2nd International Conference on

International Perspectives in Education

Voices from the Classroom

Editors

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CONFERENCE BOOKLET

Mytilene / online, October 1-2, 2020

University of the Aegean, Lesvos, Greece

Conference Theme

The conference offers an international and clearly interdisciplinary stage for presenters and participants from all around the world. Within the large scope of the conference, we are hoping to host practitioners and researchers from diverse backgrounds and provide a space for debate, reflection and the exchange of experience and good practice in education through new developments, technologies and approaches.

We aim to bring together worldwide researchers and professionals, encourage intellectual development and provide opportunities for networking and collaboration. A secondary aim would be to provide an environment of free exchange of ideas that will offer an improvement in the quality of teaching-learning process and sustainability in education.

The Organization Committee of the IPiE2020 wishes to welcome all participants; researchers, academics, educators, teaching staff and post-graduates of universities, higher education institutions and related agents for teaching and training in professional skills.

The conference will offer the participants to join two days of insight and inspiration sharing from leading education pioneers, policy makers and education experts. We are pleased to offer the programme for 2020 which includes keynote speakers, research presentations, round table, panel discussion and opportunities for learning at intercultural intersections.

Conference Strands

- Inclusion and Inequality
- Internationalizing Education
- Accessing Education
- Education for the Future
- Assessment, Feedback and Student Success
- Sustainability
- Lifelong Learning
- Teacher Training
- Refugees and Education
- Educational Technology and Learning

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Programme

Thursday, 1st October 2020		Friday, 2nd October 2020	
09.45 - 10.00	Welcome and opening remarks by ➢ Prof. Chryssi Vitsilaki, rector of the University of the Aegean ➢ Oliver Holz, coordinator of the IPiE conference ➢ Vana Chiou, local coordinator IPiE, University of the Aegean Moderator: Fiona Shelton	9.55 - 10.00	Welcome ➢ Vana Chiou, local coordinator IPiE, University of the Aegean Moderator: Lotte Geunis
10.00 - 10.45	Keynote and Q&A by Eleni Skourtou "Learning with the Experts. Meaning making in the Classroom and in the Community." Moderator: Vana Chiou & Lotte Geunis	10.00 - 10.45	Keynote and Q&A by Fiona Shelton "Cigarettes, Canes and Chocolate Bars: A narrative inquiry of the lived experiences of former pupils in Derbyshire primary schools from 1944 to 2009." Moderator: Nesrin Oruc Ertürk & Vana Chiou
10.45 - 11.15	Break	10.45 - 11.15	Break
11.15 - 13.15	Parallel Session 1	11.15 - 13.15	Parallel Session 3
13.15 - 14.00	Lunch Break	13.15 - 14.00	Lunch Break
14.00 - 14.45	Panel discussion with Q&A Integration of refugees through education on Lesvos in the past, today and in the future: challenges and perspectives ➢ Georgia Chalkoutsaki (Greece) and ➢ Dionysis Pavlou (Greece) Moderator: Carmen Santamaria	14.00 - 14.45	Keynote and Q&A by Frances Maratos "Progressing compassionate mind training in school settings to improve well-being – An international research programme." Moderator: Lotte Geunis & Fiona Shelton
14.50 - 16.50	Parallel Session 2	14.50 - 16.50	Parallel Session 4
16.50 - 17.00	Plenary Moderator: Lotte Geunis	16.50 - 17.00	Closing Remarks Moderator: Oliver Holz

Parallel Session 1

Educational Technology and Learning **Moderator:** Marta Gierczynska	Teacher Training **Moderator:** Maria Aleksandrovich	Education for the Future **Moderator:** Justyna Ratkowska - Pasikowski	Internationalising Education **Moderator:** Oliver Holz
Emmanuel Fokides & Maria-Ioanna Chronopoulou A 3D virtual environment for easing the challenging behaviors of students with ADHD. A comparative case study	Berna Güryay The Effect of Drama on Creativity: A Study on Prospective English Teachers	Karolina Walczak - Człapińska Bystanders of bullying in the educational space. Challenges regarding prevency programs	Nikitas Aliprantis The advancement of Internationalization of higher education and its risks. A sociological approach
Slawomir Pasikowski University education of research methodology from the perspective of social science curricula studies - Polish nationwide research	Aikaterini Klonari & Christina Vatzaka Differentiated Instruction in mixed-ability class of Primary school (Grade 6) in geography course	Marianthi Liapi Towards a spatial and pedagogical upgrade of public schools in Greece: A good practice example	Rosemary Smith Studies abroad and changing mindsets
Maria Gianna "The Marvelous World of Caves" a didactic scenario for Junior High School students using Story Map	Adrijana Višnjić-Jevtić & Marijana Županić-Benić Artistic Activities as a part of Education for Sustainable Development in Early Childhood Education	Nektaria Sakkoula & Angeliki Kitsiou ICT as a tool for enhancing intercultural education within Greek Primary and Secondary educational settings: A case study of exploring educational leadership's representations and practices	Dimitris Dimitriadis The intercultural education of 4th grade students through the creation of an educational scenario for school history based on interactive drama techniques: The case of Myrtis
Vasiliki Michalogianni & Maria Sakorafa Internet technologies and education. Summary presentation of activity teaching scenario through new technologies. Social networking. Security and Internet	Anthoula Styliani Passadelli & Aikaterini Klonari Aliterature reviewonGeographyteachers' knowledge and attitudes towards dyslexia	Ondřej Duda & Alena Jůvová Sociolinguistic dimension of humour in pedagogical communication	Yolanda Ruiz de Zarobe International perspectives in education: Content and language integration to foster multilingualism

Parallel Session 2

Round table Topic: Liberal, non-formal and voluntary blended lifelong training for all ages in Greece	Assessment, Feedback and Student Success **Moderator:** Marta Gierczynska	Lifelong Learning **Moderator:** Lotte Geunis	Education for the Future **Moderator:** Berna Güryay
Efstratios Papanis, George M. Korres, Aikaterini Kokkinou & Elissavet Gkinala, Pandemics – Covid-19 and Education: Towards a New Paradigm for Europe Aikaterini Nicolarea & Pinelopi Poulerou Cognitive Problem Solving tools in a glocalized special and bilingual education environment	Gloria Visintini A route to student feedback enhancement	Gabriela Dobińska, & Katarzyna Okólska Lifelong learning of parents of a child with an intellectual disability - an interactive perspective	Eirini Vallindra, Antigoni Magkafosi, Georgia Manousogiannaki, Ioannis Vgontzas, Marianthi Liapi & Konstantinos- Alketas Oungrinis Participatory explorations of the schoolyard: A spatial approach to experiential learning
Alexandros Papanis The importance of Microteaching Lessons aided by the use of Multimedia means in the course of English Technical Terminology	Maria Boutzarelou Other-initiation of repair as a vehicle for promoting self-regulation in Kindergarten	Nesrin Oruc Ertürk WISELIFE: Promoting Awareness on Ageism	Antonios Niros & Konstantinos Vasileios Zacharis Fostering leadership development amongst teachers
Efstratios Papanis, Andromachi Bouna, & Stavroula Vegiazi Research of adult students' aptitude in LGBTQ education Efstratios Papanis & Eirini Karampasi Quality models in adult education	Stergoulla Trecha & Assimina Tsibidaki Spelling mistakes and performance on an intelligence assessment test	Antonia Samara Education governance in the era of lifelong learning: The construction of the lifelong learning teacher	Maria Aleksandrovich Development of Sculpturing Skills of Children
Maria Gioumouki, Eleni Prassa, Sophia Paklatzoglou, & Tereza Zogopoulou Trainees' views on Lifelong Learning and education through Facebook	Ignacio Lincolao-Venegas & Julio Rojas- Mora The integrated and centralized student- school assignment problem	Diana Spulber Life Long Learning: intercultural education and communication. Europe and beyond	Danping Peng & Stefan Chudy Practitioners' Perceptions on Pedagogical Leadership in Particular Schools in Czech Republic

Parallel Session 3

Lifelong Learning AND Education for the Future AND Refugees and Education	Teacher Training AND Inclusion and Inequality	Education for the Future
Moderator: Berna Güryay	**Moderator:** Justyna Ratkowska-Pasikowski	**Moderator:** Lotte Geunis
Argyroula Diliou & Timoleon Theofanellis Using web tools in teaching and learning Greek as a foreign language Ewa Gawlik My Own Woman's World" – (Un)Satisfied Womanhood" of Women with Moderate Intellectual Disability – Preliminary Considerations Henrik Dindas Future skills and competence development in the focus of transfer didactics	Panagiotis J. Stamatis & Afrodite V. Ntouka The effect of nursery teachers' voice on preschoolers Anthoula Styliani Passadelli, Vyron Ignatios Michalakis, Aikaterini Klonari & Michail Vaitis Detecting Dyslexic Students Geospatial Abilities Using A Treasure Hunt Mobile Learning Application Caroline Harvey, Frances Maratos, Jane Montague, Maggie Gale, Theo Gilbert & Karen Clark Developing Compassionate Micro Skills of Communication to facilitate group work with undergraduate psychology students Anna Maria Loffredo Voices from the Classroom in Panels – A graphic depiction of an unseen teacher	Antonis Ververis Creative thinking as a means of democratizing choral music Maria Sideri & Vana Chiou Primary school teachers' social media practices. A case study Ana Valjak Čunko Forms of teamwork communication amongst students at the Faculty of teacher education Christy Petropoulou Educational initiatives of a decolonial perspective in Latin American learning communities

Parallel Session 4

Educational Technology and Learning	Inclusion and Inequality	Internationalising Education AND Sustainability
Moderator: Nesrin Oruc Ertürk	**Moderator:** Oliver Holz	**Moderator:** Vana Chiou
Filippos Tzortzoglou, Apostolos Kostas & Alivisos Sofos Designing mobile augmented reality games to develop students' digital and civic competences: a literature review and delimitation of design criteria	Christos Parthenis, Paraskevi Eleftheriou & Lamprini Siouli The Challenge of School Inclusion: Intercultural Education in Practice	Konstantina Bentana & Nikos Zouros Educational programmes of schools from abroad in Lesvos Island UNESCO Global Geopark: School students' perceptions as a destination for Education for Sustainable Development
Ana Valjak Čunko Stop-animation as a tool for approaching technology and communications to preschool students	Justyna Ratkowska-Pasikowska The (Un)Spoken Role of Teachers in the Student's Coming-Out Process	Vaia Papanikolaou, Yiannis Roussaki & Panagiotis Tzionas The Nomadic university: Trans-culturalism as an evolutionary democratic framework
Janja Tekavc Can short on-line stress-reduction intervention improve college students' quality of life during the pandemic?	Panteleimon Karamalis & Athanasios Vasilopoulos European Union's contribution to inclusive education and vocational training for its member states	Alena Jůvová & Ondřej Duda Effective Pedagogical Communication and Emotional Intelligence in the School environment
Assimina Tsibidaki & Stergoulla Trecha Learning professions: A dramatic play educational programme for children with mental disability	Panayiota Argyri & Zacharoula Smyrnaiou Reform of the educational systems for the empowerment of young people's skills	Maria Roussou Augmented Reality Technology in Environmental Education

Maria ALEKSANDROVICH

DEVELOPMENT OF SCULPTURING SKILLS OF CHILDREN

While the researchers agree that children's drawing develops from disorganized scribbles to increasingly realistic representational forms (Kellogg, 1969; Cox & Parkin, 1986; Hurwitz & Day, 2007; Jolley & Rose, 2008), there is no a deep research which would show the stages of development of children's sculpturing. In general any artistic activities have a special impact on the development of children's perception and thinking, teaching not only to look, but also to observe. They also enable children to communicate the subject world - initially in their own way, and over time according to accepted norms.

The aim of the research is to find out the stages of normative development of children's sculpturing. The aim of the presentation is to find out (based on literature analysis) how and when interest in sculpturing appears during the children's development, and to explain (based on own pilot observations) what are these stages. The pilot study was conducting in Poland in 2019-2020 on the group of 30 children from 3 till 5 years old. Children got a task to draw a picture and to create from plasticine a figure of a man. Later the works were evaluated according to the created for the research purposes system of the marks. During the observation it was also taken in-to account: 1) how start the work children of different age (from the whole piece or from the parts); 2) number of details; 3) how well done global-local parts of the sculptures (hand-fingers); 4) order of making parts of the body.

