psychology. It involved prospective teachers—students in teacher education, with a specialization in preschool and early education. The research used the autobiographical method on the theme “I would like to be a teacher because ...”. The paper presents a broader context of prospective teachers’ formation (at the university) and development. The results of the research enrich knowledge of teaching as a career and also the professional development of teachers under modern conditions.

Keywords: teacher education, motives to choose a teacher's profession, prospective teachers

Teacher Education and Professional Development of the Teachers of Natural Sciences in Serbia and Germany

MILAN D. STOJKOVIC

Evangelical School St. Marien, Neubrandenburg

agricola77@gmail.com

The first curriculum of natural science for Serbian national schools was created in the first half of the 19th century, under the influence of the curriculum of German speaking countries: Austria-Hungary, Switzerland, Prussia (Germany). After 1945, the education and school system in the former SFR Yugoslavia was developed under the influence of West European and Eastern (the former USSR) school systems. After the disintegration of SFR Yugoslavia in 1991/92, Serbia (as a part of the new FR Yugoslavia) retained the structure of the Yugoslav system of education, as well as the school laws, school norms, standards and regulations within teacher professional development. Today's programs for further development and education of teachers are based on these school regulations.

This work will present the teacher education and vocational-professional training of teachers of natural sciences at primary, vocational and grammar schools in the Republic of Serbia and Germany (federal state of Mecklenburg-West Pomerania). The following issues will also be presented, compared and clarified: legislative provisions for the vocational and professional education of teachers (of science, division, types (forms), goals and objectives of the professional development of teachers and educational programs and their realization within school and extracurricular institutions. In addition, the school system, the structure of education and science teaching (contents) in Serbian and German schools today will be briefly described.

The main aim of this paper is to present the implementation of vocational and professional training and teacher education according to the new secondary school reform in Serbia based on the German dual education. A deeper and more comprehensive analysis of professional development and teacher's further education in Serbia today is needed to better understand the similarities and differences with the other European countries(Germany). Certainly, models and forms of the professional development and education of teachers in Germany could be implemented and adopted to the programs of vocational and professional teacher training for teacher of natural science in Serbia.

The Serbian and German school systems and education institutions share common origins. Knowing and understanding the structure of the school system and education in Serbia

today is significant because it represents part of the European educational tradition. This would bring the Serbian education system even closer to its European source, and, at the same time, enable Serbian teachers to cooperate more actively with their European colleagues for one quality and participative professional development and further education.

Keywords: science teaching, teacher educational programs, further teacher training

Components, Modells and Operational Mechanisms of Teacher Collaboration

KATALIN TÓTH-PJECZKA

RAPOS NÓRA

SZIVÁK JUDIT

ELTE PPK Doctoral School of Educational Science

Frist Author Email Address: kata.tothpjeczka@gmail.com

Teacher collaboration could play a key role in the development of education systems, as this approach helps to improve student performance through teachers' professional learning (OECD, 2005, Fullan-Hargreaves, 2012). TALIS-research (OECD, 2009) highlighted that 'exchange and cooperation' type of collaboration is dominating more significantly in the schools in Hungary than in Europe in general. At the same time „professional collaboration” - which is more effective in terms of positive influence on students' performance - appears in extremely low portion in Hungary.

During the recent trend of developing teacher collaboration, a significant body of research pointed out the importance and role of school leaders in forming school culture based on teacher collaboration. (Bolam, 2005, Hord-Sommers, 2008, Ashley, 2017) Due to lack of clarity and unity in definition of organisation culture (Chatman – O'Reilly, 2016), we turned to in-depth case study while examining teachers collaboration.

This empiric research aims to examine the elements and components of the two forementioned types of teacher collaboration, with an in-depth investigation of the operation of two schools, identifying the characteristics of the school leaders impacting the different cultures of collaboration.

In this comparative case study the system that Vangrieken used in her literature review on teacher collaboration (Vangrieken, 2015) serves as base for our analysis in categorization of impact factors of teacher collaboration.

By analyzing the documents and interviews and applying a diagnostic tool developed by a previous action research (Horváth, 2015) the results enumerate the factors which are directly connected to school leaders and their views, reveal the mechanisms that effect teacher collaboration and teacher continious development through it in local level.

These results serve as a foundation for a future teacher collaboration development program aiming the training of school leaders.

Keywords: teachers collaboration, teachers collaborative learning, professional development, view of school leaders

Reflection of the Model of Professional Development of Teachers at School

PETRA FRIDRICHOVÁ

ALENA TOMENGOVA

IVAN PAVLOV

MIROSLAV KRYSTOŇ

Matej Bel University in Banska Bystrica

First Author Email Address: petra.fridrichova@umb.sk

Teacher professionalization is an important challenge for education policies and systems in the European and national contexts. The paper presents a proposal for a model to support professional development of teachers in school. The created model allows the application of tools to support the professional development of teachers at the level of school as a whole, teams and individuals. Supporting tools include diagnostics, planning, implementation and reflection of school improvement processes. The aim of this paper is reflection of the proposed model and tools supporting professional development by representatives of all relevant types of schools (kindergarten, elementary and secondary schools). Finally, proposals are made for the model application in formal and informal continuous education.

The Cooperation of Teachers as a Prerequisite for the Development of School as a Learning Organization

ALENA TOMENGOVA

IVAN PAVLOV

MIROSLAV KRYSTON

PETRA FRIDRICOVÁ

Matej Bel University in Banska Bystrica

First Author Email Address: alena.tomengova@umb.sk

The school as a learning organization has the capacity to change and adapt routine activities in a new environment and conditions and its members are individually and collectively developed in a way that fills the vision of the school. The paper opens a discussion on the ability and willingness of Slovak teachers to cooperate and to teach pupils to cooperate. These areas have long been the weak points of our education system, as evidenced by the results of the OECD TALIS, PISA and the ITEL TKS pilot study. The aim of this paper is to offer suggestions, based on analyzes of the research results in the Slovak context, to promote cooperation and collaboration between teachers in school and between schools, and to support processes changing school to learning organization.

Understanding the Essence of Learning in the Context of Creating a Learning School

BOŻENA TOLWIŃSKA

University of Białystok

ztt@wp.pl

The aim of this paper is to demonstrate problem of individual learning in the perspective of a developing school as a learning organization. The main element of this school's model is learning of all participants (students, teachers, leaders). I will present the selected concepts of learning, as examples, to illustrate the paradigm change concerning this process, as a source of inspiration, in the teacher education who in the future will be the main group enabling the development of schools in the direction of learning organizations.

Employability of English Language Teachers in Indonesia: A Study of Teachers' Professional Identity in Government and Association Regulations

NENY ISHARYANTI

University of Manchester

neny.isharyanti@postgrad.manchester.ac.uk

While some research has been exploring the theme of employability in various contexts and field of work from several different levels of analysis approaches, very little attention has been given to the relationship between employability and teachers' professional identity. As 21st century learning and teaching bring more challenges for teachers to meet the societal expectation of being able to raise students' achievements, governments and teacher professional associations in different countries have developed standards for teacher's professional competence for the teachers to be deemed qualified to perform their work professionally. In this matter, employability becomes a relevant issue in the discussion of teachers' professional identity.

Although many research generally agree that employability is “about work and the ability to be employed” (Hillage & Pollard, 1998, p. 2), the definition of employability as well as what elements involved in it remains problematic and complex (Frankham, 2016; Rae, 2007; Thijssen & Van Der Heijden, 2008). On the other hand, studies in teachers' professional identity have continuously asserted how teachers' identity is complex and multifaceted and can consist of several identities or dimensions simultaneously at play (Cheung, 2014; Gee, 2001; Miller, 2009; Trent, 2014). Thus, these two themes share the similar notion of complexity in defining the workable definition and elements of teacher's professional identity that may lead them to employment.

The study is a part of larger research of employability in the case of English language teachers in Indonesia. Employing document analyses on regulations and documents issued by the Indonesian government and English Language Teacher Education Association, the study is aimed to define what employability is for English language teachers and to analyze what elements of employability that become the identity of a professional English language teacher. This study is the first step of developing multidimensional discourses on English language teachers' employability, in which this particular study deals with the macro level analysis of the topic from the perspective of the government.

