



3rd International Conference

International Perspectives in Education

Voices from the Classroom

Editors

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CONFERENCE BOOKLET

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CONFERENCE BOOKLET

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CONFERENCE THEME

The conference offers an international and 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 IPIE2022 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 2022 which includes keynote speakers, research presentations, round table, panel discussion and opportunities for learning at intercultural intersections.

Conference Strands:

- Inclusion and Diversity
- Assessment, Feedback and Student Success
- Teacher Training
- Lifelong Learning
- Internationalizing Education
- Trends and innovation in Education

SCIENTIFIC COMMITTEE

Belgium

Prof. Dr. Machteld van den Bogaerd
Prof. Dr. Nicky Rogge
Dr. Margarete Grimus (em.)

Greece

Assoc. Prof. Dr. Panagiotis J. Stamatis
Assist. Prof. Dr. Eleni Nikolaou
Assist. Prof. Dr. Assimina Tsidaki
Dr. Aikaterini Klonari (Em.)
Dr. Apostolos Kostas

Poland

Prof. Dr. Sławomir Pasikowski
Assoc. Prof. Dr. Marta Gierczynska-Kolas
Assoc. Prof. Dr. Maria Aleksandrovich

Spain

Assoc. Prof. Carmen Santamaría García

Turkey

Prof. Dr. Ercan Akpınar
Prof. Dr. Feryal Çubukçu
Assoc. Prof. Dr. İrem Çomoğlu
Asst. Prof. Dr. Bahar Gün
Asst. Prof. Dr. Berna Güray
Dr. Neslihan Önder Özdemir

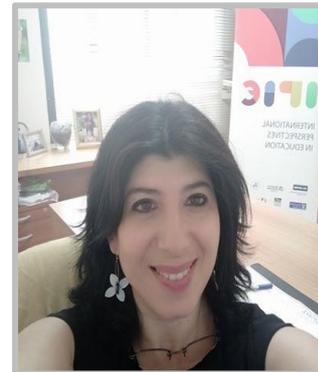
United Kingdom

Dr. Simon Brownhill
Dr. Sarah Charles
Amanda Nuttall

ORGANISING COMMITTEE



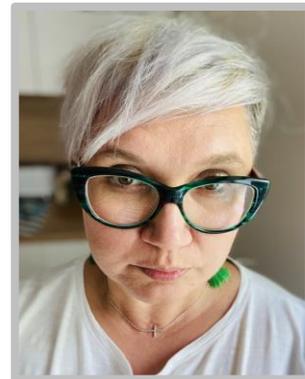
Oliver Holz
Katholieke Universiteit Leuven, Belgium



Vana Chiou
University of the Aegean, Greece



Lotte Geunis
Katholieke Universiteit Leuven, Belgium



Justyna Ratkowska-Pasikowska
University of Lodz, Poland



Nesrin Oruç Ertürk
İzmir University of Economics, Turkey



Fiona Shelton
Leeds Trinity University, United Kingdom

Thursday, 7th April 2022, 7 p.m.

Reception @ City Hall Leuven

City Hall Leuven

Professor Roger Van Overstraetenplein 1

3000 Leuven



Conference Venue

The conference will be organised in the Maria-Theresiacollege (MTC). This venue is located in the city centre of Leuven. The main entrance of the MTC is the Sint-Michielsstraat 6.

Maria-Theresiacollege

Sint-Michielsstraat 6

3000 Leuven

PROGRAMME

Friday, 8 th April 2022		Saturday, 9 th April 2022	
08.45 - 09.15	Registration Room: 00.17 (entrance hall)		
09.15 - 09.30	Welcome and opening remarks by Peter Lievens, Vice rector of International Policy and Interculturality, KU Leuven Chryssi Vitsilaki, Rector of the University of the Aegean Oliver Holz, coordinator of the IPIE conference Moderator: Lotte Geunis Room: 01.03	09.25 - 09.30	Welcome Lotte Geunis, local coordinator IPIE University of Leuven Moderator: Fiona Shelton Room: 01.03
09.30 - 10.30	Keynote and Q&A by Richard Gerver, United Kingdom “LIVING, LEARNING & LAUGHING. Making learning matter, making a difference.” Moderator: Fiona Shelton Room: 01.03	09.30 - 10.15	Keynote and Q&A by Jeroen Schoupe, Sint-Paulusinstituut Herzele, Belgium “CLIL: two birds with one stone?” Moderator: Lotte Geunis Room: 01.03
10.30 - 10.45	Coffee break Room: 00.17 (entrance hall)	10.15 - 10.45	Coffee break Room: 00.17 (entrance hall)