In the presentation the obtained results of the pilot study will be presented.

Nikitas ALIPRANTIS

THE ADVANCEMENT OF INTERNATIONALIZATION OF HIGHER EDUCATION AND ITS RISKS: A SOCIOLOGICAL APPROACH

In principle there is no doubt that the enrichment of national academic studies through an opening to academic approaches and practices in other countries affords many advantages for students as well as professors. The enquiring mind, the (good) curiosity to know, for which 'human being naturally hungers' (as Aristotle has formulated) constitutes the reason for being (raison d'être) of education. This primary good – conquered with huge sacrifices- can usefully enlarged with (by) internationalizing higher education. If -and to the degree in which- it is not respected on grounds of whatever expediency, that means in substance the end of real Universities. Great care is required to protect the freedom of knowledge, and the right of free research from the influence of ideologies which compromise this freedom by restricting the research in cut-and-dried directions and sets.

It is known that entrepreneurial Universities are increasing in number and are expanding in different States and localities. This phenomenon is widespread in USA since a long time but it is already also largely admitted to European countries. It's about an academic shareholder's capitalism which characterizes private Universities and their ideology of 'political and economic correctness'. Their activity is linked to a 'struggle for excellence', which benefits some students but not the science.

**Panagiota ARGYRI &
Zacharoula SMYRNAIOU**

REFORM OF THE EDUCATIONAL SYSTEMS FOR THE EMPOWERMENT OF YOUNG PEOPLE'S SKILLS

The workforce is the driving force for the economic development and prosperity of a society. However, the key question is whether young people are prepared to enter the labor market and take up this active role for the society's productivity in 21st century. This question becomes even more complex in today's age of the knowledge and technology revolution, where employers cannot fill vacancies due to skills shortages. This paper replies to this question, as it provides knowledge of secondary education systems in a global scale. The selection field of this research for mapping educational options for skills development is secondary education, because it attracts a large proportion of young people (compared to technical and vocational education and training). Moreover, it is the starting point for young people's professional career choices and it holds most of the responsibility for subsequent academic success. The aim is not to criticize educational policy-making, but to provide important information on innovative approaches to the subjects, practices and teaching methods applied in secondary education curricula to develop the skills for the future generation of labour market. The educational research has implemented as methodology the qualitative analysis and comparative overview of the curricula and reports that accompany them. The paper is intended to be useful to educators, researchers, and educational policy makers, as the results include a global overview of the good teaching practices included in curricula for the development of young people's skills. Additionally, it is an important source of data for the curricula on the knowledge, attitudes and skills taught, as well as the way they are taught to enhance young people's skills. This could be the starting point for meaningful dialogue and collaboration between workplace and educational institutions so that the development of young people's skills is not a problem but an opportunity for reforming the curriculum in terms of better quality.

**Konstantina BENTANA &
Nikolaos ZOUROS**

EDUCATIONAL PROGRAMMES OF SCHOOLS FROM ABROAD IN LESVOS ISLAND UNESCO GLOBAL GEOPARK: SCHOOL STUDENTS' PERCEPTIONS AS A DESTINATION FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

In recent years students from the Primary and Secondary Education level from all over the world have chosen Lesvos Island UNESCO Global Geopark to participate in educational programmes that last several days. Lesvos has a unique wealth of natural, archaeological and cultural elements. The western part is dominated by the Petrified Forest, a unique document of geological history, which has been declared as a "Preserved Monument of Nature". The natural and cultural heritage of Lesvos is used for the implementation of educational programs for all levels of education. Research that has been carried out emphasizes the importance of UNESCO Global Geoparks as education places for school students and their role to engage pupils in active and authentic experiences. The huge amount of geological data of the past combined with today's natural characteristics of the Geopark and the utilization of the local community provides invaluable opportunities to create such experiences for school children. The

purpose of this research is to identify the characteristics of Lesvos Island UNESCO Global Geopark in order to function as a training area for Sustainable Development and present the methodology for outdoor education activities. The research was based on two study visits, from a Primary School from Spain and from a Secondary School from Japan, both implemented during 2019. A qualitative and quantitative methodology was used to collect data. The main data collection tool was participatory observation, semi-structured interviews as well as a questionnaire, which was translated by the teachers into the students' language. The results of the research and the conclusions that emerged from it, highlighted the positive impact of Lesvos Island UNESCO Global Geopark for Education for Sustainable Development and recorded its particular characteristics that the students evaluated as positive.

Maria BOUTZARELOU

OTHER-INITIATION OF REPAIR AS A VEHICLE FOR PROMOTING SELF-REGULATION IN KINDERGARTEN

This paper examines the practices of other-initiation of repair used by teachers to address problems in learners' talk and conduct during "circle time" in Kindergarten. Previous research has shown that troubles in conversation can be related to issues beyond speaking, hearing and understanding the talk. In the present study, the trouble lies in the violation of turn-taking rules and rules of task completion as well as in learners' misbehaviour and non-compliance to teachers' directives. Other-initiations of repair are used to locate problems and make relevant their solution. These appear in the turn after the trouble-source turn and create a slot for the learners to provide the solution themselves. If a solution is not

given, the repair sequence is expanded through new initiations of repair. That is, a preference for learner self-repair is manifested in the withholding of teacher repair and the recycling of other-initiations of repair. Furthermore, the formats teachers use to initiate repair are not limited to interrogatives or repeats that function as requests for the reformulation of answers and the modification of conduct. They also include declarative statements to elaborate on the consequences of misconduct, to invoke pre-existing rules, to give accounts for the cessation of misbehaviour. These provide learners with opportunities to take control of their own behaviour, to ponder over their actions and develop their own solutions without teachers' intervention. In short, they contribute to the development of learners' self- regulation. In the present paper, an analysis of the practices of other-initiation of repair is followed by a detailed description of the actions they perform. This is made possible employing Conversation Analysis that uses recordings of natural talk to study the practices interactants use to perform actions through talk. My data consist of approximately 8 hours of recorded interaction in Greek Kindergarten schools and is drawn from a larger corpus of data I work on for my PhD dissertation.

Renata ČEPIĆ & Sanja VORKAPIĆ TATALOVIĆ

EXPLORING TEACHERS' EDUCATIONAL NEEDS FOR FOSTERING CREATIVITY IN THE CLASSROOM

The aim of this paper is to explore how teachers assess their existing and required knowledge and skills, i.e. educational needs, and how they perceive creativity in general and the manifestation areas of pupils' creativity in the classroom. The

study is guided by the following research questions: (1) Examine the educational needs of teachers based on their self-assessments of their existing and required knowledge and skills in specific areas of creativity; and (2) Examine how do teachers perceive creativity in general and the manifestation areas of pupils' creativity in the classroom. A survey was used to gather qualitative and quantitative data from 129 elementary school teachers in the Primorje-Gorski Kotar County, Republic of Croatia. Teachers' educational needs were examined in two aspects: *"How much knowledge and skills about the stated areas of creativity do you have?"* and *"How much knowledge and skills about them do you think you should have as a teacher-professional?"* on a Likert-type scale ranging from 1 (*None at all*) to 5 (*Extremely much*). The results indicate high average assessments of teachers' existing and required knowledge and skills for all areas of creativity assessed, with teachers assigning on average higher assessments for each area with regards to the level of knowledge required. Correlation analyses indicate significantly lower assessments of senior teachers on the required knowledge and skills for most of the areas examined. It was also found that teachers view creativity as an ability or skill, a process of creating something original or as a personality trait and that they most often cite the areas of visual arts, mother tongue, and music as manifestations of pupils' creativity in the classroom. The paper highlights the complexities and challenges of continuous studies of teachers' professional development needs, conditions, and opportunities regarding students' creativity.

**Argyroula DILIOU &
Timoleon THEOFANELLIS**

USING WEB TOOLS IN TEACHING AND LEARNING GREEK AS A FOREIGN LANGUAGE

Today the use of technology for teaching and learning has been introduced in virtually any classroom. There are plenty of different studies about Computer Assisted Language Learning and Web-enhanced Language Learning, which demonstrate that working in the classroom with online applications empowers the motivation and the cooperation, facilitates the acquisition of a second or foreign language and improves the listening, speaking and writing skills of the students. The web tools, while being of great help, constitute also a challenge both for teachers and students. A lot of these tools are free and constantly evolving, and teachers not only must be aware of their availability, but also of the way to use them in order to achieve their goals and students' needs. In this "project" we present and describe three such applications. The first of them is Canva https://www.canva.com/, which can be used to create posters and leaflets. It is a simple drag-and-drop design tool that helps teachers and students to easily explore and acquire learning content. The second is https://www.makebeliefscomix.com/ a simple and user-friendly application to tell stories and create comics. The third is a timeline application, https://www.sutori.com that incorporates documents, images, video, links and evaluation tools. In this project you are going to see the practical application of these three web tools to the teaching (and learning, since these tools are used both by the teacher and the students) of Greek as a foreign language to students with level A1, A2 (basic user) and B1/B2 (independent

user). The goal was to use those applications in the teaching practice as supporting and supplementary resource for teaching and acquiring three language skills: (listening and reading comprehension as well as writing). We describe the procedure, give examples of cooperative learning in the classroom and of the problems encountered by students, while presenting samples of the work performed both individually and in group.

Dimitris DIMITRIADIS

THE INTERCULTURAL EDUCATION OF 4TH GRADE STUDENTS THROUGH THE CREATION OF AN EDUCATIONAL SCENARIO FOR SCHOOL HISTORY BASED ON INTERACTIVE DRAMA TECHNIQUES: THE CASE OF MYRTIS

This presentation aims to display the means by which the teaching of school history can be correlated to the intercultural education of children, in order for the lesson to correspond to the multicultural school environment in 21st century Greece. The presentation is comprised of two main parts. The first describes the process of designing an educational scenario for school history around a historical character, who comes to life through the use of interactive drama techniques. The analysis focuses on the correlation between the scenario and the development of the students' intercultural skills, as well as their historical empathy, creative imagination and historical understanding. The second part describes the research designed and conducted by Dimitris Dimitriadis within the scope of his doctoral dissertation, during the school year of 2014-2015. The main goal of the research was to ascertain the correlation between content approach and teaching methods of school history and the cultivation of the students' intercultural

skills. For this purpose, an experimental research was designed, with a control group and testing before and after the intervention. This ten hour intervention, titled *Searching for Myrtis' friends: An intercultural adventure in ancient Athens*, was designed and conducted based on the content of the third unit of the 4th grade school history textbook (Classical Period, Chapters 20-27), with Myrtis as the protagonist and interactive drama as the primary teaching method. The sample was determined using random multistage cluster sampling and was comprised of 328 students from schools in Attiki, of which 113 students were from first and second generation immigrant families. Data was collected primarily with the use of a specifically designed questionnaire, and was complemented by qualitative evaluation methods. The results revealed that there is a significant correlation between school history and the development of students' intercultural skills.

Henrik DINDAS

FUTURE SKILLS AND COMPETENCE DEVELOPMENT IN THE FOCUS OF TRANSFER DIDACTICS

The ability to transfer knowledge from one field of application to another is becoming increasingly important in the age of a so-called "education 4.0". In this context, current publications provide a variety of forecasts on selected "future skills" which will become particularly important in the future. The "Stifterverband", for example, sees a particular need for further training in the areas of collaboration, digital literacy and digital learning. Due to an increasing level of requirements, systematic qualification standards will be needed in the next 5 years. In order to sustainably meet these demands, this level of

qualification must be systematically promoted in future study- programmes as well as didactic concepts. The systematic transfer between theory and practice is hence important for professional and academic success. This is achieved by continuously relating both the university and the world of work in the transfer and application of knowledge. The goal is to enable successful mutual transfer through academic teaching permeated by professional practice. With this, specific transfer skills are required of the learners, which are not fully reflected in the "classical" competence facets. The concept of transfer didactics therefore explicitly aims at the (further) development of the competence facet "transfer competence". The success of transfer-oriented teaching and learning is ensured at the FOM by the use of modern teaching and learning media in classroom teaching and by the continuous development of transfer-oriented forms of examination in which the vocational context is explicitly and proactively included.