The initial results show that the government and association have published standards of a professional teacher which are operable as a checklist of teachers' competence for the teachers to be qualified to teach in schools. However, true to the nature of a checklist, the government's and association's perspective of teachers' competence may not adequately accommodate the complex and multifaceted nature of teacher's professional identity and ignore the varied contexts of teaching sites.

Performances of Visual Creativity in Learning Environment

MELDRA SEVELE

University of Latvia

Meldra.Sevele@gmail.com

The study explores the essence of creativity in its visual manifestations - it expands perspective of creative research, exploring creativity as a conscious ability to create valuable and original visually detectable product. Visualizations has become very important in schools, because of development of technologies and communication branches, have affected the way how people use information nowadays. Communication type of the 21st century, development of technology and fast lifestyle are determined as dominant - visual communication type and many researchers highlight this era as a transformation period from linguistic approach in communication to visual one. There have been previous researches that reveals theoretical essence of visual creativity and its great potential in a modern learning environment, but still there exists conflict between theory and practice and there aren't researches about performances of visual creativity in learning environment. Practice of visual creativity is not defined in the context of the learning environment so far.

This research "PERFORMANCES OF VISUAL CREATIVITY IN LEARNING ENVIRONMENT" is focused to explore practice of visual creativity. Research question is: how visual creativity performs in learning environment? The aim of the research is to study the current situation – how visual creativity performs in learning environment. Research are based on empirical methodology – qualitative visual data analysis. Also, to clarify the theoretical framework of concept of visual creativity, used theoretical method – literature analysis. Performances of visual creativity analyzed from fixed images of visual creativity which has been taken by experts in current environment - students and teachers, usually in their schools and classrooms. There have been made criteria to use content analysis method to find out how visual creativity are performed in learning environment, and, based on data, image analysis criteria have been improved to make typology of performances of visual creativity in learning environment. The results of the study characterize the nature of the phenomenon of visual creativity, describes possible typology of its performances in the learning environment. The findings also show connections and contradictions between the students and teachers' opinions about original and valuable performance by visual way in learning environment. Conclusions

lead to new research directions in relation to the definition of visual creativity in the context of the learning environment.

Key words: visual creativity, learning environment, visualizations, creativity

Future Teachers' Self-Perceptions of Creativity

INGA BERTŠIENĖ

Vilniaus kolegija/University of Applied Sciences

NIJOLĖ BURKŠAITIENĖ

Mykolas Romeris University

First Author Email Address: i.bertasiene@pdf.viko.lt

In recent years, researchers have focused on the manifestations of students' creativity the factors that impact its development, as well as on the conditions, means and methods that can facilitate students' creativity. The findings of previous research disclose different traits of a creative personality, and tend to emphasize negative factors that hinder personal creativity, namely, lack of conscious self-perception of one's creative capacity, insufficient self-esteem, and attitudes diminishing the value of creativity that are often provoked by outsiders' skeptical opinions or continuously displayed criticism. Thus, it is of utmost importance to identify and promote those personal qualities that can lead to the manifestations of creativity so that specifically targeted programmes and methods aimed at encouraging creativity could be put to use.

The present study was aimed at disclosing students' self-perceptions of their personal creativity manifesting itself in different domains, including self/everyday, scholarly, performance, mechanical/scientific, and artistic domain in relation with their personality qualities, including neuroticism, extraversion, conscientiousness, agreeableness, and openness. The investigation was conducted with the participation of 88 first-year students of pedagogy of Vilnius College (Lithuania). To reach the aim, a quantitative methodology was used.

The theoretical framework of the present investigation was based on the investment theory of creativity, its central assumption being that creativity can be taught and learnt and that creativity-supportive environments play a significant role in the process as well as on Kaufman's typology of personality qualities and the domains in which creativity manifests itself.

The research data were analysed by the SPSS (Version 23). In order to ensure the reliability of the research instrument, each group of questions regarding the domains in which creativity manifests itself was checked against the Cronbach Alpha coefficient calculations, the meanings of which demonstrated a high level of homogeneity of the questionnaire.

The findings of the survey demonstrated that the personal quality of openness was statistically significant for all the domains of creativity, and that it was least statistically

significant for agreeableness. Also, on the basis of the obtained results, it can be assumed that those students, who score high in the domain of self/everyday have more potential to score high in the scholarly domain as well.

The results of the present investigation will be used in designing a model and developing a methodology aimed to foster creativity in College level studies.

Keywords: creativity, self-perceptions of creativity, students of pedagogy

The Meaning and Need for Intercultural Education in View of Students

– Teachers of the Future

KATARZYNA WERESZCZYŃSKA

University of Opole

k.wereszczynska@onet.pl

This article tackles the issue of intercultural education in contemporary schools, so important in the preparation of students for the life in a multicultural society. This area of education requires the possession of specific competence from the teachers. In course of pedagogical studies, the students – future teachers should become relevantly prepared to work with their pupils in such way as to support them in developing attitudes and behaviours which are necessary in the relations with people of other nationalities, ethnic and religious background as well as race. On the basis of my own research carried out among the students of Opole University who major in early school education and the students of the Faculty of Pedagogy in Žilina, the Slovak Republic, I strived to get acquainted with the students' assessment of their readiness to work with pupils in multicultural social environments. I wanted to find out what meaning they ascribe to this type of education and what should be taken into consideration in their further course of study, so that they can be more able to implement educational and social tasks directed at shaping the pupils' attitudes. The desired outcome is that pupils understand, accept and have trust in cultural differences, use the co-presence and mutual penetration of cultures, values and traditions which constitutes an opportunity to enrich the pupils' native culture. Teachers of the future should develop the sense of responsibility for the establishment of positive social relations in a culturally diversified environment as well as the ability to initiate the cooperation in various areas of social life. The empirical part of the article is preceded with the theoretical depiction of notions related to the discussed topic. I referred to other research devoted to the same issue as well as to the teachers' role in intercultural education. In the conclusion I put forward a proposal to expand the academic education with selected areas of knowledge as well as with the skills training, thanks to which the teachers would become more prone to orient their pupils towards multiculturalism.

Key words: students – future teachers, interculturalism, multiculturalism, intercultural education, early school education

Developing Intercultural Competence of Teachers

WIEBKE HOFFMANN

ELISA BRIGA

European Federation for Intercultural Learning

Presenting Author Email Address: elisa.briga@afs.org

The paper is based on the findings of a study conducted within the Erasmus+ project ‘Intercultural learning for pupils and teachers’. From the work of the researcher Darla Deardorff and the annual Forums on Intercultural Learning and Exchange, it is clear that intercultural competence is best developed through the Experiential Learning Cycle (Kolb) and guided reflection. Therefore, a successful ‘Teacher education for diversity’ is one that enables teachers to apply experiential learning methods to facilitate reflection on real-life intercultural encounters. In order to acquire these skills, educators need to look at their own experiences with diversity and develop intercultural competence through guided reflection on these. Consequently, the project aims at developing as main outcome a model of training for the development of intercultural competence of teachers, in particular those working with upper secondary school pupils.

In order to ensure the impact and sustainability of the outcome, a study has been conducted to identify how intercultural learning is embedded in teacher initial education and CPD, and in the school curricula of pupils, and how teachers access intercultural education today in the four different countries involved in the project: France, Belgium French Speaking community, Italy and Germany. On the basis of the results on the study, policy recommendations are formulated.

The study has been conducted using different methods: desk research on the basis of international studies (Eurydice, European Commission, Council of Europe, OECD, UNESCO) and publications gathered at the level of the four countries involved. Then project partners and experts were asked to fill in a questionnaire which would enrich the information from the desk research. The overview of each of the countries has been consolidated and project partners have drafted policy recommendations for each country, based on the findings. Finally, in the months of April and May, teacher trainers and school policy makers, will provide feedback to the draft study and policy recommendations through online communication and in-person meetings with the project partners.