10.45 - 11.45	Keynote and Q&A by Jan Van Tartwijk, Utrecht University, the Netherlands “Looking inside the classroom: Research on teacher student communication processes using an interpersonal perspective” Moderator: Lotte Geunis Room: 01.03			10.45 - 11.30	Keynote and Q&A by Els Lagrou (OECD) “Digitalisation of finance: impact on financial education” Moderator: Lotte Geunis Room: 01.03			
12.00 - 13.15	Parallel Session 1 Conference strand: Lifelong Learning On-campus Moderator: Nesrin Oruc Ertürk Room: 01.03	Parallel Session 1 Conference strand: Teacher Training Online Moderator: Aynur Yürekli Room: online	Parallel Session 1 Workshop on “Augment” your classroom on your own! On-campus Moderator: Vana Chiou Room: 00.07	11.45 - 13.15	Parallel Session 4 Conference strand: Trends in Education On-campus Moderator: Vana Chiou Room: 00.07	Parallel Session 4 Conference strand: Inclusion and Diversity On-campus and online Moderator: Lotte Geunis Room: 01.03	Parallel Session 4 Conference strand: Trends in Education Online Moderator: Maria Aleksandrovich Room: online	Parallel Session 4 Conference strand: Teacher Training Online Moderator: Berna Gürayay Room: online
13.15 - 14.15	Lunch Room: 00.17 (entrance hall)			13.15 - 14.15	Lunch Room: 00.17 (entrance hall)			
14.15 - 15.45	Parallel Session 2 Conference strand: Teacher Training	Parallel Session 2 Conference strand: Inclusion and Diversity	Parallel Session 2 Conference strand: Teacher Training	14.15 - 16.00	Parallel Session 5 Conference strand: Trends in Education	Parallel Session 5 Conference strand: Lifelong Learning	Parallel Session 5 Conference strand: Trends in Education	

	On-campus Moderator: Sławomir Pasikowski Room: 00.07	On-campus Moderator: Fiona Shelton Room: 01.03	Online Moderator: Berna Güray Room: online		Online Moderator: Sławomir Pasikowski Room: online	Online Moderator: Marta Gierczynska Room: online	Online Moderator: Justyna Ratkowska-Pasikowska Room: online
15.45 - 16.15	Coffee break Room: 00.17 (entrance hall)						
16.15 - 18.00	Parallel Session 3 Conference strand: Internationalisation On-campus Moderator: Justyna Ratkowska- Pasikowska Room: 01.03	Parallel Session 3 Conference strand: Lifelong Learning On-campus Moderator: Vana Chiou Room: 00.07	Parallel Session 3 Conference strand: Lifelong Learning Online Moderator: Aynur Yürekli Room: online	16.00 - 16.10	Closing Remarks Moderator: Lotte Geunis & Oliver Holz Room: 01.03		
19.30	Conference dinner @ Faculty Club Address Groot Begijnhof 14 3000 Leuven			16.15	Reception Room: 00.17 (entrance hall)		

PARALLEL SESSION 1 – Friday April 8, 2022 from 12:00 – 13:15

Lifelong Learning Moderator: Nesrin Oruc Ertürk On-campus	Workshop Moderator: Vana Chiou On-campus	Teacher Training Moderator: Aynur Yürekli Online
<p>Yasemin Kahyaoğlu Erdoğan, Bahar Baran, Ercan Akpınar & Kürşat Arslan</p> <p>The Evaluation of Digital Literacy Course including Digital Learning Materials at the level of Higher Education</p> <p>Assimina Tsibidaki</p> <p>Self-efficacy of university students with and without special educational needs and disabilities during the COVID-19 pandemic: The case of Greece</p> <p>Anna Maria Kola</p> <p>Social Exclusion as a Challenge for School Systems in Times of War and Pandemics – a Comparison of Polish and Dutch Systems</p>	<p>Stavros Pitsikalis, Ilona-Eleftryja Lasica & Chryssi Vitsilaki</p> <p>“Augment” your classroom on your own! Apply emerging technologies into your instructional practice</p>	<p>Ekaterini Nikolarea</p> <p>Voices from an ESP classroom at a Greek University – A case study</p> <p>Aikaterini Gari, Irina Mrvoljak-Theodoropoulou & Vassiliki Nikolopoulou</p> <p>Greek teachers' beliefs as correlated with students' self-efficacy during a nomination procedure regarding students with high potential</p> <p>Eurydice-Maria Kanellopoulou & Maria Darra</p> <p>Pedagogical differentiation in higher education: Conceptual determinants and definitions</p> <p>Berna Güray</p> <p>Prospective English Teachers' Views on Teacher Education</p>