Gabriela DOBIŃSKA & Katarzyna OKÓLSKA

LIFELONG LEARNING OF PARENTS OF A CHILD WITH AN INTELLECTUAL DISABILITY - AN INTERACTIVE PERSPECTIVE

The aim of the paper is to present ways of gaining knowledge by a parent of a child with intellectual disability. During the research process, the analytical category strongly emphasized by parents emerged - lifelong education, which means seeking and gaining knowledge about the needs of your child with intellectual disability. We distinguished two main types in which parents adopted different strategies for gaining knowledge, i.e. formal and informal. One strategy is carried out on a formal (institutionalized) path, and the other on an informal (non-institutionalized) path. As a result, the process of professionalization took place and the parent became an expert. The empirical material consists of free interviews with parents of children with intellectual disabilities.

Ondřej DUDA & Alena JŮVOVÁ

SOCIOLINGUISTIC DIMENSION OF HUMOUR IN PEDAGOGICAL COMMUNICATION

Language is a tool of pedagogical communication that is conditioned and influenced, for example, by educational environment, goals and transmitted content. However, another factor of the use of language in pedagogical communication is social communication with a link to current events in the school, classroom or in the interaction of the teacher with pupils. A special case of a possible agreement in the interaction between the teacher and the pupil is the use of humor in diverse pedagogical situations. Humor is not only a first plan attempt to revitalize teaching; it serves to induce a pleasant atmosphere in the classroom. Above all, it is a manifestation of an equal relationship between the teacher and the pupil and is based on the carefully constructed and developed informal authority of the teacher.

We consider the use of humor in education to be one of the important factors of effective pedagogical communication. The aim of this paper is to present research surveys carried out among primary and secondary school teachers on the use of humor in teaching. For this examination, we used a mixed research design, specifically a method of grounded theory to define the basic categories for the phenomenon of humor in school teaching and a questionnaire using Likert scales to

identify the attitudes of secondary school pupils and teachers to use humor in teaching.

**Emmanuel FOKIDES &
Maria-Ioanna CHRONOPOULOU**

A 3D VIRTUAL ENVIRONMENT FOR EASING THE CHALLENGING BEHAVIORS OF STUDENTS WITH ADHD. A COMPARATIVE CASE STUDY

In the context of special education, students with less severe problems, such as attention-deficit/hyperactivity disorder, receive much less attention. Yet, these students often present challenging behaviors at school, rendering their adjustment to this environment problematic. Video-modeling is often used in the teaching of students with special educational needs. It has been proven successful in adjusting their behavior and fostering their social skills. Another commonly used tool, is 3D virtual environments. Alas, they are used for helping students with severe problems rather than students with milder impairments. Taking into account the above, a project was designed and implemented, that sought to answer whether VEs are more effective than videos in modifying school-related behaviors of students diagnosed with attention-deficit/hyperactivity disorder. An A-B research design was selected, as it allows small sample sizes while, at the same time, safe conclusions can be drawn. Twelve ten-to-eleven years old students with attention-deficit/hyperactivity disorder were selected, presenting rather severe behavioral problems. During the A-phase, data regarding their challenging behaviors were collected during four observation sessions. The observations focused on four conditions: (i) in-classroom behaviors, (ii) behaviors during breaks, (iii) behaviors during a school event, and (iv) behaviors when socializing with teachers and peers. Next, half of the students were treated using videos, while to the other half a virtual environment was used. In both cases, a school environment was presented and students observed how they were expected to behave in the above four conditions. Following that, they had to demonstrate what they have learned. Each student attended a total of four two-hour sessions, followed by another set of observations (B-phase). The subsequent data analysis revealed that students in both groups significantly reduced the number of undesired behaviors they displayed in real school conditions. On the other hand, the results of students who used the virtual environment were about 59% better, meaning that they retained and manifested more acceptable behaviors. The results can be attributed to both the affordances of virtual environments and the teaching framework. In the context of special education, virtual environments provide controlled, realistic, and secure environments. By allowing the above, they foster the learning of skills/behaviors and their transfer to real-life conditions. It is also suggested that the skills/behaviors learned through virtual environments, when practiced relatively promptly and regularly, individuals are able to generalize them in similar circumstances. The results can also be attributed to a chain of knowledge-behavior transformations. As the virtual environment allowed a better understanding of concepts, this positive influenced students' self-esteem and confidence, which, in turn, encouraged them to manifest more acceptable behaviors. The study's results indicate that virtual environments are a promising tool for the behavioral adjustment of students with attention-deficit/hyperactivity disorder. In this respect, it expands the literature regarding the effects of virtual

environments on students with special educational needs. Given that the virtual environment was not developed by professionals, it is also advised that the software industry should provide educators with tools that make the process of developing such applications more efficient and appealing.

Ewa GAWLIK

"MY OWN WOMAN'S WORLD" – (UN)SATISFIED WOMANHOOD" OF WOMEN WITH MODERATE INTELLECTUAL DISABILITY – PRELIMINARY CONSIDERATIONS

The presentation is an attempt at showing the "world" of women with moderate intellectual disability in the social reality. Due to the tendency towards educational and social inclusivity in Poland, as well as countering discrimination and social inequalities, the author decided to conduct research on the womanhood of women with intellectual disability. The issue is in line with the conference program.
The aim of the presentation is to determine how women with moderate intellectual disability construct "their own world as women" through ascribing meanings. The studies were conducted in the interpretative paradigm, using qualitative research. Data was collected using problem-focused interviews. Initial analysis results will be shown during the presentation.

Maria GIANNA

"THE MARVELOUS WORLD OF CAVES" A DIDACTIC SCENARIO FOR JUNIOR HIGH SCHOOL STUDENTS USING STORY MAP

The aim of this paper is to present the valuable contribution the new Information and Communication Technologies (ICT) and particularly Geospatial Technologies such as Global Positioning Systems (GPS), Geographical Information Systems (GIS) and Digital Storytelling (Story Map) can offer to teaching Geography, and how they can be combined with the Project Method and a Field Trip to enhance the students' learning process. After a brief analysis of the integration of Information and Communication Technologies to Education in teaching and learning Geography, an analytical organization and programming of a didactic scenario for Junior High School students in Greece is presented. The didactic scenario titled "The Marvelous World of Caves" is implemented in three-stages (Classroom – Field Trip – Lab) and is intended to raise children's awareness of environmental issues, motivate them to discover – on their own – knowledge concerning geological phenomena which create caves, help them understand the direct relationship between the natural environment with life and culture of Greece, while familiarizing them with mainly geospatial Information Communication Technologies by using mobile phone applications and free software in their personal computers. Since this didactic scenario is a part of the lesson of Geography, it can be implemented worldwide in all countries that have caves.

Berna GURYAY

THE EFFECT OF DRAMA ON CREATIVITY: A STUDY ON PROSPECTIVE ENGLISH TEACHERS
Throughout the history, creativity has been a significant feature for the mankind. However, in this era creativity has gained much more importance because we need innovations and imagination in all areas of life. Education can enhance the potential creativity which all human beings have to some extent. To achieve this goal creative

learning and creative teaching should be the target of all educators and education policy makers. The methods and techniques which can enhance creative teaching need to be investigated and implemented. Drama in education has been suggested as one of the methods for fostering creativity in the classroom. The aim of this paper is to present the design and the implementation process of a research focused on whether drama in education supports creativity of prospective teachers of English. Developing teachers' creativity and introducing them with a method with which they can increase their future students' creativity might have a dual advantage. It is hoped that drama in education will strengthen creative learning, creative teaching and teaching for creativity simultaneously. In the scope of the study, the experimental group was formed from prospective teachers who had been studying drama for three months up to the experiment time. The control group consisted of students who have never taken drama course before. Both groups were given a lesson, the target of which was creatively improvising based on an object. Throughout the session, which was video recorded for analysis, the students needed to be creative. The methods used for data collection include whole class interview, classroom observation and content analysis.

Caroline HARVEY, Frances MARATOS, Jane MONTAGUE, Maggie GALE, Theo GILBERT & Karen CLARK

DEVELOPING COMPASSIONATE MICRO SKILLS OF COMMUNICATION TO FACILITATE GROUP WORK WITH UNDERGRADUATE PSYCHOLOGY STUDENTS

Being able to work and communicate effectively as part of a team are skills highly valued by employers, yet many students struggle with the dynamics of working closely in teams. Therefore, explicitly teaching such skills may be a useful pedagogic practice. Thus, the purpose of this research was to investigate if encouraging students to develop compassionate micro skills of communication (CMSC) equips them with an improved ability to work effectively within group settings. It was hypothesised that developing students' ability to utilise CMSC would result in reductions in stress, anxiety and depression, along with increases in compassion and positive group working. A mixed methods design was employed using an AABB design to collect quantitative data at four time points, providing a robust baseline and enabling analysis of effects of the CMSC approach beyond the duration of the taught sessions. Focus groups were also conducted with both staff and students, providing in-depth feedback to inform future practice. All students studying on a specific undergraduate module (N=147 in iteration 1, N=168 in iteration 2) were invited to participate. Participation was voluntary, quantitative data collection is still ongoing and will be reported at the conference. Four focus groups were conducted with a self-selecting sample of students (N=16). All staff teaching on the module (N=6) participated in the staff focus group. A thematic approach to the analysis of this data was used. Key themes to emerge included: increased inclusion of all group members; increased self-awareness; application of CMSC skills outside of the University; support for roll out of the approach. The qualitative data shows excellent support for this pedagogic approach, demonstrating it to have a positive impact on students' experience of group work and interactions with others.

To summarise, explicit CMSC training in Higher Education may prove an extremely valuable pedagogic tool.

Alena JŮVOVÁ & Ondřej DUDA

EFFECTIVE PEDAGOGICAL COMMUNICATION AND EMOTIONAL INTELLIGENCE IN THE SCHOOL ENVIRONMENT

This paper focuses on the relationship of emotional and social intelligence and pedagogical communication that significantly affects both the effectiveness of pedagogical communication and the atmosphere in the school classroom of which the relationship cannot be underestimated. The ability to communicate meaningfully and efficiently is a basic requirement for teacher/teacher profession. Nevertheless, emotions are equally important for the teacher's work, because they reflect the teacher's approach to pupils. For this reason, the teacher needs to be equipped with developed and cultivated emotional intelligence which requires or assumes an empathetic and sensitive approach to each pupil. The aim of this paper is to define the impact of emotional intelligence on pedagogical communication and to find factors that support effective pedagogical communication using grounded theory as a research tool.

Panteleimon KARAMALIS & Athanasios VASILOPOULOS

EUROPEAN UNION'S CONTRIBUTION TO INCLUSIVE EDUCATION AND VOCATIONAL TRAINING FOR ITS MEMBER STATES

Nowadays, countries across the globe spend millions upon millions to support and modernize their educational systems and activities not only to achieve long term and sustainable development and prepare well-educated citizens, but to advance and excel in sciences and other crucial fields which are important for a sustainable society. To do so, the European Union plays a vital role in assisting countries to accomplish their goals. Although the financial crisis of recent years changed, to some extent, the priorities of governments' funding due to their decreased budgets, European Union managed, through its programmes, to fund the state members in the direction of inclusive education, training and mobility. The aim of this paper is to explore and bring to the fore those programmes of European Union aiming at better and inclusive education, training that works as well as reducing early school-leaving. The key European Union's programmes studied in this paper are the Erasmus+ and the European Social Fund, comprising the flagships of European Union's programmes on education and training. The overall budget of the Erasmus+ programme for the period 2014-2020 is €14.7 billion, with mobility opportunities for more than 4 million people, of which 800,000 lecturers, teachers, trainers, education staff and youth workers, among others. On the other hand, the European Social Fund is Europe's predominant instrument to provide young people, recent graduates, workers, and generally human capital with vocational training and lifelong learning opportunities through many projects. Such projects span neighborhood charities to help local disabled people find work and nationwide projects promoting vocational training among the whole population. Finally, European Union helps and contributes to the quality and advancement of education for its member states through European Policy Cooperation, which involves the Member States sharing good ideas and best practices to address common challenges across all sectors of education.