The main finding of the study is that in the four countries elements of interculturality are included in the school curricula of pupils, and topics such as ‘managing diversity’ and ‘fighting against all forms of discrimination’ are included in ITE curricula and CPD. However teachers of upper secondary school at the moment do not access systematically courses where they develop their own intercultural competence through experiential learning.

Key words: intercultural competence, teacher training, experiential learning

The Metaphors of Developing Teacher Educator Capacities

BLERIM SAQIPI

University of Prishtina

blerim.saqipi@uni-pr.edu

The purpose of this poster presentation is to present the experience of teacher education reform in Kosovo as a country that is undergoing transition towards a democratic state and within this attempt it has been reforming teacher education. This poster presentation was developed as a result of an EU funded project (through TEMPUS programme) to reform teacher education at the University of Prishtina in Kosovo in years 2013-2017. The project aimed at reforming teacher education curricula and during the implementation of the project data were collected at the beginning of the project to understand the reality of teacher education while during the implementation data were also collected to understand the challenges. The project attempted to understand the challenges of developing teacher educator capacities for advancing quality of programming. This research was based on the soft systems methodology (SSM) which is an action research method devised by Checkland (1990) for application in organisational settings. Within any organisation aims may differ widely and reaching an accord is a first step to making changes. In many social situations, it is important to recognize that different stakeholders will view a problem situation differently and be seeking to achieve different outcomes. Data collected with students teachers, teacher educators, managers of teacher education and graduates in order to understand the differing view on the teacher education reform introduced (the reform aiming at research-based and student centered teacher education). Data were analysed through the use of CATWOE methodology (Customer, Actor, Transformation, Worldview, Owner, Environment). The interpretation of the data was done with the view of developing metaphors that reflect the challenges of teacher education reform. "Blowing a balloon" was determined as a metaphor for developing teacher educators which represents the challenges of early stages of introducing teacher education reform which can eventually roll into a more substantial reform in case properly supported. While, reforming teacher education institutions was pictures as "Colosseum of education" which reflects the strong culture of resistance which needs to be recognized for strong pillars that hold this structure which cannot be ignored as such. The research provides a model of to move forward in such contextual situation of changing institutions of initial teacher education and teacher educators as key actors in this change project.

A COOL Lab for Teacher Education

BARBARA SABITZER

HEIKE DEMARLE-MEUSEL

CHRISTOPH PAINER

Johannes Kepler Universität Linz

First Author Email Address: barbara.sabitzer@jku.at

The COOL Lab is a meeting point for teaching, learning, research and practice, which mainly aims at fostering digital literacy and computational thinking as fundamental skills for everyone and enhancing teaching at all levels. In contrast to other learning or teaching labs the COOL Lab interlaces initial teacher education, in-service training, research and teaching practice in primary and secondary education. Everyone can slip in the role of teachers, learners, developers or researchers and discover, apply or develop instructional technology, computer science techniques and concepts (computational thinking) as well as innovative teaching methods and (cross-curricular) materials. The COOL Lab is partly developed from the Informatics Lab and the Teaching-Learning Lab implemented at the former university of one author, but goes further and brings together different labs and activities concerning teaching, learning, educational research and/or technologies. The didactical background of the lab is the neurodidactical teaching approach “COOL Informatics” with four main principles (discovery, cooperation, individuality and activity), which are considered in lesson and task design. The COOL Lab prepares (future) teachers for the 21st century and offers them additional possibilities for teaching practice (with or without technologies) and projects with partner schools. It supports teacher students concerning innovative teaching methods, educational research as well as instructional technology and computational thinking. Mainly the principle “cooperation” including methods like peer teaching or talents exchange is crucial for the success of the COOL Lab. This work-in-progress paper describes the development and implementation of the COOL Lab, its potentials as well as some use cases for teachers, teacher students and pupils. Regarding the new Austrian curriculum “Digital Education” (including digital literacy and computational thinking), which becomes obligatory for lower secondary schools in autumn 2018, and the challenges of its implementation, our current research focusses on the question, how digital literacy and computational thinking can be integrated immediately and sustainably in teacher education and in-service training. Some preliminary results of interviews and questionnaires from the pilot phase are presented in this paper, too.

Understanding Teachers' Technology Practice Through Intentionality

KRISMIYATI KRISMIYATI

University of Manchester

krismiyati.krismiyati@manchester.ac.uk

The growing body of literature on teachers' technology practice has been heavily focused on understanding their cognition construct, that is looking to understand what they know, believe, think and do (Borg 2003). Past studies have successfully identified teachers' cognition such as belief, perception, attitude, knowledge (Kim et al. 2013; Ertmer et al. 2012; Chik 2011; Kopcha 2012) and how these shape teachers' practice. However, looking at why teachers use particular technology in their practices with their actual practice as starting point still receives little attention in educational technology. Using intentionality which means purposeful action (Malle and Knobe 1997) as a lens helps to better understand their technology decision through their reasoning. Understanding teachers' intentionality will help to develop teachers' awareness of their intention in using technology while they are teaching (Kubanyiova & Feryok, 2015).

It is a qualitative study to understand teachers' technology practice in Indonesian context through the lens of intentionality. The qualitative approach allows the study to explore and understand teachers' practice in their natural environment (Ritchie & Lewis, 2003, pp.4). The study employs photo elicitation for its data collection. The photos used in the study is reflexive photography. The teachers generate photos representing their technology practice (Lapenta 2011). The photos are used in the elicitation session with the teachers. Having the reflexives photography employed gives the authority for the teachers to choose what they want to share and discuss during the session. The elicitation session provides the space for teachers to reason their technology decision. This study takes place in one of public high school in Indonesia. It involves three teachers who uses technology in their teaching practices. Each of them takes four (4) to six (6) photos for the elicitation. The photo generation provides the teachers the chance to bring out what matters to them in their technology practice.

The result of this study suggests that the method employed in this study provides the space for the teachers to articulate their technology practice, a space that they rarely have in their daily conversation with their practice. The reasoning for every technology decision is in their mind, however there is often occasion that it remains sitting there in their mind. Teachers reason their technology decision by offering reason domain of explanation complemented by

causal history of reasons. This study contributes to the literature in educational technology especially in understanding teachers' technology practice in the light of intentionality.

Secondary School Teacher's Beliefs about Learning and Learners

WENCHE HAMMER JOHANNESSEN

Nord University

wenche.johannessen@nord.no

In Norway, research on teachers has a tendency to focus on their practices, exploring their classroom actions in a didactic perspective aiming to improve student achievement (Imsen, 2004). Knowing that teachers beliefs is the best indicator predicting teachers practices (Dewey, 1933; Fives & Buehl, 2012; Rokeach, 1968), gaining insight into how teacher's think about learning and learners may give valuable contributions to the discussion about teacher qualifications and teacher education. Both Munthe (2005) and Nordenbo (2008) argues for more research on how Norwegian school teacher's experiences their lifeworld, and more specific on teachers thinking and their beliefs about learning. Inspired by Illeris (2012) comprehensive understanding of human learning, this study aim to explore and elicit the range of articulated beliefs about learning and learners held by Norwegian secondary school teachers. Individual semi-structured interviews with topics related to content, incentives, students and interaction resulted in rich descriptions of how teachers think about learning and the learner. A phenomenographic inspired analysis draw on qualitatively generated data from seven secondary school teachers, teaching in rural K1-10 schools, grade 8th-10th. This paper provides descriptions of articulated dominant beliefs, emerged from pooled data, of the ways in which these teachers believed, meant and thought about learning in a multitude of settings and across a range of content area. Results indicates four dominant beliefs, all grounded in a common educational purpose: to educate and form young people to be able to go on with their lives. In the first belief, student learning is rooted in storytelling, where the teachers impart knowledge preferably by telling stories or other form of oral presentation. Students learn by listening to the teacher and by working individually on assignments. In the second belief, learning is all about equipping students with necessary skills to master life, focusing more on social skills than professional skills, building the students competence brick by brick. Students may work in pairs or in small groups. The third belief involve active students developing understanding by discussing and reflection. Teachers asking the right questions helps students take responsibility of their own learning process. In the fourth belief, teachers understand learning as a holistic process where students change and develop catalyzed and facilitated by the teacher. Giving student's freedom to choose both sources of knowledge and studying methods provides

opportunities to take responsibility, not only for their own learning but also for all of their classmates. Mutual sharing and collaboration is highly valued.