PARALLEL SESSION 2 – Friday April 8, 2022 from 14:15 – 16:00

Teacher Training Moderator: Sławomir Pasikowski On-campus	Inclusion and Diversity Moderator: Fiona Shelton On-campus	Teacher Training Moderator: Berna Güray Online
<p>Amanda Nuttall</p> <p>‘Becoming something bigger and better than you were’: teachers’ experiences of identity transition[s] during Master’s level research</p> <p>Nesrin Oruç-Ertürk & Yeşim Bektaş-Çetinkaya</p> <p>Teacher emotion during the pandemic</p> <p>Christos Alpochoritis, Vana Chiou & Dimitrios Stafidas</p> <p>The effectiveness of geo-comics as an instructional tool: A case study of teaching geography in a Greek school</p>	<p>Justyna Ratkowska-Pasikowska & Katarzyna Okólska</p> <p>Voices from the classes. Transgender youth at school. Narratives of parents</p> <p>Lia Blaton</p> <p>Supporting vulnerable families in choosing a school for their child</p> <p>Andromachi Bouna Vaila & Alexandra Theodorou</p> <p>Gender identities and stereotypes. The role of play in kindergarten</p> <p>Lotte Geunis</p> <p>Youth participation in sexuality education: a working paper</p>	<p>Panagiotis Stamatis, Vasiliki Kostoula, Sultana Tourkomanoli & Maria Chatzinikola</p> <p>Parents’ and kindergarten teachers’ views about the application of communication rules in preschool context</p> <p>Stavroula Kaldi, Maria Chatzi & Christos Govaris</p> <p>Pre-service student teachers’ views about digital practicum in Greece: responses from an electronic Practicum Profile Tool</p> <p>Ruth Hudson, Gillian Forrester, Jane Rowley & Jim Pugh</p> <p>Reasons, resources and reality: investigating the complexity of young adolescents’ aspirations and how they conceive pathways to their future adult selves</p> <p>Marijana Županić-Benić & Adrijana Višnjić-Jevtić</p> <p>Is there sustainability in art or art in sustainability? Early childhood education students' understanding of interconnection art and sustainability</p>

PARALLEL SESSION 3 – Friday April 8, 2022 from 16:30 – 18:15

Internationalisation Moderator: Justyna Ratkowska-Pasikowska On-campus	Lifelong Learning Moderator: Vana Chiou On-campus	Lifelong Learning Moderator: Aynur Yürekli Online
<p>Wendy Conrad</p> <p>Bridging cultures - Meeting the needs of international postgraduate students undertaking postgraduate studies in disability and inclusion.</p> <p>Jan Springob, Ina Berninger & Anna Krämer</p> <p>Enabling participation. Possibilities and limits of international cooperation projects between universities in teacher education</p> <p>Andy Bloor</p> <p>A study of the development and implementation of International Qualified Status in a University in England.</p> <p>Oliver Holz & Katrijn D’Herdt</p> <p>International Teachers for Tomorrow’s Schoo</p>	<p>Barłomiej Pielak</p> <p>Demand from thy Students as from thyself. On teaching based on one’s own example.</p> <p>Martin Hartmannsgruber</p> <p>knowspecies – an instagram-project to improve species knowledge</p> <p>Assimina Tsibidaki</p> <p>Meaning in life and demographic characteristics of university students’ families with members with and without special educational needs and disabilities during the COVID-19 pandemic in Greece</p>	<p>Sanja Tatalović Vorkapić</p> <p>Children's socio-emotional well-being and resilience during transition from family home to kindergarten</p> <p>Vassiliki Tzika, Christos Govaris, Konstantina Koutrouba & Stavroula Kaldi</p> <p>Communication and collaboration as a life-long learning skills: students’ perspectives</p> <p>Sissy Barakari & Anastasia Dimitra</p> <p>Utilizing augmented reality to a transformative learning process through aesthetic experience – A Case Study</p> <p>Konstantinos Oikonomou & Angeliki Lazaridou</p> <p>Sharpening the definition of the “School as Learning Organization”</p>

PARALLEL SESSION 4 – Saturday April 9, 2022 from 11:15 – 13:00

<p>Trends and Innovation in Education</p> <p>Moderator: Vana Chiou</p> <p>On-campus</p>	<p>Inclusion and Diversity AND Assessment, Feedback and Student Success</p> <p>Moderator: Lotte Geunis</p> <p>On-campus AND online</p>	<p>Trends and Innovation in Education</p> <p>Moderator: Maria Aleksandrovich</p> <p>Online</p>	<p>Teacher Training</p> <p>Moderator: Berna Güray</p> <p>Online</p>
<p>Helena Zitková & Marek Vít</p> <p>Developing communicative competence in English through popular music</p> <p>Andromachi Bouna Vaila, Efstratios Papanis & Ninad Lanjewar</p> <p>Child education in Wadaj, Gujarat India</p> <p>Sławomir Pasikowski</p> <p>Measuring the quality of adolescent dating relationships on social networks</p> <p>Lukas Vartiak</p> <p>The ability to create a financial plan as one of the key competencies of students</p>	<p>Henrik Dindas</p> <p>Interaction-oriented teaching - Designing virtual teaching settings consciously and actively</p> <p>Fiona Shelton</p> <p>The student co-creation project: co-creating learning, teaching and student experience in higher education</p> <p>Jasna Arrigoni, Vesna Ivasović, & Ivana Đimoti Vida</p> <p>Socio-emotional, educational and family challenges in a potentially gifted boy – a case study</p> <p>Christos Parthenis, Paraskevi Eleftheriou & Lambri Siouli</p> <p>Interculturalism or assimilation? Institutional contradictions in the education of students with heterogeneous cultural background in Greece</p>	<p>Ourania Rizou, Aikaterini Klonari & Dimitris Kavroudakis</p> <p>Geospatial Statistics and ICT: A Survey from Greece</p> <p>Panagiotis Stamatis, Eleni Nikolaou & Vasileios Papavasileiou</p> <p>From transfer of knowledge to skills' acquisition: Modern trends of 21st century preschool pedagogy</p> <p>Sanja Tatalović Vorkapić & Dunja Anđić</p> <p>Understanding Transition through the Children's Voices: The Application of Puppet Interview as the Research Method</p> <p>Stamatina Kioussi & Anastassios Kodakos</p> <p>A Systems Approach to School Culture in the Light of Niklas Luhmann's Organizational Theory</p>	<p>Aynur Yürekli</p> <p>The effect of students' language proficiency on the purpose and frequency of their native language use in EMI context</p> <p>Dominik Chojnowski</p> <p>The importance of critical pedagogy and students right to the voice in the age of rising right-wing authoritarianism</p> <p>Marina Pappa</p> <p>Trends and innovation in interpreter training: remote interpreting and innovation in university studies</p> <p>Maria Tzotzou & Maria Poulou</p> <p>In-service training towards the transformation of the state-school teacher's role in the 21st century: a case study</p>