Aikaterini KLONARI & Christina VATZAKA

DIFFERENTIATED INSTRUCTION IN MIXED-ABILITY CLASS OF PRIMARY SCHOOL (GRADE 6) IN GEOGRAPHY COURSE

The adoption of the appropriate teaching method and material with the aim of satisfying all students' needs in mixed ability classes is an issue of high importance. Systematic research during the last decades recognize the value of differentiated teaching in promoting equity in teaching mixed ability classes and enhancing all students' academic skills by taking into account their learning styles and profiles, abilities, readiness level, interests and other possible factors that may affect their learning. This paper presents the effectiveness of differentiated instruction in a mixed- ability class of Primary School (Grade 6) in geography course. The study lasted one month and took place at the beginning of the school year 2019-2020 in a Greek primary school located in a suburb close the city of Mytilene (Lesvos). Participants were 12 students (8 girls and 4 boys), aged 11 years old. Prior the implementation of differentiated teaching, the learners' readiness, interests and learning styles and profiles were detected through the completion of questionnaires and worksheets. A wide range of strategies referring to differentiating content, process and products, as well as on-going assessment, were applied during the 11 teaching hours devoted for teaching the first chapter of geography course entitled "Planet Earth". Data analysis show that all students, independently of their initial level of performance (A, B, C), enhanced their academic skills in geography during the study. Produced differentiated content is suggested undoubtedly by authors for teaching geography lessons concerned with "Planet Earth".

Marianthi LIAPI

TOWARDS A SPATIAL AND PEDAGOGICAL UPGRADE OF PUBLIC SCHOOLS IN GREECE: A GOOD PRACTICE EXAMPLE

The paper presents a new educational paradigm in Greek public schools that transformed the built environment and the educational experience of 24 school communities, across all levels of education, in the City of Athens. It is an innovative program that employs architecture and pedagogy to refurbish underfunded schools in ways that enhance teaching, improve learning, generate pride and lead to community development. The program provides the methodology and the tools to collaboratively re- design an educational environment in ways that creatively relate to better learning. Moreover, a municipal fabrication lab (Maker Space) equipped with 3d printers, laser and vinyl cutters as well as a CNC router was set up to support teachers and students in a series of learning-through-making activities. Since April 2016, the program has been deployed in three phases. The first one tapped on the constructive nature of participatory design and worked closely with the school communities toward large scale interventions in the school buildings guided by both functional and educational parameters. In addition to physically transforming the schools, the program employed the Educational Pla(y)ces methodology (Εκπαιδότοποι / e·kpe·tho·to·pe in Greek, a word combing the words 'child', 'play', 'place', 'education' and 'playground') in order to spatialize educational activities and create new possibilities for both teachers and students to experience meaningful learning interactions inside and outside the classroom. During its last phase, the program deployed STEM fairs for the students as well as training workshops for

the teachers on the use of the Maker Space equipment. So far, the DfBL program has achieved a confirmed qualitative upgrade of the school environment and a positive disposition toward the educational process in the participating schools. The teachers report an increased engagement of the students in class as well as an unprecedented initiative to go beyond the typical book-centered practice and learn creatively through design-based projects. Moreover, both students and teachers have embraced the collaborative processes, feeling empowered by the opportunity to learn how to change and enhance by themselves their everyday environment. Having a learning-centered core, the program renders a proactive community that takes on itself the opportunity to change through a cost-effective yet high impact participatory process.

Anna Maria LOFFREDO

VOICES FROM THE CLASSROOM IN PANELS – A GRAPHIC DEPICTION OF AN UNSEEN TEACHER

The presentation focuses selected material of the US-American Sunday strip series of "The Peanuts" to outline voices from the classroom. From panel to panel, a brief modern history of inclusion and inequality was created by the graphic artist Charles M. Schulz from his country throughout the world. In this case, art can develop a transcultural code of perception and reflection, if – and that will be the conclusion – aesthetical strategies of empowerment through everyday media like newspapers set up corresponding conditions. The research design is a pictorial analysis of key graphics that show selected turning slots of a social change in the US-American society and in reverse in the arts. It's necessary to combine the pictorial data in a crossmedia dimension with further written based material to deepen a hermeneutically view when the primary objective is to transfer the understanding of Schulz' "unseen teacher" into the challenges of (higher) education like in Germany, Austria, and Switzerland. Schulz' images of high school kids representing different characteristics of diversity like class and gender point out the daily challenges of teaching in a historical perspective and for a contemporary contribution to the professional development in teacher training programs, also in other countries like from Japan to Europe. After a request from a high school teacher, the artist draw also the "first black kid" in an overall "white" classroom in the 1960s. Education means to encourage students to develop a critical visual literacy on one hand and a multiliteracy in the crossfields of history, politics, and fine art on the other hand. In this presentation, the general and antinomically role of a teacher and the education system mainly in the German spoken countries will be the reference to the voices from Schulz' classroom.

Vasiliki MICHALOGIANNI & Maria SAKORAFA

INTERNET TECHNOLOGIES AND EDUCATION. SUMMARY PRESENTATION OF ACTIVITY TEACHING SCENARIO THROUGH NEW TECHNOLOGIES. SOCIAL NETWORKING. SECURITY AND INTERNET"

Nowadays, digital knowledge and familiarity with electronic information sources and modern internet technologies is considered a necessary skill. In the present work we prove that technological means and internet technologies should be used in the educational process with a purely auxiliary role.

Brief presentation of activity - scenario
- Title of didactic script - activity
- Class to which it is addressed
- Cognitive areas involved
- Prerequisite knowledge - pre-existing perceptions of students / three
- Duration
- Organization of teaching
- The software that will be used is the following: Internet along with the relevant web browsers, presentation software (power point), conceptual mapping and critical thinking development (Inspiration), software for creating interactive tests, (Hot potatoes), Visualization and simulation software, (Google Earth & Google Maps).
- Aimed learning outcomes - teaching objectives, Regarding the use of new technologies, regarding the learning process
- Scenario - activity description
- Presentation of activities with worksheets
- Suggested activities
- Additional information-conclusions
- Social networking
- Social networking sites (SNS),
- Popular tools like Facebook, YouTube and Google
- Skype social network
- Security and Internet

Technology brings benefits to education, but only if security and protection against attacks is guaranteed in order to prevent the disclosure of personal and other sensitive data on the Internet. The pandemic period (covid-19) has enabled some social networking platforms to be an application tool for educational purposes, as long as distance education is applied. In general, it is worth noting that the use of social media has become particularly noticeable recently, due to the pandemic crisis. In primary and secondary education, as well as in some educational institutions such as the University of Aegean, social networking tools have been promoted, in order to deliver the courses. In any case, the protection of users plays an important role, so that they can take advantage of the internet safely.

Antonios D. NIROS & Konstantinos ZACHARIS

FOSTERING LEADERSHIP DEVELOPMENT AMONGST TEACHERS

Teachers' Leadership is the process by which teachers proactively influence their principals, colleagues and all other members of the school community, individually or collectively, in order to improve their teaching practices and subsequently increase their students' performance. Teachers' Leadership is part of the general school-leadership concept which involves not only teachers' activities but also principals and administrative staff. School Leadership has become a priority in educational policy agendas across EU countries as it plays a key role in improving school outcomes by motivating teachers and leveraging their capacity. However, there is evidence that some teachers still have too few chances to participate in continuous professional development programs, while a significant number of those who do have such an opportunity feel that these programs are not always sufficiently relevant to their individual needs and work challenges. Leadership, as a major transversal competency, can be taught and learned. The current project develops methodologies and materials to improve such traits among secondary education teachers. Within project intellectual outputs, the following were realized a) an online diagnostic tool for assessment of teacher Leadership b) face

to face course for developing Leadership in action and c) e-course for fostering teachers' Leadership. Large groups were benefited from this project implementation among partner organizations and their staff, also teachers that wanted to develop their own skills. Each partner organization allocated two teachers to work for project deliverables and another two as mentors, so the teacher core group number was 18. The total number of trainers/teachers participations was about 100. For the dissemination of the project 400 teacher were involved. Also, a large number of users entered the platform (about 60.000), while the self-assessment test was taken by at least 800. During project life span, more than 500 people participated. The project sustainability period, following completion, extends to three years. Additional teachers could always be invited to participate, thus increasing substantially the beneficiaries' numbers.

Nesrin ORUÇ ERTURK

WISELIFE: PROMOTING AWARENESS ON AGEISM

Defined as "the stereotyping, prejudice, and discrimination against people on the basis of their age" by World Health Organization (2002), ageism is widespread and an insidious practice which has harmful effects on community. The problem is two folded. For older people, ageism is an everyday challenge. Overlooked for employment, restricted from social services and stereotyped in the media, ageism marginalizes and excludes older people in their communities. As for younger people, either aware or not, age discrimination involves treating persons in an unequal fashion due to age in a way that is contrary to human rights law. What is tragic in this situation is, the younger population creating this unequal system will one day become the victims of that system. The American Psychological Association suggests that ageism is a serious issue that should be treated the same as sex, race, and disability-based discrimination. They suggest that raising public awareness about the issues ageism creates can help. As the population of older adults continues to increase, finding ways to minimize ageism will become increasingly important. This is where the continuous education centers (CECs) and Lifelong Learning come to stage. Having the mission of providing its community learning and social enrichment opportunities that increase their knowledge, enhance skills and interactions with all members of the community, and increase social and cultural awareness, CECs are the channels to start that change. Countries, regions, and institutions need strong leadership and commitment to create and implement policies that benefit older populations. This presentation, aims at presenting the concept of ageism and the process of designing a training package for elderly to promote active aging.

Vaia PAPANIKOLAOU, Yiannis ROUSSAKIS & Panagiotis TZIONAS

THE NOMADIC UNIVERSITY: TRANS-CULTURALISM AS AN EVOLUTIONARY DEMOCRATIC FRAMEWORK

Today's university needs to address- further to providing scientific training- the complex globalized problems of climate crisis, income inequality, migration etc. Postmodernism introduced further complexity, uncertainty and the rejection of universal 'truths'. Thus, the process of moving away from a single university model toward embracing a pluralistic notion of universities, having different

identities has already began. New technologies allow for academics, students and workers to work and study either at a specific place, virtually, or in any blended combination; this lets the spot where learning occurs to shift around the globe and introduces the notion of the 'Nomadic' university. In this paper it is argued that the dynamics between knowledge "Nomads" and local participants within culture, politics and business will support meaningful learning, political democracy, tolerance for uncertainty and openness to foreign cultures, thus putting the Nomadic university at the center of the transformation of society. Interviews and answers to questionnaires with the participants of the Erasmus+ Project entitled: *"Development of Approaches to Harmonization of Comprehensive Internationalization Strategies in Higher Education, Research and Innovation at European and Partner Countries (Harmony)"*, were analyzed. This project heavily supports the notion of a 'Nomadic' identity since it comprises multiple universities from 17 countries, offering different courses and different combinations for teaching and learning among them. Similarly, a different set of interviews with a 'Nomadic' group of European academics from 13 countries were also conducted, within the framework of an International Week on good practices in higher education. It was found that knowledge 'Nomads' are considered more efficient in building their personal knowledge, assimilate scientific information and in producing innovative ideas. They are also considered capable to contextually apply their knowledge in various social configurations. Finally, they are highly motivated to collaborate, form networks and accept new cultures and societies, thus enhancing democratic values.

Christos PARTHENIS, Paraskevi ELEFTHERIOU & Lamprini SIOULI

THE CHALLENGE OF SCHOOL INCLUSION: INTERCULTURAL EDUCATION IN PRACTICE

The current article examines the coexistence of different cultural and racial groups in Greek society that has evolved into a "cultural mosaic", bringing changes in the correlation of social dynamic and social coexistence. The obviation of exclusions constitutes a challenge for the modern educational policy of European countries, and certainly for Greece. This article examines strategies for the effective inclusion of students with heterogeneous cultural backgrounds into the educational system. The immediate goal is reducing school drop-off and failure, and the long term goal is decreasing school and social exclusion. For this purpose, the actions of the Center of Intercultural Education of University of Athens are evaluated in this article to enhance school attendance and schooling to Adult Education Centers and Second Chance Schools. Finally, the degree of facilitation of the target group pupils' school integration and the degree of received support is investigated in order to recognize the importance of regular attendance, but also to meet the school requirements through the action research method. The findings of the research highlight the importance of intercultural education in social inclusion and social equality, and in particular the effectiveness and importance of the Center of Intercultural Education's programs.