The Power of Dialogue and Discovery in Early Childhood Maths Education

KALINA JASTRZĘBOWSKA

University of Warsaw

kw.jastrzebowski@student.uw.edu.pl

Early childhood Maths education in Poland lacks space for group work that could lead to discovery. What dominates our classrooms goes against the growth mindset approach that has been revolutionising Maths education in many countries around the world. There is a strong need to implement creative methods to teach and learn Maths, to strengthen mathematical intuition, to bolster and develop mathematical curiosity and self-esteem, to help our students find joy in problem solving and to expand their number sense. Active learning makes students responsible for their own learning process.

Solving open-ended tasks, searching for patterns, number talks, cooperation in various groups, concept building, discovering relationships between ideas – all of these elements need to be brought to light in the teaching community. Concept-based learning makes it possible for the brain to engage in a process which 1982 Fields Medal recipient William Thurston called compression – the filing away of knowledge which has been understood in order to get ready to use the knowledge as a part of another mental process. Unfortunately, the learning of rules and methods, which commonly takes place in our classrooms, does not foster the process of compression. As a result, our students are deprived of an important element of successful Maths learning and do not reflect on their experience as being joyful. Answering how? and why? questions must take precedence if the process of inquiry is to be effective. Such an approach will deepen understanding and replace the “drill and kill” strategy.

According to research carried out by M. Dąbrowski of the University of Warsaw in the years 2008 – 2010, 64,6% of Maths lesson time in Polish schools is used for convincing students to practice the methods presented to them by their teachers. Moreover, 1/3 of surveyed teachers described open-ended tasks as being too difficult for their students. Computational skills are regarded as key determinant of student success.

As a Maths and Science teacher in years 1 – 4, I would like to emphasize the need to discuss and implement modern mathematical practices. Not only do they deepen understanding and boost motivation among students, but they also engage their emotions and make them feel responsible for their own learning. Teachers can realize that mathematical language development only takes place if students are given a voice in mathematical discourse and

discover Maths concepts on their own. Such opportunities should be free from teachers' fear of losing authority.

The Future of Teacher Education in Kosovo amidst Reforms: A Discourse Analysis of National Education Strategies

FITIM KRASNIQI

Kent State University

fkrasniq@kent.edu

In efforts to link initial teacher education to student outcomes, governments around the world are working towards introducing new standards and accountability measures. Although the educational policy-making process should be an extensive deliberation of the available data and options, this is not always the case (Wiseman & Baker, 2005). This paper examined the future direction of teacher education in Kosovo as promoted by the Kosovo National Education Strategy documents covering the period 2007 through 2021. In examining the assumptions inherent in the rhetoric used in these strategy documents, the theoretical lens consists of the three models used to explain the purpose of education, namely: Human Capital Theory (HCT), Human Rights Model (HRM), and the Capability Approach (CA). The HCT approach to education values the economic aspect of education at the cost of failing to explain why someone would read poetry. The HRM promotes the intrinsic aspect of education as a basic human right and is largely endorsed by the organizations of the United Nations. The CA integrates both approaches through its conceptualisation of the real opportunities provided for building capabilities necessary for a dignifying life (Robeyns, 2006). The study used discourse analysis to examine the national education strategy documents created by the Government of Kosovo using Gee's (2014) building blocks and tools of inquiry as the research design. The analysis showed that the Kosovo policy documents on education largely promote a HCT approach to education. The presence of the HRM, although less frequent, raises concerns for its use in shifting institutional responsibility. These findings have implications for how pre-service teacher education is conducted as well as the role of the government institutions in teacher education and the preparation programs. There are two major implications for the future of teacher education in Kosovo and similar contexts. If governments see education mainly from a HCT approach, in efforts to increase efficiency and "financial impact", more accountability measures will inevitably be introduced. Consequently, the 'effects of teacher education (Hilda & Whitcomb, 2008) movement implies accountability measures by the governmental institutions on how teacher preparation is done and evaluated.

Positional Method of Teaching in Teacher Training: Vygotsky in Action

IGOR BOGDANOVICH SHIYAN

OLGA SHIYAN

Moscow City University

First Author Email Address: igor.bogdanovich@gmail.com

The situations where gaining knowledge and learning new technologies gets outdated in the process of professional life, is a commonplace not only for technical majors, but for liberal arts as well. So, an important goal of teacher training is to form professional thinking of the students, which will help them to solve theoretical and practical tasks/problems. Professional thinking is not a prerogative of scientists and theorists. Everyday practice sets important tasks for a practitioner.

One of the possible ways to fulfill this goal is a method of teaching, called “positional teaching of university students” (Veraksa N., Shiyani I., Shiyani O.). The idea of this method is that students read scientific texts (monographs, articles) or listen to lectures, and then discuss them during positional seminars. Lev Vygotsky formulated a very important law of development: at first, we use tools externally, person learns to use the tool in collaboration with others, and only later these tools are internalized. Initially tools have to be “tested” in the group work, where each concept and the idea becomes an object of discussion. Position seminar consists of two parts. First, students work in small groups. Each group is assigned - to review a lecture or text book from the perspective of one of the proposed positions. Later students defend their position during the panel discussion. As a result, these means become internalized. What tools do we need to develop skills and abilities of reading sophisticated texts? To answer this question, we have to analyze what an “advanced, good” reader does. A reader also uses certain tools: he or her conceptualizes text, finds main ideas in the text, builds a relational scheme of the context, asks questions and builds oppositions, creates his or her own attitude. In the model of positional teaching of students, such elements as “concept”, “idea”, “oppositions”, “scheme”, “symbol”, “poetry”, “questioning”, “dramatization” become cognitive tools, covering three dimensions – normative, transformational and symbolic. These tools that a student should acquire are called “positions”, and the teaching process is called “positional”. "

A Multiperspective Syllabus to Describe and "Tell" Teachers Digital Competences: the European Pedagogical ICT Licence Syllabus Tells the Stories of the Complex Processes Described by Digcompedu Framework

ANGELA MARIA SUGLIANO

GIOVANNI ADORNI

ANNA Maria D'URSI

University of Genoa

First Author Email Address: sugliano@unige.it

Our background and theoretical framework is the EPICT Certification Syllabus developed in its first version as output of the eContent Project "EPICT - European Pedagogical ICT Licence" (years 2002/2005) and annually updated by the research unit of the Consortium formed at the end of the Project and nowadays still in action. The Syllabus is organized in 16 modules each focused on the pedagogical aspects of using a particular digital tool at school; each Module describes teachers competences necessary both to reach with students pedagogical goals and to act as professionals using that specific tool.

During years the EPICT Syllabus was the basis of the training and certification of thousands of teachers around the world and it is recognized as one of the European quality assets to define teachers' competences, for example as one of the existing successful international and EU certification instruments in education within the Mentep Project.

In July 2017 we have mapped the EPICT Syllabus on the DigCompEdu Framework and we noticed that it can act as sound and concrete mean to articulate the DigCompEdu high level description of teachers' digital competences (as described in the accepted paper at EDEN Annual Conference 2018).

But the ""intersection"" between DigCompEdu framework and EPICT Syllabus Modules, revealed us a new perspective that we think represents a really engaging challenge for designing teacher education in the digital era.

From the mapping of the 16 Modules of the EPICT Syllabus on the DigCompEdu 6 areas of competences, springs out the vision of a number of stories: the story of teachers engaged - using ICT tools (the ones described in the EPICT Syllabus) - in working with colleagues, in developing digital learning materials, in designing and managing innovative learning scenarios, in assessing students giving them meaningful feedbacks, in supporting and engaging special needs students. Or the story of tools (search engines, text editors, forums, social network, video

editors, coding software, robots, virtual reality and immersive tools,...) as ""magic means"" in teachers hands. Or the story of students who act in the digital learning scenarios designed by their teachers. Or...