PARALLEL SESSION 5 – Saturday April 9, 2022 from 15:00 – 16:45

Trends and Innovation in Education Moderator: Sławomir Pasikowski Online	Lifelong Learning Moderator: Marta Gierczynska Online	Trends and Innovation in Education Moderator: Justyna Ratkowska-Pasikowski Online
<p>Arleta Suwalska</p> <p>The new Finnish professionalism in teaching in the XXI century-selected aspects</p> <p>Małgorzata Słowik</p> <p>Family counseling for parents of bullied students - so what are parents looking for and what finding in this area?</p> <p>Maria Aleksandrovich</p> <p>Delivering Crisis Assistance and Psychological Services to University Students and Staff in Times of Military Conflict in Ukraine</p> <p>Elisabeth Desiana Mayasari & Sławomir Pasikowski</p> <p>Teachers' and Students' Attitude Toward Research Methodology and Scientific Research: the measurement in the higher education context</p>	<p>Georgios Gaitanos</p> <p>The use of the PREZI VIDEO application in the teaching of the course of Religious Education in Greek public schools (Synchronous and Asynchronous education)</p> <p>Gloria Visintini & David Perkins de Oliveira</p> <p>The revival of the VLE during the pandemic</p> <p>Stavroula Kaldi, Aikaterini Vasiou, Zoi Hajopoulou & Vassiliki Tzika</p> <p>“Portraits and scenes from the quarantine”: Emotions and positive experiences in children’s drawings</p> <p>Ondřej Duda & Alena Jůvová</p> <p>Reflection on online teaching in Czech schools during the covid-19 pandemic</p>	<p>Eleni Nikolaou, Panagiotis Stamatis & Vasileios Papavasileiou</p> <p>Students’ views on the psychological well-being of preschool children</p> <p>Maria Boutzarelou</p> <p>Instructional scaffolding in kindergarten through the use of other-initiations of repair</p> <p>Aimilia Rouvali & Vassiliki Riga</p> <p>Listening to young children’s voice in education: An effective way of enhancing active participation and emotional wellbeing</p> <p>Erzsébet Szurdoki, Gábor Dancs & Gábor Áron Vitályos</p> <p>Changes in the teaching of Environmental Studies in Hungarian Primary Schools</p>

ABSTRACTS: PLENARY SESSIONS



RICHARD GERVER

Educator, innovator, leader, author

Bio

Cited by Sir Ken Robinson as the very embodiment of his high-thinking on unleashing creativity and human potential, Richard Gerver's transformative approach to leading change and innovation has been embraced by educational organizations all over the world. Richard Gerver is unique amongst education experts. Having spent over twenty years working in schools as a highly decorated teacher and then award-winning principal, he became globally renowned for leading the turnaround of one of the UK's worst performing schools to it being celebrated by UNESCO and the UK Government in less than two years. He left front line education in 2008 and has since written four best-selling books; *Creating Tomorrow's Schools Today* (Bloomsbury), now in its second edition. *Education: A Manifesto for Change* (Bloomsbury) was published in the summer of 2019 and became an instant best seller.

His other books, both explorations of human potential, leadership and success: *Change* (Penguin) and *Simple Thinking* (Wiley) take his learning and experience on to explore the world beyond schooling, through the eyes of an educator. Both have received critical and public success; both achieving global best seller status. He has advised Governments across the world and even US Presidential candidates. He has worked with some of the planet's most highly rated education jurisdictions, in Finland, Australia, New Zealand, China, South Korea and Singapore for example and in developing education jurisdictions in countries such as Colombia, Mexico, UAE, Pakistan and Saudi Arabia. He was awarded an honorary Doctorate in 2015 for his services to global education. Richard embodies his own educational mantra; *Living, Learning and Laughing* and is globally recognized as an advocate for collaborative, future focused educational thinking.

LIVING, LEARNING & LAUGHING; MAKING
LEARNING MATTER, MAKING A
DIFFERENCE

Content

In his keynote, Richard will use examples from his own career as a teacher and Headteacher to highlight the importance of understanding your students, in your community in order to build a context for learning that is both irresistible and impactful. He will explain the origins of his educational mantra; *Living, learning and laughing* and how it changed an entire school culture and how that school, Grange, went on to influence educators around the world.