Slawomir PASIKOWSKI

UNIVERSITY EDUCATION OF RESEARCH METHODOLOGY FROM THE PERSPECTIVE OF SOCIAL SCIENCE CURRICULA STUDIES - POLISH NATIONWIDE RESEARCH

The subjects of the research are the standards of university education in the area of developing empirical observation skills, data analysis and consumption of research results carried out within the discipline. The effectiveness of graduates of social faculties on the labor market together with the effectiveness on scientific work can be treated as a function of methodological competences in the field of designing and conducting diagnostic research (including scientific ones), as well as the skills to evaluate and interpret them. In turn, methodological competences of graduates are determined by the formal conditions of university education, alongside others of a social and individual nature. According to this the main question is about the formal description of methodological education in the field of pedagogy and about differences in relation to methodological education in the field of psychology and sociology. Based on the stratified sampling with proportional sample allocation the data were gathered from documents as curricula and study plans, syllabuses, etc. Differences and similarities have been revealed and discussed in the context of educational conditions determined by social expectations and the specificity of disciplinary social environments.

Anthoula Styliani PASSADELLI & Aikaterini KLONARI

A LITERATURE REVIEW ON GEOGRAPHY TEACHERS' KNOWLEDGE AND ATTITUDES TOWARDS DYSLEXIA

Dyslexia is a developmental disorder associated with impaired cognitive abilities, learning deficits and psychosocial difficulties that affect children's learning ability and the emotional and social development as well. Studies of dyslexia focused on the development of children's spatial thinking report the lack of orientation as a common characteristic of dyslexic children. Poor spatial thinking skills can be enhanced though a repertoire of educational activities targeting at the development of specific spatial abilities such as orientation while taking in advantage dyslexic children's potentials in storing images and making unconventional connections, in producing new ideas creatively, and in problem-solving strategies focused on thinking alternative solutions to problems. This work is a review of the literature concerned with geography teachers' knowledge, attitudes and views towards dyslexia as well as the teaching methods they decide to use in order to differentiate their teaching in mixed ability classes including dyslexic students. The research took place from December 2019 to January 2020. Fifty four articles published during the last 19 years (2000-2019), were identified on 5 literature databases, related to dyslexia and teaching methods, generally. Findings show that, despite the volume of academic literature on the subject, only a few studies (2 of them) were found to meet our research criteria (dyslexia + geography + teaching methods + teacher attitudes/knowledge). It is suggested that in future studies focused on geography and its impact on

dyslexia will contribute to clearer conclusions.

**Anthoula Styliani PASSADELLI,
Vyron Ignatios MICHALAKIS,
Aikaterini KLONARI & Michail VAITIS**

DETECTING DYSLEXIC STUDENTS GEOSPATIAL ABILITIES USING A TREASURE HUNT MOBILE LEARNING APPLICATION

Dyslexia is one of the most distinctive learning difficulties and its consequences can be found in various areas of academic performance. The weaknesses of dyslexic students affect the way they learn, preventing them from fully utilizing their learning potential. Dyslexia is not just a learning disorder that affects reading and writing. Dyslexic students face topographic disorders, such as weak orientation and map reading skills. Geography as a spatial science is directly linked to the development of spatial thinking and the development of students' spatial abilities. Every teacher should be aware that even though conventional teaching methods, when applied to dyslexic students, are less effective, alternate teaching methods can achieve the desired outcome. Creating educational activities that are up-to-date, easy-to-use while also taking into account the learning weaknesses and advantages of dyslexics, is expected to improve the quality of the provided education and thus the school life of these students. For this reason, in this research we developed a geocaching application aimed at improving dyslexic students' spatial abilities. Geocaching is a rising activity, especially in Greece, where it has not yet received much popularity. Geo-searching to date is largely accomplished by using maps, photos or traditional GPS devices. Our research' participants were 12 dyslexic students aged 13-15 years (11 boys and 1 girl). They faced difficulties in reading and understanding the questions, everyone was actively involved while the cooperation levels between the team members were high. They quickly understood how to use the mobile application and also how the geocaching activity works. Discovering the activity's destination points proved to be easy and mostly empirical as the activity took place in a familiar to them area (city center). Additionally, the results showed that students have difficulty to orientate and find directions, as well as to name the routes they took while navigating in the city.

Chryssanthi PETROPOULOU

EDUCATIONAL INITIATIVES OF A DECOLONIAL PERSPECTIVE IN LATIN AMERICAN LEARNING COMMUNITIES

This work is the result of a research itinerary through several schools (of formal, no-formal and informal education) inspired by Paulo Freire and afro-indigenous educational theories and practices in Mexico, Brazil and Colombia. It tries to make visible learning communities that establish educational experiences contributing to the construction of inclusive territories. Between the "plan-live" of indigenous communities of Cauca and the "school-society" in Potosi-Jerusalem de Bogota (Colombia), the "school and the university of land" in Chiapas and the "CECOS (Educational, Cultural and Social Organization Center)" of Nezahualcoyotl (Mexico), the educational program of MST (Bahia, Mato Grosso do Sul) and several initiatives in interior or in exterior of the formal school in Rio de Janeiro and Salvador de Bahia in Brazil, we can see similarities related to the construction of antiracist - ecological consciousness. All this learning communities started in disagreement to

the elitist, no inclusive to the Indigenous and Afro-American cultures, "progress-plan" of the government. All this communities try to decolonize educational perspectives related to the construction of inclusive territories, and a common good living (*buen vivir*) perspective, but this is a very difficult tentative. The methodology of this research is based in interviews, participatory observation and partially in research-action.

Justyna RATKOWSKA-PASIKOWSKA

THE (UN)SPOKEN ROLE OF TEACHERS IN THE STUDENT'S COMING-OUT PROCESS

The inspiration for taking up this issue was the report by Jan Świerszcz on the Attitudes and Needs of School Faculties and Students Facing Homophobia in Schools (2012). Coming-out is a process of revealing one's sexual orientation to family, friends, as well as schoolmates and teachers. The process is often accompanied by fear, which frequently turns into reluctance to reveal information of one's sexual orientation. Unfortunately, the process itself is often trivialised by society due to lack of acceptance and fear of encountering the Other (Kapuściński, 2014).

The aim of the presentation is to focus on the process of coming-out taking place at school. The role of the teachers in this process seems to be of importance. What does the process look like in several steps? Lowissa Jai, Simon Strachan, Sara Griffin and Andrew Easton believe that it requires, above all, making sure that one is ready (Jai, Strachan, Griffin, & Easton, p. 10-11). Readiness to 'come out' and reveal one's orientation must be initiated by the person who wants to do so, not because they have to, but because they are ready and willing. Self-confidence arguably helps during the entire process. It is also important to be able to answer questions that one may face in the coming-out process. The authors of the project point to the fact that knowledge is key for the coming-out process, and that is why it is so important for the person who reveals himself or herself to possess it in such a way, as to explain to those interested what being homosexual entails. Knowledge and a deep cognitive basis may result in that person being treated seriously. The next step according to the authors concerns having support and a trusted person, whom one tell about his or her orientation. Moreover, it is important to have a place where a homosexual person feels safe, for this also builds and reinforces self-confidence. We should also give ourselves time, for the more we have of it, the more comfortable we feel. It is important to assume a non-confrontational attitude towards the recipient, and to give him or her an opportunity for reflection and to become accustomed to the new situation, for the recipient also needs time to accept the new state of affairs. Coming-out at school generates finding one's proper space and obtaining support from the educational institution itself, for it will have an immense effect on functioning at school (Jai, Strachan, Griffin, & Easton). This decision also requires reflection and rumination. Most importantly one should find support from the teacher and school principal and, as indicated by the authors of the project, to discuss details of this support (Jai, Strachan, Griffin, & Easton). It is also good to become familiar with the statute and regulations of the institution, i.e. its support policies for LGBT people. It is also advisable to get support from other groups, such as the KPH (Kampanii Przeciwko Homofobii) in Poland. We should remember that it is in the interests of schools to make sure that they tackle homophobia, bullying and discrimination. An important person in the coming-out

process is the teacher, and that is what inspired the idea for this study. For this purpose interviews with teachers were conducted, which will be shown during this presentation.

Ignacio LINCOLAO-VENEGAS & Julio ROJAS-MORA

THE INTEGRATED AND CENTRALIZED STUDENT-SCHOOL ASSIGNMENT PROBLEM

The reform of the Chilean educational system in 1981 led it to become a competitive market for educational services. In this system, and as established by the Constitution, parents have the legal right to select their preferred schools and the schools to freely define their educational model. Therefore, the matching of students to schools was a completely decentralized process. Since 2016, the gradually implemented School Admission System (Sistema de Admisión Escolar, SAE) is substituting the decentralized model for a centralized one based on a series of parental selection criteria and school availability. Other systems, such as the French «carte scolaire» are centralized systems, although mainly based on geographical criteria. However, none of these strategies consider socio-economic aspects when assigning students to schools. Hence, our objective is to implement an algorithm to solve the integrated and centralized student-school assignment problem, one in which each student's socio-economic component and the distribution of vulnerable and non-vulnerable students, both in the commune (municipality) and in each school, must be analyzed. The objective function to minimize is a linear combination of three non-linear functions: Duncan's Dissimilarity Index for segregation evaluation, the normalized average distance traveled by students to get to

their school, and the average cost function on how close to its simulated capacity is each school. Reducing socio-economic segregation in the education system promotes the so-called «peer effects» the positive externalities in academic performance that arise from the interaction between vulnerable and non-vulnerable students. As a case study, we selected the city of Temuco (Chile), with close to 30,000 students distributed among 85 schools. Firstly, the results show a drastic reduction in segregation; secondly, students, on average, need to travel a shorter distance; and thirdly, a small number of schools are deemed unnecessary without affecting either segregation or distance from students' homes to schools.

Maria N. ROUSSOU

AUGMENTED REALITY TECHNOLOGY IN ENVIRONMENTAL EDUCATION

The present paper on "Augmented Reality Technology in Environmental education" is a descriptive research review that aims to investigate the learning design framework that is applied to augmented reality (AR) enhancing educational applications in the field of environmental education. A systematic review of theoretical texts and research focusing on AR applications in Environmental Education was conducted adopting Cooper's methodology. Ultimate aim of this research is not only to be comparative but also to disseminate best design practices of educational AR applications that involve students in natural or man-made environment. Furthermore, the study focused on the designing style of AR applications for environmental issues, on their effectiveness on experiential learning, as well as to their influence on students' learning progress. Moreover, research findings show positive effects of AR on

learning factors, such as interest, effort, interaction, collaboration and concentration of students during the learning process. The integration of multiple technologies offers the potentials for supporting learning and teaching, though various issues and limitations in previous research indicate the need to be explored more extensively.

Yolanda RUIZ DE ZAROBE

INTERNATIONAL PERSPECTIVES IN EDUCATION: CONTENT AND LANGUAGE INTEGRATION TO FOSTER MULTILINGUALISM

Content and Language Integrated Learning (CLIL) is an educational approach which refers to contexts where language is used as a medium for learning content, and the content is also used to learn languages. The aim of this session is to analyse CLIL initiatives which have been implemented in different international contexts to increase foreign language competence and develop multilingual education. The presentation will look, firstly, at some trilingual contexts, notably in the Basque Autonomous Community (BAC) in Spain, a bilingual community in which both Basque and Spanish are official languages, and where the foreign language is taught following several programmes. Secondly, we will provide an overview of the different educational initiatives that have been gathered to develop multilingual education in several international contexts, both from Europe and beyond. Finally, we will analyse recent research which seeks to study how language and content can be integrated in the classroom.