We are applying storytelling techniques to develop these stories and we're going to re-design the EPICT Syllabus on that new basis: we're developing a digital tool that make concrete the different views we can have on ICT teachers competences, and as result, we'll be able to design different kind of learning journeys to help teachers in visualize (before they start to learn) the new role, that the new digital school asks them to play.

From Current Practice to Emerging Research Directions in Preparing Teachers with Global Awareness

A. CENDEL KARAMAN

Middle East Technical University

cendel@metu.edu.tr

A key area of emphasis in preparing professionals for the 21st century is fostering what is broadly considered global awareness. Specifically, in teacher preparation and professional development endeavors, the need for including work on improving teaching competencies relevant in contexts with cultural diversity. In the last two decades, the need for teacher education research focusing on this theme has been increasingly emphasized (Karaman, 2010; Smolcic & Katunich, 2017; Zeichner, 2005).

Designed within the self-study research genre (Pinnegar & Hamilton, 2009) in teacher education, this qualitative study presents a teacher educator's inquiry into efforts towards advancing a research agenda that can support the preparation and professional development of teachers with the qualities that are broadly conceptualized under the category: global awareness. Focusing on the context of an English language teacher preparation program, after reviewing relevant practices, I explore how past and current practices have facilitated or constrained the development of relevant competencies of prospective and in-service teachers in this specific context. Data were collected via relevant artifacts (e.g. teacher education program goal statements, relevant institutional documents, researcher's memos, and portfolios), observations teacher education practices, and focus group interviews. The interpretive analysis stages included coding, generating categories, and identifying prevalent themes.

As underscored in relevant research syntheses in teacher education, this inquiry also points to the importance of studying the nuances of individual lived experiences in the teaching profession (Darling-Hammond, 2016). It is important to inquire into and discuss the confusions in conceptualizing what constitutes teacher knowledge as part of teacher development. The notion that one would participate in a community of practice and the wisdom would emerge as a result of your encounters in that field is simplistic. In the discussion, linking the contextual analysis to the relevant research literature, I highlight key areas of research in teacher education that can support the preparation of teachers (e.g. Çiftçi & Karaman, 2017).

Assertive Expression of Criticism as a Practical Form of Efficient Communication in Education

MARCIN KOLEMBA

University of Bialystok

marcin.kolemba@gmail.com

The article concentrated on effective interpersonal communication as one of the most important competencies necessary to function effectively in the social environment. The paper also discusses the assertive expression of criticism, as an example of the practical use of the principles of effective communication in education. Presented in article model of assertive criticism is based on five main rules: motive analysis, elimination of generalizations and labels, constructive answers on key questions and positive attitude.

Keywords: interpersonal communication, expressing criticism, assertiveness, effective communication

Digital Learning Materials. Are we Ready for Future?

LINDA DANIELA

University of Latvia

MARTA KOWALCZUK-WAŁĘDZIAK

University of Białystok

First Author Email Address: linda.daniela@lu.lv

Technologies and technological solutions are around us and help to improve lives, to solve different kind of problems to develop innovative solutions. Technologies are playing important role in education as well and they increasingly are integrated into the learning process as Digital Learning Materials (DLM) and technological aids to support Technology Enhanced Learning Process. Educators should find the the best way to promote the student's learning achievements and find out how to prepare students/teachers/parents to face different types of risks: student safety, physical and sensory development, metacognitive development, etc. It is essential to use DLMs in a pedagogically substantiated manner and to promote both the development of specific skills and the construction of new knowledge, as well as to promote pupils' creativity and creative actions, critical thinking, ability to develop new and innovative solutions in a technology-rich learning process and at the same time be prepared to use all the possibilities brought by technologies in a safe way.

Before starting discussions on role of technologies and DLMs in teaching/learning process, the way how these solutions can be used meaningfully it should be find out the particular situation in compulsory education with use of DLMs, technologies and technological solutions and it was the aim of the research. To collect data there was developed structured survey where schools were invited to answer questions about situation in particular school. Each school had to fill out one questionnaire. Altogether there were collected 232 answers which represented the situation in 232 schools. Data calculation was made by using Excel and after that analysed in discourse of Technology Enhanced Learning processes.

This research has some limitations at the moment: there are data collected from compulsory education which is provided in schools of Latvia. In next steps researchers will collect data from schools of Poland and later on other countries will be invited to participate in this research.

Education Reform in the Republic of Belarus: Legal Aspects

LIUDMILA KRASNABAYEVA

IRYNA SINITSA

Francisk Skorina Gomel State University

First Author Email Address: kolos75@tut.by

In this article on the basis of regulatory legal material are considered the process of formation, institutionalization and development of the national education system and the general education school as its important element. The normative documents accepted in this period laid the foundation, on the one hand, the fundamentals and directions of educational policy, on the other hand, practical ways of their implementation.

Education in the Republic of Belarus is the main priority of state policy. The modern system of teacher education in the Republic of Belarus is a system that is distinguished by openness, gradation, multilevel and multifunctionality. The development of the national education system is based on the following basic principles: the priority of universal values; national and cultural basis; scientific; orientation to the world level of education; humanism; communication with public practice; ecological orientation; continuity and continuity; unity of teaching, spiritual and physical education; democracy; secular nature; promotion of talent and education; compulsory basic education.

Legislative sources show, how ambiguously develops the relations between public authorities and school. The article analyzes the main novelties of the Republic Belarus Education Code. It discusses the provisions on education, quality assurance in education. It gives a detailed description of the reforms implemented in this sector, and their intermediate results. A particular emphasis is made on the issues of the upgrading of the system of teacher education. The article raises the question of the professional motivation of future graduates of teacher's institutes. According to the results of legal analysis conclusions, reflecting some modern trends in legislative regulation in the field of education.

The Passion for the Teaching Profession: a Qualitative Study

BEATA KUNAT

University of Białystok

b.kunat@uwb.edu.pl

What are the specifics of passion for the teaching profession? Why is passion important for a teacher? What are the benefits of passion for teaching? What are the conditions of this passion? What are the teachers' characteristics or behaviors that foster students' passion? The aim of this study was to answer these questions as well as to present a current picture of a role of passion in teachers' education. The author presents the results of a qualitative research that consisted of interviews with teachers who were identified by their students and principals as those having a strong passion for teaching. Furthermore, implications for theory, practice and research on professional passion are also discussed. This study reveals the insightful findings of these interviews and offers several valuable lessons for all teacher educators. The results of this research could be useful for educational politics, executives of institutions dealing with education of teachers.

Keywords: passion, teachers, profession, autobiographical research

Educational Reform in the Russian Federation: Problems and Prospects

IRINA DERYUGINA

Kutafin Moscow State Law University

NATALIA KOMISSAROVA

Russian State Social University

First Author Email Address: i.deryugina@yandex.ru

Education reform in the Russian Federation started a few years ago when the Federal Law “On Education in the Russian Federation” of 22 December 2012, 273-FZ (hereinafter “Law on Education”) was passed. Since that time we have seen the movement towards introducing innovative and experimental activities in the educational sphere (Art.20).

The New Professional Standard for a Teacher (PST), which has been implemented in the Russian Federation since 1 January 2017, provides, among others, such teachers’ functions as creating students’ motivation to study; encouraging students’ independence by means of new educational programmes, facilitating their initiative, and creative thinking while studying.

It has always been necessary for a teacher to develop psychological and pedagogical techniques aimed at personality development and overcoming difficulties if they arise. A lot of attention is seen to be given to individual approach in teaching both very talented students and students with disabilities. A teacher should know how to incorporate project activity, various experiments, i.e. the practice-oriented approach in teaching is highly recommended.

According to PST a teacher should be involved in extracurricular activities creating amicable and motivating educational environment.

It is worth mentioning that much focus is given to building information technology skills (Art.16 of the “Law on Education”). It is also essential to foster tolerance and behavior in a multicultural environment.

It goes without saying that teachers should comply with legal, moral and ethical standards while teaching their students.