ELS LAGROU

Senior policy analyst and coordinator on financial literacy at the OECD in the Directorate for Financial and Enterprise Affairs, Paris, France

Bio

Els Lagrou (MSc Economics, KU Leuven) works as a senior policy analyst and coordinator on financial literacy projects at the OECD in the Directorate for Financial and Enterprise Affairs. She coordinates the work of the OECD/INFE Technical Assistance project on financial education in the Commonwealth of Independent States (CIS). Together with her team, she provides policy and practical support for strengthening financial literacy and promoting financial well-being in the CIS region.

Els started her career in the private financial sector and then joined the Belgian financial regulator FSMA, working as an auditor in the area of banking supervision. When the FSMA became responsible for financial literacy in Belgium, she contributed to the development of the Belgian Strategy for Financial Education, was closely involved in the introduction of financial education in the Dutch-speaking

education system and collaborated with Leuven Economics of Education Research (LEER) of the KU Leuven for research on innovative teaching material for financial education.

DIGITALISATION OF FINANCE: IMPACT ON FINANCIAL EDUCATION

Content

In her contribution, Els focuses on the international recognition of financial literacy as a critical skill that empowers individuals to develop healthy financial habits and helps to make better financial decisions. Financial literacy levels vary widely across the world and the European Union. Including financial education in the formal school curriculum is recognised as one of the most efficient and fair ways to reach a whole generation. What are the OECD's guidelines and research developed to help countries implement financial education in schools? What about Flanders, that integrated financial education as a mandatory competence in the curriculum of secondary education? She talks about digital delivery of financial education, and how the OECD contributes to a better understanding of designing, delivering and evaluating digital financial education initiatives.



JEROEN SCHOUPPE

Sint-Paulusinstituut Herzele, Belgium

Bio

Jeroen Schouppe is a secondary school teacher in Herzele, Belgium. He started teaching in 2008. Throughout his teaching career he's been involved in several Erasmus-projects, several of which have been awarded with a European quality label. Over the years he has taught English, Dutch and history. The last few years he specialised in becoming a CLIL-teacher (Content and Language Integrated Learning) combining his interest in both history and English.

CLIL: TWO BIRDS WITH ONE STONE?

Content

In his keynote *CLIL: two birds with one stone?* Jeroen will share his experiences teaching CLIL. Is this the future of foreign language learning? Is it suitable for everyone? What are the pitfalls? You'll get a realistic insight into what teaching CLIL is like based on his experiences from the classroom floor.



JAN VAN TARTWIJK

Prof. for Social Sciences and Education at the University of Utrecht, the Netherlands

Bio

Jan van Tartwijk is professor of education at Utrecht University, where he also chairs the university's graduate school for teacher education. He is also the head of the department of Education and Pedagogy of the faculty of Social and Behavioural Sciences. Together with his colleagues, Jan has researched teacher-student communication in secondary classrooms in a programme that was started more than forty years ago by Theo Wubbels. Based on this research, they have written large numbers of publications in (international) journals and books, which have had a major impact on teacher education and teacher professional development in the Netherlands and elsewhere.

LOOKING INSIDE THE CLASSROOM:
RESEARCH ON TEACHER STUDENT
COMMUNICATION PROCESSES USING AN
INTERPERSONAL PERSPECTIVE

Content

In his contribution, Jan van Tartwijk will introduce the findings of a research-programme on teacher-students communication in secondary classroom using an interpersonal perspective. This programme has been carried out in the last forty years. He will focus on the interpersonal meaning of teacher (nonverbal) behaviour, the dynamics of teacher-students interactions, and the importance of teacher-students interpersonal relationships for student motivation and learning outcomes.

ABSTRACTS: PARALLEL SESSIONS

MARIA ALEKSANDROWICH

DELIVERING CRISIS ASSISTANCE AND
PSYCHOLOGICAL SERVICES TO UNIVERSITY
STUDENTS AND STAFF IN TIMES OF
MILITARY CONFLICT IN UKRAINE

The objective of the presentation is to share the experiences we have been offering in the view of the recent situation unfolding in Ukraine. The academic society of Pomeranian University organized the crisis assistance and psychological support. As psychologists we understand that this can be a situation that causes anxiety and stress. That is why, we have been delivering social help in crisis centre (clothes and food); psychological help in university psychological centre (individual psychological consultations in Polish, Russian, Ukrainian, Belarusian and English, relaxation exercises, as well as series of free, open on-line meetings for students and academic staff where the experts are explaining how to talk to children and youth about the war and how to deal with stress caused by the current situation), psychiatric help in the collaboration with Centrum of Psychological Health and a support group in collaboration with Tea House in Slupsk. As scientists we also have been conducting the study of the students and staff society in the field of distress, personality traits and life satisfaction. During the presentation the description of some individual cases will be presented.