Nektaria SAKKOULA & Angeliki KITSIOU

ICT AS A TOOL FOR ENHANCING INTERCULTURAL EDUCATION WITHIN GREEK PRIMARY AND SECONDARY EDUCATIONAL SETTINGS: A CASE STUDY OF EXPLORING EDUCATIONAL LEADERSHIP'S REPRESENTATIONS AND PRACTICES

Due to considerable changes in Greek educational settings, deriving from the migration and refugee crisis, intercultural education has gained prominence over the recent years, in order for these settings to be reformed so as to manage students' heterogeneity and multi-cultural background more efficiently. Information and Communication Technologies (ICT) have been proved worldwide to be a highly useful tool for educators, since they provide several benefits, stimulating educational communities to further interact, collaborate, communicate and participate in the learning processes, while supporting intercultural education principles. Previous literature has shown that despite their benefits, ICT have not been adequately utilized in Greek educational settings. In this regard, this research aims to explore how ICT are utilized within Greek Primary and Secondary educational settings, in order for intercultural education to be enhanced, by examining school principals' representations regarding the ICT benefits and obstacles, as well as the practices that they implement. To address that, a qualitative research approach was applied, through a semi-structured interview protocol, aiming to highlight how ICT deployment impacts on intercultural education in several school communities in Athens. The main outcomes of our research highlight the barriers that educational leadership faces, while the anticipated benefits are identified. Up to

these, in conclusion section the ICT strategies that could be adopted by these communities are further discussed, in order for the enhancement of intercultural education to be achieved in Greek educational settings.

Antonia SAMARA

EDUCATION GOVERNANCE IN THE ERA OF LIFELONG LEARNING:
THE CONSTRUCTION OF THE LIFELONG LEARNING TEACHER

Since the turn of the century, education goes hand in hand with lifelong learning, marking a major transition on how education is perceived and how education governance functions. International organizations' discourse has been a catalyst for this transition, which is constantly in a state of evolution. As far as teacher education and continuous professional development are concerned, the current international discourse is focused on competences as a concept that includes knowledge, skills and dispositions in a dynamic of lifelong learning. The focus on teacher competences is linked to learning as a mode of governance that is based on assessment and performativity. Teachers, as a core component of schools, find themselves in a process of projectization and of reinventing themselves as "entrepreneurial selves" in a condition of "managed" autonomy. The paper draws on the toolbox of Foucauldian power theory and the conduct of conduct on the construction of the educational subject, as well as the concept of Bernstein's Totally Pedagogised Society. Through these lenses, we examine current EU policy on teacher education and continuous professional development as a component of education governance. Furthermore, we examine the concept of Professional Learning Communities in a School as a Learning Organization as a theoretical context, within which the new lifelong learning teacher identity can be developed.

Maria SIDERI & Vana CHIOU

PRIMARY SCHOOL TEACHERS' SOCIAL MEDIA PRACTICES. A CASE STUDY

Modern Education exploits the dynamic of new technologies which -among others- provide teaching staff with an easy and direct access to a wide range of sources, tools and platforms that facilitate and support educational process. Besides the platforms and tools officially used in educational settings, social media usage has been also recorded in the field of education during the last decades. Relevant literature shows that social media utilization is more common in Tertiary Education compared to Primary and Secondary Education highlighting also the increasing usage of social media by educators mainly for professional development and communication purposes. In fact, primary and secondary education teachers retaining profiles in social media, do not tend to utilize them for educational purposes despite the recorded benefits. The current research aims to explore the relationship between retaining profile(s) on social media and primary school teachers' social media practices for educational purposes as well as the relationship between these practices. One hundred twenty one (121) teachers serving in the primary schools located in the city of Mytilene, Lesvos island, voluntary participated in the research filling out a structured questionnaire designed for the research purposes. SPSS v.26 was used for data analysis. The results of the research suggest that teachers who use social media utilize them for educational purposes in a greater extent than their non-social media

users colleagues. Furthermore, significant correlations are revealed among the social media usage practices exploited by teachers and specifically for the more widely used practices. This work comes to shed more light on primary school teachers' practices related with social media usage suggesting that teachers' unfamiliarity or unawareness of the practices that can be supported through social media may limit the possibility to further enrich the educational process and enhance the communication procedure.

Danping PENG & Stefan CHUDY

PRACTITIONERS' PERCEPTIONS ON PEDAGOGICAL LEADERSHIP IN PARTICULAR SCHOOLS IN CZECH REPUBLIC

Pedagogical leadership involves knowledge and the ways in which content matter can be applied. The role and importance of pedagogical leadership have been recognized in a number of research findings. It is important both for teachers and school leaders. In order to understand how teachers and school leaders perceive the main features of pedagogical leadership in practice, a questionnaire survey was applied in five Czech primary and secondary schools. This questionnaire addressed eight dimensions of pedagogical leadership on a 9-point Likert scale from two different aspects: the importance and the evidence. Importance refers to the value given to the dimensions, and evidence refers to the achievement and existence. 39 headteachers and teachers participated in this research. The statistical analysis of research data revealed that, in most cases, participative dimension of pedagogical leadership is considered as the most important dimension. Research confirmed that pedagogical leadership should be a process of participation, learning and supporting that enhances

satisfaction of all the stakeholders. For more comprehensive understanding of pedagogical leadership, further research with a larger number of participants can be conducted and a qualitive paradigm can be applied. And the involvement of school leaders and teachers in pedagogical leadership and their charisma in pedagogical leadership can be further explored.

Rosemary SMITH

STUDIES ABROAD AND CHANGING MINDSETS

Within a co-hort of undergraduate students aiming for business-related careers in a globalised world, it might be reasonable to assume that opportunities to study abroad as part of a business-related degree would be fully grasped. Yet data shows that numbers of UK students selecting this option are not high. Discussing the acquisition of soft skills, and utilising survey responses provided by students in a UK business school as to their reasons for not electing to study abroad, this paper seeks to consider this theme from the perspective of the student mindset. It considers the characteristics of the current generation of undergraduate students, and interrogates the value a period of study abroad could give. Rather than seeking ways to encourage and coerce student actions, this paper draws on the theory of the reflexive imperative, and internal conversations promulgated by Margaret Archer. This paper acknowledges and respects the value of university-level or school-level exchange agreements and partnerships, not only as opportunities for students, but as a force for good within a globalised world. It closes with the suggestion that it is the mindset of staff and their use of existing exchange infrastructures which could be the agent of

change to provide for the needs of future, digitally comfortable students. In so doing, it shifts weight from the student mindset to that of the university.

Diana SPULBER

LIFE LONG LEARNING: INTERCULTURAL EDUCATION AND COMMUNICATION EUROPE AND BEYOND

Life Long Learning seems to be an all-sides studied model. The globalization, work market rapid change and free circulation of knowledge let researcher to discover that there is a new way of design of LLL process, that the multicultural society is a drive of LLL process optimization. After the Lisbon strategy and seeing the unstoppable path of lifelong learning stress the requirement of a serious reflection on the role of citizen's education. The article purpose is to analyse the intercultural aspect of LLL and how it can be spread. A particular attention is dedicated to how EU and RF reply to society and economy challenge through implementation of LLL process. The intercultural aspect analyses will comprise not only the horizontal intercultural aspect but also the vertical ones. The role of European Commission as a promoter of idea of inclusive society and of the most competitive and dynamic knowledge-based economy in the world will be analysed as well. The intercultural approach will be stressed thanks also to analyse of LLL process in Russian Federation. The used methodology is a review of relevant intervention studies and Political Documents and Financing actions for examining the effectiveness of interventions.

The analyses of two paths of LLL process implementation and promotion, the analyses of two ways of LLL process organization permit to have a wide view on LLL process. The parallel analysis of LLL process permits to see how the two ways of social development can be reflected through different actions on LLL policy starting from formal education and ultimate to third Age Education. In final it permit to learn more about how LLL can be a solution for to avoid a social welfare bankrupt.

Panagiotis J. STAMATIS & Afrodite V. NTOUKA

THE EFFECT OF NURSERY TEACHERS' VOICE ON PRESCHOOLERS

The notions of "communication and the aural literacy" are at the center of this research work, as 21st Century Schools seek to improve the skills of preschoolers to which these concepts are linked. The education of preschoolers in the 21st Century Schools focuses on their overall development. The development of skills and values, the creation of a collaborative climate and constructive communication, as well as the development of an environment that respects diversity and utilizes it in order to encourage creativity and innovation, are fundamental principles of the contemporary kindergarten. Within this theoretical framework, preschool teachers must improve their aural literacy, in order not to misunderstand preschoolers' messages. Preschool teachers can make their teaching process more effective, if they participate in relevant, experiential, training programs, in order to use their voice in a pedagogically appropriate manner. If this happens, then they will be able to handle their voices and express themselves properly in every communication situation.

The present study examines the teaching importance of communication literacy, emphasizes the ways in which aural literacy could be an essential tool for a preschool teacher, so that she/he will be able to plan

her/his teaching process. More specifically the research examines whether nursery teachers are aware of the teaching capabilities that provide three of their voice features, tone, volume and pause, in creating and forming interpersonal relationships during the teaching process. The way preschoolers interpret those vocalics is also examined. The study focuses on aural literacy, especially on the importance it must be given to preschool teachers' voice and how its characteristics affects the teaching process, the climate of classroom communication, the configuration of relationships and the development of interactions.

The sample of the research consists of preschool teachers and preschoolers who work and attend in public kindergartens respectively. The research data collection instrument is a questionnaire, differentiated for nursery teachers and for preschoolers. The questionnaire which was given to nursery teachers 'canvasses' their knowledge of the possibilities of pedagogical use of their voice and their opinion about them. The questionnaire which was designed for preschoolers examines how they assimilate and respond to vocalics.

The majority of preschool teachers who participated in the survey, ignore the dynamics of their voice. They do not perceive their voice as a key 'tool' for accomplishing quality teaching. On the contrary, preschoolers seem to understand when tone and volume change, and when pauses are used by nursery teachers and react accordingly. Therefore, the implementation of professional development programs for preschool teachers on the pedagogical value of their voice is expected to contribute positively to the improvement of their teaching quality.

**Sanja TATALOVIĆ VORKAPIĆ,
Lidija VUJIČIĆ &
Akvilina ČAMBER TAMBOLAŠ**

PROMOTING RESILIENCE IN KINDERGARTENS AND SCHOOLS: QUALITATIVE ANALYSES OF TEACHERS' EXPERIENCES IN CROATIA

Having in mind the growing number of various psychological problems in children and youth, the question of teachers' experiences and needed competencies for nurturing and promoting socio-emotional competencies in kindergartens and schools is rather emphasized in the contemporary world. So, to really understand the working position of teachers, the needs of contemporary child within the educational system and their competencies in supporting not only the academic, i.e. cognitive performance in children but also, socio-emotional, the aim of this research was to run the qualitative analysis of the teachers' experiences in promoting the children's resilience. With this aim, randomly chosen two primary school teachers and three early childhood educators from different cities in Croatia filled the questionnaire with open questions regarding their experiences when children were dealing with psychosocial challenges. Even though preschool educators and school teachers express slightly different ways and strategies of coping with psychosocial challenges in the life of a child, the most used strategies are individual conversation with the child and/or with the whole class, dramatization and verbalization of emotions, visual expression of emotions, use of therapeutic or interactive meditative stories, processing the experience through play, planned activities and workshops, reorganization of space. They also cite the importance of involving members of the professional team

(especially psychologists) in solving problems that involve working with both the child and the parents. Practitioners state that they need help and support in situations where the child is experiencing some difficulty - most often they find help in the professional literature as well as in collaboration with professional associates. So, the main conclusion of this research is the implication about extremely needed contemporary competencies among teachers to promote resilience in kindergartens and schools. Regarding this conclusion, some research projects in Croatia have been presented as the key solution for this issue.

Janja TEKAVC

CAN SHORT ON-LINE STRESS-REDUCTION INTERVENTION IMPROVE COLLEGE STUDENTS' QUALITY OF LIFE DURING THE PANDEMIC?

During Covid-19 pandemic, students all over the world faced numerous changes (e.g., distant learning, social distancing) which called for sudden adaptation. These adaptations together with fear and anxiety about a new disease and what could happen represented a potential source of stress for students and had an impact on their quality of life. The purpose of this study was to investigate the effects of a brief stress-reduction intervention on the satisfaction with life and/or physical activity level of college students. Together, 102 students (age 22 to 26 years) participated in the study and were randomly assigned to experimental group (N=50) and waiting control group (N=52). Students in experimental group participated in daily on-line stress-reduction programme which lasted 14 days. Participants were surveyed twice (before and after intervention) on a range of self-reported variables including satisfaction with life and amount of physical activity. Results revealed that participants in the experimental group significantly increased their physical activity level as compared to the control group, while their satisfaction with life increased but not significantly. We concluded that short distant stress reduction programmes provide potential positive effects on college students, especially during crisis such as pandemic.