The authors conclude that PST, being a frame document, contains an exhaustive list of educational outcomes that should be achieved. However, it lacks any enforcement instruments that are still to be developed by means of bylaws and local legislation.

**Qualification Requirements for Teachers' Professional Activity
in the Republic of Belarus as a Problem of Educational Law**

Olga KLEZOVICH

KATHERINA SHASTSITKA

Belarussian State Pedagogical University

First Author Email Address: klezovicholga@tut.by

Professional autonomy of teachers is a way of carrying out professional work, characterized by activity, independence and responsibility, based on independent goal-setting, free choice of forms, means, content of training and constant reflection of their experience and professional behavior (Gavrilyuk O. A., 2006), involving self-directed professional actions for self-development, freedom from control over professional self-development (Richard, 2015) and freedom from external influence in the choice of educational actions (McGrath, 2000).

Introduction of a Professional Standard of a Teacher in Russia: Problems and Perspectives

VERA TOKTAROVA

MARINA MOKOSEEVA

NIKOLAI KUZMIN

EKATERINA FLIGINSKIKH

Mari State University

First Author Email Address: toktarova@yandex.ru

The issue studied in the article is acute because of the modernization of the National Qualifications Network in the Russian Federation, as well as coping with the disbalance between economic needs and opportunities of professional education. Dynamically changing social environment, active informatization process in education, emerging role of psychology in the teaching and educational activities lead to new requirements to qualifications of a teacher. The article analyses professional and personal requirement to a teacher included into the introduced professional standard. It considers job functions of a teacher, educes and builds a cluster of competences which shall belong to a teacher. The article compares the cluster with new Federal State Educational Standards of Higher Education for a major “Teacher Education” (for bachelor and master’s degree levels) adopted in February, 2018. The article presents the teacher survey findings on the problems and perspectives of introducing the professional standards into the Russian educational system. The work uses theoretical and empiric study methods. Because of the acute character of the issue studied in the article, it may be interesting and useful for teachers and educators both from theoretical and practical points of view.

Initial Teacher Training Challenges in a Context of Educational Reform in Lithuania

AUŠRA RUTKIENĖ

TETIANA PONOMARENKO

Vytautas Magnus University

First Author Email Address: ausra.rutkiene@vdu.lt

The current article comprises the review of Teacher Training Concept, OECD reviews of school resources and teacher training governmental regulations, and discusses the strengths and challenges of initial teacher training in Lithuania in context of its reform. Specifically, the changes in teaching competence framework and vision of initial teacher training, the ways of initial teacher education acquisition and its structure are examined and discussed. Analysis of teaching competences has shown that the priority is given for general (skills of reflective practice and research on a job skills) and didactic competences in order to focus perspective teachers on actual teaching process. Initial teacher training is seen as a foundation for building teaching career in lifelong learning terms. Mixed model of initial teacher training is expected to provide more possibilities to enter teaching profession by alternative ways due to expected lack of teachers. The internship practice in structure of initial teacher training after graduation, is viewed as a mean decreasing young teachers' drop-out and ensuring a smooth transfer from university education to professional in-service activity.

Professional Profile for Teachers in Russia: legal framework and practice

VITALY MATVEEV

Moscow City University

vitjurmatveev@yandex.ru

Russian legislation establishes a number of requirements for candidates for the position of teacher. These are requirements to the level of education, health, reputation and a number of others. In addition, the existing requirements set a number of variable requirements for candidates for instance in terms of type and level of education, allowing flexible approach to this issue. Such variability in the conditions of the Russian legal regulation does not allow to answer unambiguously a question what is primary: pedagogical education or education in the field of the taught subject.

However, despite the legislative consolidation of requirements for teachers, a number of issues remain open. These issues include the moral character of the candidate for the post of teacher, as well as the acting teachers. Existing situations are resolved in different ways, including by the court. In this connection, it is necessary to consider the main cases related to immoral behavior.

Teacher Profession in Albania and the Continuous Need for Improvement

HELIONA MIÇO

ERVIN KARAMUÇO

Aleksander Moisiu University of Durres

First Author Email Address: heliona.bellani@gmail.com

As a post-communist country, Albania is emerging from a closed planned social system and moving toward trade market economy where society, technology and knowledge are always on the move. In order to face these challenges, there are needed people whose skills and knowledge are in line with labour market needs as well as with European standards. Therefore, teachers are the main tool to improve the quality of educational provision at all levels. Strengthening the capacity of teachers is a must in a country that is being transformed as Albania. The focus of the article is to present the teacher training reforms done by Albania and to analyse the professional profile for teachers for highlighting that the teachers are lifelong learners. Through contemporary professional training and development of teachers, children will reach their potential.

Key words: teacher, professional profile for teachers, mentoring, teacher education reform, teacher training

How the Educational Reform in Albania Supports the Practice Teaching and Perceptions of Student Teachers

MANJOLA ZAÇELLARI

DANIELA MEÇE

Aleksander Moisiu University of Durres

First Author Email Address: manjola_zacellari@yahoo.com

This paper aims at presenting a general overview of the pre-university education reform in Albania, the measures that have been taken so far and to address some issues related to the preparation of new teachers. The paper also aims to bring students perceptions about the challenges and difficulties they face during their teaching practice. Pre-university education in Albania is reforming and this affects the content and organization of curriculum as well as the professional development of teachers. Globally, education is undergoing changes and they have to adapt to the current needs of children and young people. Therefore the challenge for Albanian teachers is huge, especially for young teachers.

The reformed curriculum sets specific requirements for both experienced teachers and those teachers who are at the beginning of their work. One of the goals of the educational reform is to ensure continuity between the stages of professional development of teachers and content review. On the other hand, it is also aimed the organization of a curriculum for the preparation of teachers from higher education institutions, in order to prepare and trained teachers capable of implementing a new competency-based curriculum that meets the needs and interests of students and that enables diverse sources to learn. But how prepared are young teachers to apply what they have learned in practice? Various studies have highlighted the fact that teaching practice is the least developed element in education curriculum.

In this study, in order to bring the student perspective, interviews with student teachers and focus groups were conducted. Part of this study were 28 student teachers of Faculty of Education, Durrës University. Study findings are demonstrated in the paper.

Key words: education reform, student teachers, curriculum

Methodological Bases for Quality Assurance in Initial Teacher Education

KATERINA KABAKHIDZE

ANASTASIIA SUVIROVA

Moscow City University

First Author Email Address: kabakhidze@gmail.com

Globalization processes have highlighted the problem of quality education due to intensive mobility of students and migration of qualified employees. Russian Federation (RF) along with other CIS countries have confronted the issue of quality education and, therefore, new laws were introduced. For the purpose of quality growth, RF has adopted EU practices and approaches to teaching and learning, introduced competence-based approach to teaching, making the system of education more transparent, with achievable and measurable deliverables in line with the Bologna process. However, quality of education is still a burning issue. According to opinion polls the majority of the population the quality of education provided by higher education institutions is low, typically because of the lack of public scrutiny of educational standards.

In RF the accreditation system requires the existence of quality assurance criteria to measure quality of education. It is important to create a unified system for preparation and in-service training of pedagogical staff, and aligning of higher institutions curricula for teacher preparation with the state standards and professional characteristics outlined in regulation №544/18.10.2013 by the Ministry of labour and social policy of RF.

Among other problems, there is no attention paid to theoretical and methodological foundations of educational assessment systems, development of unified conceptual approaches to assessment.

One can outline the main problems:

- lack of qualified teaching staff
- need for organizational and management restructuring
- low reputation of teaching profession
- lack of mentoring
- no quality in initial teacher's education
- lack of indicators of quality in initial teacher education.

To solve these problems one should create a model of education quality that will be applied to teacher training programs and indicators to ensure adequate measuring of initial teacher education by public quality agencies.

Good quality evaluation system should be based on the assessment of students' transversal skills, which improves the quality and relevance of higher education, increases mobility and cross-border and inter-disciplinary cooperation. It is important to revise and update existing curricula and to make sure academic staff receives training in the latest methodology developments, so they can adopt and use Open Educational Resources.