CHRISTOS ALPOCHORITIS, VANA
CHIOU & DIMITRIOS STAFIDAS

THE EFFECTIVENESS OF GEO-COMICS AS
AN INSTRUCTIONAL TOOL: A CASE STUDY
OF TEACHING GEOGRAPHY IN A GREEK
SCHOOL

There is considerable evidence which demonstrates that using comics as an instructional tool can contribute to the consolidation of abstract concepts and improve students' learning in an entertaining way. The effectiveness of the use of geographical comics as a multimodal teaching tool combining images, text and maps has not been widely explored. Nevertheless, the limited research that is available, indicates positive outcomes when using geographical comics in teaching. The purpose of this research was to evaluate the effectiveness of using geographical comics in teaching geography to secondary education students. The participants comprised thirty students in their second year of study in a Greek state school. Fifteen students served as the experimental group and fifteen as the control group. For the purposes of the research, a didactic scenario on the Greek-speaking villages of Apulia in Southern Italy was designed adopting inquiry and team based activities. All activities and material were common for all students with the exception of the geographical comic in the experimental group which was replaced by text in the control group. Mixed methods research was conducted. Pre-test results showed absence of students' prior knowledge on Griko dialect. At the end of the scenario, a post-test was delivered to both groups. The analysis showed that both groups improved their learning outcomes upon the completion of the activities. Although no statistically significant differences occurred between the two groups in the post-test in regards to their

achievements, the students in the experimental group achieved higher results in the majority of the questions. Students in the experimental group referred positively and enthusiastically to using geo-comics during the lesson. Observation and teacher's reflection indicated more enthusiasm and engagement among students working on the comic than the text. Furthermore, no statistical differences occurred between the two groups' outcomes based on students' sex. This study provides insight on the integration of geo-comics in teaching geography and implies that they can serve as an alternative instructional tool combining learning and entertainment.

**JASNA ARRIGONI, VESNA IVASOVIĆ, &
IVANA ĐIMOTI VIDA**

**SOCIO-EMOTIONAL, EDUCATIONAL AND
FAMILY CHALLENGES IN A POTENTIALLY
GIFTED BOY – A CASE STUDY**

This case study is a qualitative presentation of the treatment of a gifted child in the second grade of primary school in Croatia and a preliminary overview of a case that began to be monitored a year ago. The basic research question is focused on long-term primary-school monitoring of child development in the context of school and family conditions to encourage the child's strengths and prevent undesirable behaviors caused by the child's specific socio-emotional characteristics and educational needs. It is vital to determine whether and to what extent do changes in the school, the family and teachers affect changes in the child's emotional state and behavior and in a child's giftedness. The study used different methods of data collection such as analysis of documentation (official documents such as clinical notes and clinical assessment reports etc.), questionnaires, observations, and monitoring of the child in his family environment according to an established

protocol, semi-structured interviews with parents and teachers, observations of the child during and outside the educational process according to an agreed protocol. All data were stored throughout the entire process. The preliminary report provides an overview of the challenges facing the child (internalized emotional problems in boys, problems in socio-emotional response to acceptable or unacceptable stimuli) as well as conclusions. During the first year of monitoring, the child's intense emotional reactions to inappropriate actions in the educational institution were observed (hitting, running away, leaving school ...). Due to a pronounced lack of understanding of the first school, at the beginning of the second grade he moved to another school, received an individualized approach, teaching assistant. The change in approach in the new school has led to the following changes in boys' behavior: reduced undesirable behaviors, less pronounced negativity, greater motivation, better relationships with students and teachers, significantly reduced symptoms of anxiety and depression.

**SISSY BARAKARI & ANASTASIA
DIMITRA**

**UTILIZING AUGMENTED REALITY TO A
TRANSFORMATIVE LEARNING PROCESS
THROUGH AESTHETIC EXPERIENCE – A
CASE STUDY**

Transformative learning is a theoretical approach of education based on the process of experience and critical thinking aiming to a more efficient learning process which helps trainees to reconsider their views and perceptions. A number of approaches for the utilization of aesthetic experience within the framework of transformative learning have been developed. Studies shown that the use of augmented reality has a significant positive effect on motivation to learn. The question that

arises is whether augmented reality could be utilized in transformative learning process through aesthetic experience as a supporting tool in creating a more attractive course which will offer possibilities for exploration and discovery to trainees. During this research, a transformative learning course through aesthetic experience including an AR experience was designed and carried out in the classroom. A marker-based AR experience was created related to the main theme of the course. At first, students asked to explore a number of symbols- signs of interest via their mobile phones and interact with them. After the AR experience, a conversation took place conducted by the tutor. The evaluation of the whole process was conducted via questionnaires that students asked to answer before and after the process. Regarding the use of the AR technology and the integration of the AR experience in the classroom, it was found out that it contributed to a better understanding of the topic as well as a better preparation of the students for the discussion followed. The answers showed that after the process, the participants differentiated their point of view for the examining theme. As a result, although augmented reality seems that can be exploited as an effective tool in transformative learning process, further research is of major importance.