Stergoulla TRECHA & Assimina TSIBIDAKI

SPELLING MISTAKES AND PERFORMANCE ON AN INTELLIGENCE ASSESSMENT TEST

The ability to spell is a gradually developing, lengthy, and complex process. Spelling is directly related to the child's language skills, phonological, grammatical and semantic awareness, cognitive functions (intelligence, perception, memory) and metacognitive skills (control and selection of spelling strategies). This study aims to examine the correlation of errors in spelling with the degree of performance in the intelligence test of students in primary school. The sample consists of 225 children: 111 (49.3%) boys and 114 (50.7%) girls. The average age of the children in the sample is 11.5 years with the average age of boys being only two months older than girls. Data was collected with 1) the Demographic Questionnaire, 2) Raven's Standard Progressive Matrices and 3) the Dictation Writing Test. According to the findings, both the Spearman's correlation coefficient ρ and the non-parametric tests show that there is a statistically significant correlation between the Raven Progressive Matrices intelligence test score and the students' errors. In all cases, a statistically significant correlation is negative, which means that students with higher number of errors correspond to students with lower

performance on the intelligence test. The overall conclusion of the study is that spelling is related to students' level of intelligence.

Assimina TSIBIDAKI & Stergoulla TRECHA

LEARNING PROFESSIONS: A DRAMATIC PLAY EDUCATIONAL PROGRAMME FOR CHILDREN WITH MENTAL DISABILITY

Dramatic play is an interesting alternative educational approach to the teaching and creative expression of children with mental disability. Dramatic play allows children to fit the reality of the world into their lives. They mimic behaviors and verbal expressions and experience unique emotions that combine learning, play, art, movement and action. This study presents the design, the implementation and the evaluation of a dramatic play educational programme for learning basic professions. It is a qualitative research, and specifically, an action research. The sample comprised 32 people: 2 coordinators and 15 volunteer students in the role of trainers and 15 trainees. Trainees were 15 children (9 girls and 6 boys), with moderate intellectual disability, aged 9-11 years (M=10.8 years). Trainees came from public special schools and attended, twice a week, creative employment and training programmes, which were part of voluntary actions based on the philosophy of "community care" at the University of the Aegean. The evaluation of the programme showed that the education of children with mental disability in a group, when it includes role play, game, rehearsing, recreational activities and interaction, can achieve most of its goals and objectives. At the completion of the programme, the children gained basic knowledge on a) matching professions to tools (93.3%), b) matching professions to products (86.7%), c) matching professions to skills (73.3%), d)

naming appropriate behaviors for each profession (66.7%) and e) naming rules of conduct for each profession separately (66.7%). The main conclusion of the study is that a dramatic play educational programme, adapted to the abilities and experiences of children with a mental disability, can offer a) knowledge about professions, b) enhancement of teamwork and cooperation, and c) entertainment.

Filippos TZORTZOGLOU, Apostolos KOSTAS & Alivisos SOFOS

DESIGNING MOBILE AUGMENTED REALITY GAMES TO DEVELOP STUDENTS' DIGITAL AND CIVIC COMPETENCES: A LITERATURE REVIEW AND DELIMITATION OF DESIGN CRITERIA

As globalization continues to confront the European Union with new challenges, each citizen will need a wide range of skills to adapt flexibly to a rapidly changing world. Education has a key role to play in ensuring that Europe's citizens acquire the skills needed to enable them to adapt. Implementing key competences in schools involves not only specifying them in curricula, but also developing innovative teaching methods as well as proper ICT tools that are open to teachers and students. Mobile Augmented Reality Games (MARG) are gaming environments that embed virtual, location specific and contextual information into a physical site. These games require mobile devices to enable game participants to access virtual information. Instead of putting people in an artificial world, these games augment the physical world by embedding them with digital data, teamworking and communication abilities, providing at the same time in-situ or inquiry-based learning experiences. This paper presents the initial findings of UMARG project, a KA2 Erasmus founded strategic partnership, that focuses

on the use of MARG towards fostering students' digital and civic competences under the subject of sustainable development. The article provides a short background on key competences and augmented reality games as well as the links between them. To address the objectives of the project, we conducted a literature review that sums up and categorizes the results from the analysis of 12 different MARG dating from 2006-2019 in terms of design criteria that target specific digital and civic competences. The results presented in the paper will provide educators with a comprehensive guide on how to design effective MARG and which design criteria seem to promote students' digital and civic competences.

Ana ČUNKO VALJAK

FORMS OF TEAMWORK COMMUNICATION AMONGST STUDENTS AT THE FACULTY OF TEACHER EDUCATION

In today's society teamwork is an essential tool for achieving our goals. Education does not exist without communications. One of the unavoidable ways to communicate while studying is teamwork. In the educational system students have individual goals but they cannot achieve them without teamwork with their colleagues, professors and others. Is there even communicating without teamwork? This article focuses on how teamwork became one of the most important communication channels for students, which communication tools are mostly used and how students understand the concept of teamwork. The main goal for this article was determining how teamwork progresses throughout studying, what are the communication tools that are enabling teamwork and what can be improved in teamwork at the educational level. The research adopted a mix methods approach comprising an online survey amongst students and observation and semi structured interviews with professors. A range of issues were addressed in research such as the understanding of teamwork, understanding the communication tools that can be used to create or improve teamwork, the importance of teamwork, lack of desire to participate in teamwork, etc. By analysing research variables determines the determinant of teamwork and identify variables that affect development of teamwork in the education system. Research findings show the current level of teamwork development during studying and student perception of teamwork, possibilities of improvements in teamwork and therefore communication both from students and professors.

Ana ČUNKO VALJAK

STOP-ANIMATION AS A TOOL FOR APPROACHING TECHNOLOGY AND COMMUNICATIONS TO PRESCHOOL STUDENTS

Technology has become an essential tool for educators in communicating with students, and is being implemented in preschool programs as a part of preschool education. In this study we investigated how educators in preschool programs may use stop animation in order to approximate technology to preschool students through media that they best respond to, which is animation. It has become possible to create animation with as little as a smart phone, crayons and software that is available to all educators. This study also shows the level of knowledge that educators have in the media communication field, their opinions on implementing this communications category and the way it affects their future work with children. Participants were two University of education professors, an

educator team from preschool "Vjeverica" and a group of preschool students. During this research educators and professors investigated all stages of communication with children, starting from reading a story about «Frederick the mouse». After children became familiar with the story of "Frederic the mouse" they created a play and a comic book based on the story. Final step was creating drawings for stop animation, performing movements and recording sound for animation. Research steps were recorded and additional interview with the educators reported how this process helped them in communicating with children. The satisfaction and amusement with this project was found by both educators and children.

Eirini VALLINDRA, Antigoni MAGKAFOSI, Georgia MANOUSOGIANNAKI, Ioannis VGONTZAS, Marianthi LIAPI & Konstantinos-Alketas OUNGRINIS

PARTICIPATORY EXPLORATIONS OF THE SCHOOLYARD: A SPATIAL APPROACH TO EXPERIENTIAL LEARNING

The paper examines an applied case study of a multidisciplinary approach to experiential learning in primary education, that taps on the fruitful interaction between architecture and pedagogy. The approach is based on the 'Educational Pla(y)ces' methodology that aims to create original educational tools in school environments, designed collaboratively between architects, artists, teachers and students. In this case study, experiential learning is achieved when the educational community works actively together to approach and explore learning goals that would otherwise be reached through the common book-blackboard combination. The whole process evolves in three basic stages. In the first one, teachers set an educational goal that involves the creation of spatial points of interest inside the schoolyard. For this purpose, the team works toward organizing experiential workshops that include artistic expression activities, like painting, guided tours, as well as schoolyard mapping. Together with the students, the team collects valuable data regarding not only needs, but also desires for the school environment. In the second stage, the team works on data-analysis and deconstruction of obvious representation themes, which are later boosted with input retrieved through discussions, group presentations and games. During the final stage, students are assigned with the core role of designing and constructing the desired educational objects at an 1-1 scale. Through their own interventions, the students familiarize themselves with their learning space, they develop initiative skills and moreover understand the value of cooperation. Regarding the teachers, they enrich their skills, evolving interdisciplinary approaches and design thinking in education. Finally, from a research perspective, conducting student-centred workshops across different age groups and comparing the level of participation and freedom of expression, proves that experiential learning tools can be applied successfully to every age.

Antonis VERVERIS

CREATIVE THINKING AS A MEAN OF DEMOCRATIZING CHORAL MUSIC

One of the issues that has long attracted researchers' attention in the field of Music Education is that of music creativity. Through a review of relevant literature, one easily notices that the first studies addressing the music creativity 'problem' focused almost exclusively on children's individual achievements, as expressed

mainly through their compositions and improvisations. During the 1990s, a considerable change occurred as researchers started concentrating more on the social aspects of music creativity. Furthermore, the term *creativity* was replaced by *creative thinking*, a fact that indicates the swift of emphasis from musical end-products to musical processes. However, despite the amount of existing literature on music creativity, it seems that little has been done so far in this direction among choral music educators and conductors. As some researchers have suggested, creative thinking in choral rehearsal may lead to the democratization of choral music, a field that still retains a traditional power structure where the conductor's authority is unquestionable. The aim of this presentation is to highlight the factors that prevent choral educators from incorporating methods and techniques that develop singers' creative thinking into their rehearsal. Subsequently, the researcher will present successful examples, suggested by the literature, of choral rehearsals which celebrate collaborative music learning and provide singers with opportunities to develop their skills in problem-solving and improvisation.

Gloria VISINTINI

A ROUTE TO STUDENT FEEDBACK ENHANCEMENT

Through the annual UK National Student Survey, regular departmental meetings and conversations, students have told us that the feedback they receive on their work is often delivered late and is not meaningful or clear enough. This issue is not unique to the University of Bristol, but a common problem across many British universities. Despite this, still very little is known in the literature on how institutions are tackling this problem (if at all). To start

addressing this, I will describe the project the Faculty of Arts at Bristol has been working on for the past few years with the objective of improving student feedback. The project is based on a two-stage methodology which involves (1) changing the mode of giving feedback so that it becomes more transparent and easier to review, and then (2) improving the feedback content through a range of interventions. After years of careful planning, implementation and support, we are now at the point where all students across the Faculty receive their feedback online. According to our students, this alone has already created some improvements in our feedback. For example, the three-week turnaround is respected more, and the feedback is more accessible, legible and therefore clearer. More substantial and positive improvements are expected from the next stage of the project, which is about enhancing the feedback content via a suite of focused actions. The first one has been the introduction of a new coversheet. This includes a section which gives students the opportunity to request two areas on which they would like to receive feedback, and a new section on feedforward. We have also developed some principles of good feedback by looking at the relevant literature and talking to students through a range of focus groups. These are about to be disseminated to markers across the Faculty, and they will form the basis for more systematic and collaborative group scrutiny and moderation of people's actual feedback. By the end of our first teaching block, we plan to talk to staff and students so that we will have a better understanding of the impact of the second stage of our project. Initial findings will then be discussed internally and with broader audiences – such as the IPIE and SEDA communities – to review and refine the project. The ambition is to present our data

again externally, in a couple of years, once the project is complete so that we can discuss its impact in its entirety. This will provide the opportunity to 'report' back on any ideas or recommendations that were suggested half-way through the project by colleagues within and outside the University of Bristol.

Adrijana VIŠNJIĆ–JEVTIĆ & Marijana ŽUPANIĆ-BENIĆ

ARTISTIC ACTIVITIES AS A PART OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

Education for sustainable development may be an answer to changes in the modern word. Early childhood education has huge role in the overall development of the child. Therefore, together with families, it should be considered as a foundation for adopting values, attitudes, skills and behaviours that will support sustainable development over time (Pramling Samuelsson & Kaga, 2008; Yan & Fengfeng, 2008). Education for sustainable development in the early years may be reached by the 7 Rs (respect, reflect, rethink, reuse, reduce, recycle, and redistribute) approach (Engdahl & Rabušicova, 2012). Artistic activities provide opportunities for learning through the creative use of different materials in the early years. Adaptive reuse of materials can contribute to an understanding of sustainable development. Therefore, art becomes a platform by which we can raise awareness for children to live life in a more sustainable way and to be aware of environmental issues (Jonsdottir, 2017). The aim of the research conducted in the Republic of Croatia was to investigate early childhood teachers' understanding educational aspect of reusing various materials in art activities within education

for sustainable development, as well as the frequency of this practice. The research consisted of a quantitative (questionnaire) and a qualitative research paradigm (photo documentation of artistic activities). The results of the qualitative part of the research show that teachers reuse previously used materials in artistic activities. The results of the quantitative part of the research show that teachers understand the concept of sustainability, but they don't discussed it in relation with art.