The procedures for quality assurance implemented by university quality assurance centers will be the foundation of the quality assurance which will guarantee its sustainability and future results. The indicators of quality of initial teacher education will be elaborated through questionnaires and opinion polls conducted in schools, higher education institutions, departments of education.

Albanian Pre-Service Teachers' Motivations for Choosing Teaching as a Career

THEODHORI KARAJ

STELA KARAJ

EDMOND RAPTI

VALBONA HABI

University of Tirana

First Author Email Address: dhorikaraj75@gmail.com

This study aimed at examining the motivations related to teaching as a career among elementary and secondary Albanian pre-service teachers. The participants (N=800) were bachelor and masters students from five Albanian teacher training universities. The instrument employed in this study was the Factors Influencing Teaching Choice (FIT-Choice), developed by Watt and Richardson (2007), which was translated into Albanian and assessed for its construct validity and reliability. The questionnaire was administered to the pre-service teachers in their learning environment. An overall response rate of 95% was achieved. Factor analysis using the data of this study identified ten motivational factors. The most influential motivational factor was the social contribution followed by ability, intrinsic career value, and working with children. The least influential motivational factors were the prior teaching experience. The motivational factors rated in between were job security, social influences job transfer ability, and time for family. In addition, the findings of the study reveal gender and other demographic variables differences related to the social utility and personal utility values of the teaching profession. The findings of this study are analyzed in the framework of the present cultural and economic Albanian context.

Key words: teacher motivation; elementary and secondary pre-service teachers; Albania

The Attitude Towards Becoming a Teacher: the Case of Student Teachers in Albania

LIVIA NANO

NADA KALLÇIU

NIKOLETA MITA

University of Tirana

First Author Email Address: livia.nano@gmail.com

The attitude towards the teaching profession in Albania has changed over the years. The teaching profession used to have a high regard status before 90s of the last century, but it has dropped significantly after 90s. During two last decades the government has shown a concern to improve the status of teaching profession, but it remains still low. A significant indicator of the low status of the teaching profession is the low average grade of students who choose the teacher education programs at universities of Albania. Choosing the best students to teaching career depends on making it an attractive and respected profession.

Therefore, the aim of research is to investigate student teachers attitude towards becoming a teacher. The research addresses the following research questions: a) For what reasons student teachers choose teaching as a career? b) Do the attitudes of the student teachers towards the teaching profession differ according to gender; type of the program of study; type of schooling; and university entrance preference list? This research has applied a mixed methodology, combining survey method and focus groups. An attitude scale on choosing teaching profession as a career was adapted and contextualized for the Albanian context. The population of this research are student teachers attending teacher education programs in the public universities in Albania. A sample of 420 student teachers from eight public universities was selected using a stratified random sampling technique. Data from the survey questionnaire were analyzed via descriptive statistics. In addition, two focus groups were conducted to better understand factors that have affected to their attitudes towards teaching profession.

Findings revealed that most of student teachers choose the teacher education program as the last resort, they accepted it as a forced choice to get a higher education diploma. It was found that student teachers attitude towards the teaching profession differ according to gender, study program, university entrance preference list.

It is believed that the findings and recommendations of this research will be used by the universities and policy makers to review and reshape the recruitment, admission and enrolment policy and system towards teacher education programs and teaching profession.

Key words: teaching profession, becoming a teacher, attitude towards teaching profession, student teacher

Educational Agility: The Next Challenge

RAY GALLON

NEUS LORENZO

The Transformation Society

First Author Email Address: ray@transformationsociety.net

The technologies that drive what is known as Industry 4.0, or the Industrial Internet, are also driving technological products in other domains – domestic products, B2B products, etc. International Institutions (UNESCO, European Commission, etc.) are already working on the human dimension of technology, because these technologies are driving societies into unknown zones (see: http://ec.europa.eu/research/ege/pdf/ege_ai_statement_2018.pdf, and: <https://ec.europa.eu/digital-single-market/en/news/experts-appointed-high-level-group-fake-news-and-online-disinformation>).

Education has a double challenge here: how to integrate these technologies into classrooms and engage with new teachers and their students who are already interconnected with machines and Artificial Intelligence (AI) agents via the Internet of Things (IoT).

As we enter this “fourth industrial revolution,” where much of the information we deal with every day will become the province of machines, our critical mission as teacher educators is to facilitate future teachers in professional agility, adaptive competencies, and humanist ethos.

The Transformation Society has been conducting research to understand just what the tendencies of thought about technology are, and how new generations are going to accept and adopt technology in everyday life. In this paper we present some comparative data for elders and youngsters on understanding and accepting IoT, Augmented Reality, Bionics and other elements connected to AI and Industry 4.0

To connect with the new learning habits of our students, we need strategies that draw on this type of data that allow them to create individual itineraries and authentic experiences that help them to pass from input to intake. Molecular information (or micro-content) strategies are emerging out of industrial practices and finding application in education through the work of groups like the Information 4.0 Consortium, of which the presenters are members. Students need to find compact, dynamic, diversified optional information by working in teams, networks, and shared ecosystems.

At the conference, our interactive presentation will use movement, creativity, and a visual thinking activity for teachers to explore concepts from design thinking and agile development. Participants will work on building their own scaffolds and teaching models through collaborative scenarios, to put together a collective understanding of how to guide students through the complex maze of technological evolution. They will take away transferable strategies for planning micro-sessions to engage their students in social knowledge building.

The Policy Framework for Teacher Education Qualifications in South Africa: Where does Education Law Fit in?

LYNETTE JACOBS

MARIËTTE REYNEKE

University of the Free State

First Author Email Address: jacobs1@ufs.ac.za

The history of South Africa, over many centuries, is known for various kinds of oppressions. These include colonialism under the British Empire as well as Apartheid under Afrikaner Nationalists. In 1994, after a long struggle, the country had its first democratic election, where people of all ethnic groups were able to partake. This was followed by profound legislative and policy changes toward transformation in all spheres. One sector that needed transformation was the higher education sector, and this was enabled through the Higher Education Act 101 of 1997. Amongst other issues, this act paved the way for a unified, transformed Higher Education sector, the establishment of the Council for Higher Education, the setting up of a higher education qualification framework and the merging and closing of certain higher education institutions. Since then, a number of changes took place, also in terms of teacher education. All Colleges of Education were closed down at the turn of the century, and teacher education became the sole responsibility of universities. A number of teacher qualifications were offered to overcome the inequalities of the past, in terms of qualification levels. Still, it became evident that these did not transform the classroom. In February 2015, after a long process of consultation and deliberation, the Revised policy on the minimum requirements for Teacher Education Qualifications was published. Not only does this policy align teacher education qualifications with the revised Higher Education Qualifications Sub-Framework of 2013, it also “sets minimum credit values for learning programmes leading to qualifications in terms of the knowledge mix and different levels; and defines a minimum set of agreed-upon competences for initial teacher education programmes”. The new policy requires all teacher education programmes to address the critical challenges facing South Africa today. One of these is the increase in litigation between schools, parents and the Department of Basic Education. This is often due to the ignorance in terms of education law on the part of officials, and clearly, there is a need to empower teachers and education officials in this regard. In this paper, we discuss the teacher education reforms in South Africa, to consider the possibilities to include Education

Law in qualifications at various levels. We raise the concern that expertise in Education Law at South African universities is waning.

A Restorative Approach to Address Cyber Bullying

ROELF REYNEKE

University of the Free State

reynrp@ufs.ac.za

Bullying leads to trauma experiences. In many instances, bullies are victims of bullying and/or other traumatic experiences. Neuroscience has shown that this negatively influences the brain and leads to discipline problems. The fight, flight or freeze response associated with trauma influences the behaviour of the victims as well as the bully. Most adults use a punitive approach to try and change this negative behaviour. Unfortunately, this usually acerbate the problem. In this paper the restorative practices approach will be explained as an alternative to address bullying and cyber bullying. The difference between a punitive and a restorative approach to wrongdoing will be explained. In a restorative approach, the focus is on fixing the harm caused by the transgressor and teaching socially acceptable behavior in a non-punitive manner. The restorative practices model that consist of different levels of intervention will be explained. The model provides guidelines for a whole school approach to preventing deviant behavior such as bullying and cyber bullying. The first level of intervention focus on the use of values to influence the school climate. The second level refers to prevention strategies that includes changing the culture of the school. The Circle of Courage model will be explained as a tool to improve the resilience and emotional intelligence of learners on this level. Despite prevention strategies bullying might still occur. Once this happens, non-punitive intervention methods are used to address the harm. Different strategies to deal with this problem will be explained to address the needs and interests of both the victim, bully and third parties.