LIA BLATON

SUPPORTING VULNERABLE FAMILIES IN
CHOOSING A SCHOOL FOR THEIR CHILD

In this paper, we present the results of three year experimenting with a programme for families (low socio-economic-status) to support them selecting a school for their child. In our project we set up a programme and evaluated this after each year (qualitative and quantitative). The main goal was to analyse whether (more vulnerable) parents, that were

supported, were strengthened in making a school choice. In Belgium, parents have the right to enrol their children in a school of their preference. However, due to capacity pressure on schools, the local platform and the city of Ghent organise a central subscription system. The system assigns a school based on different criteria (distance to the school, number of places available for SES-children and other children). The goal is to have school populations that reflect the composition of the neighbourhood. In order to support the school choice, we started to organize guided walks for parents to visit several schools in their neighbourhood and meet other parents. As mainly middle class parents participated, we wanted to reach out to vulnerable families. Therefor we started a 'school choice trajectory' in cooperation with three family centres for vulnerable families with children (0-6), providing preventive family support. We started the first programme in 2018, after evaluation we broadened its scope (in 2020-2021). The results show that an intensive, outreaching programme, based on needs of individual parents supports them to select a school that fits with their expectations. They learn more about the educational system in Flanders and are more prepared to send their toddler to preschool. The organisations reached new parents (and fathers) with these intensive programmes. In our policy recommendations we highlight the importance of investing in supporting schools to open up to more vulnerable and diverse parents in the way they communicate and organise their school.

ANDY BLOOR

A STUDY OF THE DEVELOPMENT AND IMPLEMENTATION OF INTERNATIONAL QUALIFIED STATUS IN A UNIVERSITY IN ENGLAND

This paper will consider the underpinning principles in the approaches taken at a University in England to the UK Government's initiative around International Qualified Teacher Status (iQTS). Starting with the creation of a course that did not confer formal qualified teacher status, through the government proposals to accredit international teachers, through to the (subsequently successful) application to be a pilot provider, this paper will chart the journey of one university teacher education provider from 2018 to the present day. Using an auto-ethnographic / ethnographic approach, the paper will explore the processes undertaken by the Pilot Lead in establishing appropriate boundaries to ensure that stakeholder expectations are mediated by an assurance that the approach was avoiding post-colonialism, and that the teacher standards required to attain iQTS are culturally mediated to ensure that they are both culturally sensitive as well as maintaining the integrity of the original vision by the English Government's Department of Education (DfE) for the calibre and international currency of the qualification. As part of this, the paper will explore the considerations around power and agency in teacher education as well as post-colonial approaches to international education in England and how these potential pitfalls can be avoided. This paper will show how there is a potentially irreconcilable tension between the narrative often represented internationally of the superior nature of English teacher education, against a need for providers to work in a power balanced, co-constructed partnership with host schools and students,

but will offer some initial observations and thoughts about how this could be mediated to create a successful course for the University, students and the wider educational systems within which they work.

ANDROMACHI BOUNA VAILA & ALEXANDRA THEODOROU

GENDER IDENTITIES AND STEREOTYPES. THE ROLE OF PLAY IN KINDERGARTEN

The development and configuration of gender identity becomes an object of studies for the first time in the 20th century, when Social Sciences and human behavior are increasingly catching the attention of scientific research. In the beginning of the century, the predominant theory is the biologicalization of gender while later on, theoretical approaches start considering factors such as cognitive and developmental state for the adoption of gender-typed characteristics and behavior. This process is directly connected with socialization and other factors as family, peer groups and teachers. In kindergarten, children who have conquered the concept of gender for themselves and for others, tend to choose same-sex playmates more frequently than children who haven't. Discrimination through play becomes more evident in elementary school where toys are being informally classified to boys' and girls'. Relevant research is carried out in a kindergarten in North-Eastern Greece, following the method of observation and whose goal is to record the gender-shaped space of the kindergarten, the class, the hallway and the yard. As it occurs from the results, the designated areas for activities inside the classroom reproduce the gender-typed character of the class. The distribution of the pedagogical material and consequently the formation of play, indicates that there is a dividing line which ranks men in the semantic field of the outside and the active

and women in the the household and the housework.

ANDROMACHI BOUNA VAILA,
EFSTRATIOS PAPANIS & NINAD
LANJEWAR

CHILD EDUCATION IN WADAJ, GUJARAT
INDIA

The education system, in Gujarat in India, with respect to schooling is divided into four distinct stages viz. Primary (Class I to IV), Upper Primary (Class V to VII), Secondary (Class VIII to X) and Higher Secondary (Class XI and XII). Higher and technical education is provided through universities and colleges in the general higher education category (arts, science and commerce) and technical education category (engineering, pharmacy, agricultural sciences etc.).The government school has the capacity to teach only up to the 8th standard. After that, they either have to drop out of school or if they can afford private school fees, then they can go there. But 90% of the families who have a girl as a child refrained from sending them to school. In the present field research, the target is the assessment, feedback and student success in this region of India. They took place focus groups with students, observation and interviews with teachers and NGO founders. The results of the research show that in 2017 the NGO Jeevanti in Gujarat in India, started taking tuition for these types of students. They paid their fees in school and encouraged them to go for higher education. Then they started the discussion with the parents, as the teacher said “Their parents used to come in the beginning to ask us why there is a need to teach these girls as they have to get married one day and do household chores”, then they had to convey to them how important it is to educate the children and they used the success stories they had to convince them. Today there are 53 students who are supported by constantly

conducting sessions for them and helping them to achieve their goals.