Karolina WALCZAK–CZŁAPIŃSKA

BYSTANDERS OF BULLYING IN THE EDUCATIONAL SPACE. CHALLENGES REGARDING PREVENCY PROGRAMS

The phenomenon of peer bullying is a significant problem from the perspective of school prevention. In most Polish theoretical and empirical studies, the authors describe bullying, focusing on the behavior of perpetrators and victims, often ignoring the key role of bullying bystanders. As foreign language studies (ex. Ch. Salmivalli, 2014, Thornberg, Tenenbaum, Varjas, Mayers, Jungert, Vanegas, 2012) show, observers of acts of bullying through their strong intervention can significantly contribute to the defense of victims, and thus to reduce bullying incidents. The speech is a part of larger research project that uses mixed study procedures. The assumption of this approach was research reconnaissance, aimed at recognizing the legitimacy of conducting quantitative research in subsequent stages of the project. During this presentation, the author will present qualitative research, the purpose of which was to know the factors motivating to undertake or refrain from intervention bullying bystanders. I conducted 23 interviews with students of various fields of

study. At the time of the study, respondents were between 20 and 41 years old. During the group data analysis, were identified important categories (example: empathy, sense of effectiveness, past experience of the role of the victim, relations with the perpetrator or victim, the limits of moral norms) that may decide on intervention. These factors can be significant during planning preventive programmes in the educational space.

ROUND TABLE

LIBERAL, NON-FORMAL AND VOLUNTARY BLENDED LIFELONG TRAINING FOR ALL AGES IN GREECE

The proposed round table's issues are related to the qualitative and quantitative characteristics of Greek lifelong learning and training, folk and liberal education's potential, under the scope of new technologies, as well as the best practices that potentiate the effectiveness of vocational training.

The educational needs of modern Greek society that emerge in the light of recession will be highlighted and new perspectives will be proposed.

Specific topics will expand on the areas of special education, intercultural education, lifelong training, psychology, counseling and management in general and specialized population.

Efstratios PAPANIS, George M. KORRES, Aikaterini KOKKINOU & Elissavet GKINALA

PANDEMICS – COVID-19 AND EDUCATION: TOWARDS A NEW PARADIGM FOR EUROPE

The Covid-19 pandemic, the so-called as coronavirus pandemic, is an ongoing global pandemic of coronavirus disease (Covid-19), caused by severe acute syndrome coronavirus-2 (SARS-CoV-2). The coronavirus outbreak was first detected in China and has infected people in 185 countries. Its spread has left businesses around the world counting the costs.

The Covid-19 pandemic is far more than a health crisis. It is affecting societies and economies, while the impact of the pandemic will vary from country to country, it will most likely increase poverty and inequalities at a global scale. Assessing the impacts of the Covid-19 crisis on societies, economies and vulnerable groups is fundamental to inform and tailor the responses of governments and partners to recover from the crisis and ensure that no one is left behind in this effort.

There is a huge literature and several studies have confirmed the importance of investment in education as a determinant of economic growth. Education is also associated with various non-economic benefits and educational policy is quite important for development. Education and human capital accumulation are among the main determinants of employment and growth prospect. Education should be understood as a method of sharing and disseminating information. Today, world community is facing the unprecedented pandemic crisis of the COVID-19 disease with a lot of socio-economic implications in the world economy and society. This paper aims to analyze the educational policy and skills in the pandemic era and moreover to examine the role in growth-process and social-cohesion in EU and Greece. It attempts to examine the main socio-economic effects from Covid-19 pandemic for European countries. In particular, the paper attempts to investigate the economic impact and the implications to education and to growth process for EU member states.

**Aikaterini NICOLAREA
& Pinelopi POULEROU**

COGNITIVE PROBLEM SOLVING TOOLS IN A GLOCALIZED SPECIAL AND BILINGUAL EDUCATION ENVIRONMENT

This presentation is an intellectual and mental journey of an ESP/EAP teacher, who describes at a metacognitive level:

(1) how she integrated different research methodologies (i.e. "advanced search for translators" and the concept of inter-scientificity), IT and various thinking processes in problem-solving situations in a special bilingual education environment;

(2) a tool of knowledge management so general and specialized population can move with relative ease between at least two different linguistic [e.g. English: Greek] systems and achieve an inter-scientific and inter-cultural competence when communicating in a glocalised special and bilingual education environment; and

(3) which learning gains can get a general and specialized community from the actual use of these tools.

Finally, the presenter discusses the importance of these tools and methodologies for general and specialized population that want to function and excel in a glocalized education environment.

Alexandros PAPANIS

THE IMPORTANCE OF MICROTEACHING LESSONS AIDED BY THE USE OF MULTIMEDIA MEANS IN THE COURSE OF ENGLISH TECHNICAL TERMINOLOGY BY THE STUDENTS OF THE POLYTECHNIC SCHOOL OF XANTHI

The main purpose of conducting Microteaching Lessons in the course "English Technical Terminology" with the use of Multimedia by the students of the Polytechnic School of Xanthi is to combine theory with practice and to train students in the application of specific pedagogical and didactic skills, such as the appropriate preparation of the course (planning of teaching at micro level), the selection and formulation of the Teaching Objectives, the use of effective Teaching Tools (traditional and modern), the application of different Teaching Types (interrogative, interactive, experimental, corporate group, etc.), but also the application of various techniques, such as asking questions, discussions, correct use of English language, as well as the acquisition of self-confidence by students, the proper management of available time and, finally, self / other evaluation.

Thus, Microteaching encompasses a suitable field of research and application of teaching practices and becomes a useful pedagogical and teaching tool, as well as a Self-Assessment Tool.

A crucial role in the context of Microteaching plays the Supervisor (in this case the Instructor of the Course of English Technical Terminology), his fellow students, as well as the Digital Learning Environment, in the framework of which the Microteaching takes place. Indeed, the use of new technologies (video camera, audio, video, computer, television, graphics and virtual representations) facilitates the process of critique and analysis of teaching and self-evaluation of the trainee student, thus achieving a complete communicational environment.

Throughout their work, students are divided into Groups of five, ensuring the greatest possible interaction, while visiting web sites, exchanging emails, participating in Skype discussion groups, sharing responsibilities and ultimately while acting cooperatively.

Within the frame of the Group, all voices are heard, a specific role is given to each member individually, which in turn

contributes to the educational development of a successful Micro-Teaching process.

Efstratios PAPANIS, Andromachi BOUNA & Stavroula VEGIAZI

RESEARCH OF ADULT STUDENTS' APTITUDE IN LGBTQ EDUCATION

The evaluation of training programs needs a theoretical and methodological background. Several researchers in the international and Greek space have worked in this direction. The present study, considering the surveys that has already been done, attempts to contribute to the best of its ability to further establish the evaluation of educational programs. LGBTQ+-related program is a subject that recently has infiltrated in the education of minors as well as adults. Like the scientific field of gender, which is now beginning to be integrated, in the same way for adult education this subject (LGBTQ+ issues) is a new project. The aim of this research is the analysis of adult students' aptitude in education concerning LGBTQ+ issues. The results of the study can be used as tools for planning, evolution and adaption of LGBTQ+ programs. The results of the research shows that the most adults chose this topic in order to manage people who have different gender identity in their professional space.

Efstratios PAPANIS & Eirini KARAMPASI

QUALITY MODELS IN ADULT EDUCATION

According to many researchers, social inclusion can be promoted through the establishment of quality criteria for the equal provision of education (Vlachos, 2008; Polychronopoulou, 2012; European Commission, 2015; Green et al., 2015).

This paper is related to the assurance of the 'quality', 'efficiency' and 'continuous improvement' of education (European Commission, 2015). Various indicators have been developed by the scientific community, in order to measure the quality of the educational process, as well as various quality awards, standards and models.
The focus of this study is on reviewing the main quality principles, theories and indexes in adult education, especially under the scope of two major approaches: total quality education and the social model of learning.
Moreover, conclusions of the application of these models to University of the Aegean long distance learning will be presented.

Maria GIOUMOUKI, Eleni PRASSA, Sophia PAKLATZOGLOU & Tereza ZOGOPOULOU

TRAINEES' VIEWS ON LIFELONG LEARNING AND EDUCATION THROUGH FACEBOOK

Lifelong learning is considered as a long-term process that begins at birth and continues throughout life. In the modern ever-developing society, the increase of knowledge is happening at a very fast pace and the demands of the society are constantly changing and training and additional education are a constant priority for the modern worker. In addition, the use of social media in educational and teaching contexts can be considered as a potentially powerful idea simply because students spend a lot of time in these online networking activities. This paper presents the views of trainees regarding lifelong learning and education through Facebook. More specifically, it talks about the training providers, the content, the duration, the cost of the seminars and the profile of the trainers. Regarding education through Facebook, its advantages and

disadvantages are analyzed in relation to accessibility, familiarity, organization of educational material, cooperation between trainees, the style and profile of Facebook as a means of education, the possibility of communication with the trainer, the management of training time, the cost, the correct use of academic techniques and the satisfaction of learning and knowledge.

Presenters

Adrijana Visnjic-Jevtic	Croatia
Afrodite Ntouka	Greece
Aikaterini Klonari	Greece
Aikerini Kokkinou	Greece
Akvilina Čamber Tambolaš	Croatia
Alena Jůvová	Czech Republic
Alexandros Papanis	Greece
Ana Valjak Cunko	Croatia
Andromachi Bouna	Greece
Anna Maria Loffredo	Austria
Anthoula Styliani Passadelli	Greece
Antonia Samara	Greece
Antonios Niros	Greece
Antonis Ververis	Greece
Apostolos Kostas	Greece
Argyroula Diliou	Greece
Assimina Tsibidaki	Greece
Athanasios Vasilopoulos	Greece
Berna Guryay	Turkey
Carmen Santamaria Garcias	Spain
Caroline Anne Harvey	UK

Christina Vatzaka	Greece
Christos Parthenis	Greece
Chryssanthi (Christy) Petropoulou	Greece
Danping Peng	Czech Republic
Diana Spulber	Russia
Dimitris Dimitriadis	Greece
Dionysis Pavlou	Greece
Efstratios Papanis	Greece
Eirini Karampasi	Greece
Eirini Virginia Vallindra	Greece
Ekaterini Nikolarea	Greece
Eleni Skourtou	Greece
Emmanuel Fokides	Greece
Ewa Gawlik	Poland
Fiona Mary Shelton	UK
Frances Maratos	UK
Gabriela Dobińska	Poland
George Korres	Greece
Georgia Chalkoutsaki	Greece
Gloria Visintini	UK
Henrik Dindas	Germany
Janja Tekavc	Slovenia

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Katarzyna Anna Okólska	Poland	Vaia Papanikolaou	Greece
Konstantina Bentana	Greece	Vana Chiou	Greece
Lidija Vujičić	Croatia	Vasiliki Michalogianni	Greece
Lotte Geunis	Belgium	Vyron Ignatios Michalakis	Greece
Maria Aleksandrovich	Poland	Yolanda Ruiz de Zarobe	Spain
Maria Boutzarelou	Greece		
Maria Gianna	Greece		
Maria Gioumouki	Greece		
Maria Roussou	Greece		
Maria Sakorafa	Greece		
Marianthi Liapi	Greece		
Marijana Benic	Croatia		
Marta Gierczyńska-Kolas	Poland		
Nektaria Sakkoula	Greece		
Nesrin Oruç Ertürk	Turkey		
Nikitas Aliprantis	Greece		
Oliver Holz	Belgium		
Ondřej Duda	Czech Republic		
Panagiota Argyri	Greece		
Panagiotis Stamatis	Greece		
Panteleimon Karamalis	Greece		