Legal Challenges Facing Bullying and Cyberbullyingbehaviour

MARIËTTE REYNEKE

University of the Free State

reynekej@ufs.ac.za

Bullying and cyber bullying is increasing in schools with devastating consequences for victims. Some eventually revert to drastic measures such as committing suicide.

To address the occurrence of this phenomenon a multi-disciplinary approach is necessary. In this paper the focus will be on the legal issues related to cyber-bullying in particular. some of the issues that will be addressed include the following:

1. Should a school get involved in any incidents of cyber bullying especially if the learner(s) that are involved are not both in the same school?
2. What are the legal implications regarding liability of schools if no action is taken against cyber bullying.
3. How can cyber bullies be identified considering privacy rights of the perpetrator?
4. Is existing legislation effective to address cyber bullying? For instance harassment legislation, implementation of interdicts, legal definitions of cyber bullying.
5. Can internet service providers be held accountable to content uploaded by cyber bullies?
6. Can parents be held accountable for the online actions of their children and harm that can flow from it?
7. Which human rights infringements can be associated with cyber bullying?
8. Are there any international law provisions or guidelines available to guide national legal responses?
9. Is the existing punitive and mostly criminal law response to cyber bullying in the best interests of the victim, bully and any third parties involved in the incident?
10. Should children and or adults be responsible to report cyber bullying and if so to who should it be reported?
11. The consequences of cyber bullying are profound and the legal challenges to address this issue is not uncomplicated. A thorough investigation into these issues is necessary.

A Sustainable Museum Design: an Educational Approach

MIREIA MONTANÉ

Col·legi de Llicenciats de Catalunya

mireiamontane@me.com

One goal behind many sustainable museums designs is to create demonstration projects that illustrate innovations in ecologically beneficial technologies and practices. In doing so collaboratively among teachers, students, student teachers, experts and designers, we could show to our communities, as well as policy makers, how they can adapt the strategies that we are developing in other settings, spreading sustainability practices beyond the borders of our local museums.

A Serious Game as an Innovative Way to Develop Children's Emotional and Social Skills at School

AGNIESZKA MASŁOWIECKA

University of Białystok

a.maslowiecka@gmail.com

The presentation draws an attention to the importance of the use of games in school education with particular emphasis on games aimed at the development of emotional competence and social skills. It is also a review of the currently existing solutions and proposals. The author will present the results of research on the core competencies of leaders (Center For Creative Leadership), as well as the researches on significant competencies of school children that are associated with success in relationships with peers and success in science. The example of the author's game "The Tribal Island" will be presented.

The activating's methods in the development of teachers' professional skills

LIDIA DAKOWICZ

ANDRZEJ DAKOWICZ

University of Bialystok

Second Author Email Address: a.dakowicz@uwb.edu.pl

The changing reality has a modifying effect on relations between the teacher (educator) - the student (pupil), putting new challenges. Meeting them requires, on the one hand, deepening knowledge, and on the other hand, improving practical ways of educational actions. The one form of improving teachers' educational skills could be take a part in educational lessons with using the activating's methods. This methods are based on participants' personal engagement, so they are relating to obtained life experience, serving to transfer of knowledge, deeping reflection, stimulating own creativity and creating effective interpersonal contacts. The using the activating's methods in educating of teachers create possibility to take a work on yourself by them, which provides to development them mature personality. Undoubtedly it will be favorably influence on students, with whom this teachers would be take an educational work.

Teachers in new roles in the digital reality – theory and practice

KATARZYNA BORAWSKA-KALBARCZYK

University of Białystok

borawska@uwb.edu.pl

The aim of the article is to describe the role and tasks of the teacher in the light of modern education theory. The background of the presentations are the changes of the modern world, especially the dynamic progress of information technologies. Education in the traditional approach becomes ineffective in the face of constant and rapid changes of the surrounding reality. There is a discrepancy between the student's activity in the mobile space, his expectations addressed to the school and the transmission method of teaching. The author formulates and proves the thesis that a creative teaching approach is needed in the conditions of digital reality. He draws attention to the new roles of the teacher, building a community of learners, taking into account the values of school culture and modern media space.

Keywords: theory of education; educational paradigms; digital technologies; media space

The Role of Teachers in Building Legal Awareness Among Challenging Students

TOMASZ PRYMAK

University of Białystok

t.prymak@uwb.edu.pl

Problem of legal norms and the rules of responsibility for breaking them is still placed on the sidelines of school-based tasks, despite many problems embedded in the specifics of adolescence and stemming from the lack of legal knowledge. Legal awareness can be a chance not only for functioning of challenging students (with tendency to problem behaviours) “without” punishment – but also approaching the social functioning “with” internalized principles and values. Legal education consists of all sorts of initiatives addressed to different social groups in order to raise legal knowledge and awareness. Its educational quality depends on: the functioning framework, i.e. the core curriculum, curricula and materials for classes (including textbooks and scenarios of classes), use of the experience and potential of non-governmental organizations, involvement of lawyers and also, or maybe foremost - the preparation of teachers.

The purpose of addressing the issue is to emphasize the essential connection between legal awareness and the tendency to behave in a manner consistent or incompatible with law and also to show the need to raise legal awareness and young generation by school and teachers. The analysis of the results of the research conducted among schoolchildren aged 15-16 indicates that legal awareness of the young generation differentiates the frequency of behaviours contrary to social and legal standards – the higher legal awareness of young people is, the lower the level of particular problem behaviours in this group is. The paper outlines recommendations and solutions for teacher for whom legal education can be a tool in the form of knowledge of disciplinary measures, but primarily it gives them the opportunity to be an “ambassador” and a creator of legal culture.

The Perception of the “Migration Crisis” by Future Teachers from the Eastern Borderland of Poland

WIOLETA DANILEWICZ

TOMASZ SOSNOWSKI

University of Bialystok

First Author Email Address: w.danilewicz@uwb.edu.pl

The need to ensure emigrants proper shelter, including the need to locate them in different countries, has led to a political conflict. The current migrant crisis and accompanying media panics have drastically altered dominant image of refugees among Poles from stable to rather negative and negative.

A study carried out by the Public Opinion Research Center (CBOS) in 2017, titled “Poles' attitude to accepting refugees”, shows that 52% of them are against accepting refugees, 40% are of the opinion that refugees should receive support until they are able to return to their homelands, and only 4% think that Poland should provide assistance to people who are persecuted in their countries. Many surveys like that, as well as opinions often expressed by some politicians in the media, reflect the negative attitude towards refugees shared by more than half of Poles. In our presentation we re going to point to the results of a study carried out among students of education, concerning their opinions about the “migration crisis” in Europe. The purposive selection of the sample results from the belief that pedagogists serve a significant role in building an open, multicultural society. Their attitudes may be shaped during their academic experience, which is also a new challenge to university teachers.

Day to Day School Work as an Inspiration for Teachers Professional Learning

ALICJA KORZENIECKA-BONDAR

University of Białystok

alibon@uwb.edu.pl

The aim of the presentation is to identify teachers' experiences connected with the occurrence of an incident / critical event at school as well as their importance in inspiring teachers to transform their own stock of knowledge at hand (Schütz 2008). The presentation is based on a study set in the interpretivist/constructivist paradigm, which was carried out in a group of 20 teachers. Any incident disturbs the usual way of behavior and forces the teacher to engage in a number of intervention activities, often atypical ones. This experience contributes to the broadening of teachers' stock of knowledge at hand and can thus be an inspiration to professional development.