MARIA BOUTZARELOU

INSTRUCTIONAL SCAFFOLDING IN
KINDERGARTEN THROUGH THE USE OF
OTHER-INITIATIONS OF REPAIR

The aim of this paper is to present and analyse the practices of other- initiation of repair used by kindergarten teachers to support their students’ understanding and learning. Previous research on repair practices in educational settings has shown that teachers tend to use other-initiation of repair after students’ wrong or inadequate responses to locate and specify the problem in their answers as well as to give appropriate guidance for its resolution. It has also been noted that practices of other-initiation of repair appear in the third slot of the triadic sequence Initiation-Response-Feedback, where teachers comment on students’ answers and they are recycled until expected answers are given by the learners. However, the design of other-initiations of repair and the actions accomplished through their use in kindergarten classrooms have not been adequately described. Therefore, the present paper offers a detailed analysis of the formats and functions of other-initiated practices of repair and supports the view that they guide students towards the solution of problems providing them with the appropriate cognitive support or ‘scaffolding’. Teachers are witnessed to design turns of other- initiation of repair which consist of more than one turn constructional units (TCUs) of varied formats. These provide learners with multiple verbal and non-verbal clues of increasing strength which offer them support adapted to their needs and background knowledge as well as to the nature of the problem and the objective(s) of the pedagogic tasks. In general, in the present paper it is demonstrated that learners

are gradually guided towards self-repair, the discovery and provision of their own solutions to problems which in turn contributes to the progress and completion of the pedagogic tasks. To achieve this end, Conversation Analysis methodology is employed which uses recordings of natural talk to study the practices interlocutors use to perform actions through talk. My data consists of approximately 18 hours of recorded interactions in public kindergarten schools in Greece and draws on a larger corpus of data I have been working on for my PhD thesis.

DOMINIK CHOJNOWSKI

THE IMPORTANCE OF CRITICAL PEDAGOGY AND STUDENTS RIGHT TO THE VOICE IN THE AGE OF RISING RIGHT-WING AUTHORITARIANISM

We live in a global world. In the USA and other countries where we have a large percentage of ethnic minorities rising inequalities caused social tension. Pandemic worsens this situation. Minority groups have higher mortality rates and harder access to health services. Neoliberal policies enacted by the Trump administration show that in American society is still space for educational practices promoting tolerance and equal treatment of every citizen. In this paper, I analyze how we can use critical pedagogy to counteract such practices and provide knowledge about power relations structuring society in our classrooms. This paper is aimed to show that school is not a separate environment neutral to students and their sociopolitical background. Theoretical reflection plays important role in helping to understand different aspects of complicated relations between society and schools. In my paper, I use a hermeneutical approach for studying texts to answer the question: How we can counteract and organize to undermine neoliberal and fundamentalist approaches

promoted in our schools? Education is a place where different discourses collide and that causes class division in society and disconnects people from their historical experiences. History and how we teach it plays important role in shaping the critical competencies of future citizens. Giroux uses the term disimagination machines concerning power, which deliberately shapes education in a way that deprives students of their historical memory. Attempts to whiten the history of the United States and show it as unproblematic without slavery and exploitation are causing deterioration of civic culture and nation slip into authoritarianism. Teachers as transformative intellectuals should connect problems experienced by their students with broader structures of oppression that are influencing their communities. History must be shown as a site of struggle in which acts of disobedience push it forward. The classroom is connected to broader social relations and the teachers can try to use it as a place where they open spaces for students to contest the relations of power that exploit and constraints their communities. Without such education as a site of discussion over important social problems, it's impossible to nurture future critical citizens that can defend and further the democratic heritage of our nations. I conclude my paper by stressing the importance of consciousness of the teachers about the systemic conditions that shape their work as well as the different cultural background of their students that needs to be included in the curriculum. In future research, it is important to further study how the relationship between teacher, students, and broader social context must be shaped to allow full emancipation of suppressed discourses in the classrooms. It is also important to further research in which way authoritarian practices are legitimated in our schools as part of common sense.

WENDY CONRAD

BRIDGING CULTURES - MEETING THE NEEDS OF INTERNATIONAL POSTGRADUATE STUDENTS UNDERTAKING POSTGRADUATE STUDIES IN DISABILITY AND INCLUSION.

Within higher education, the internationalisation of teaching, learning and assessment is of growing importance to effectively prepare both undergraduate and postgraduate students for living in a global society. For overseas students upon arrival to their new university in the UK, there are several challenges both academic and social to potentially overcome, including language barriers, and cultural and environmental differences. Many students come from successful academic backgrounds in their 'home' country and have immense familial pressures to do well and as such, the whole experience of postgraduate education at level seven (master's level) can quickly become overwhelming. In addition to the broader issues, for international postgraduate students undertaking level seven (master's level) modules in special educational needs, disability and inclusion, the individual concepts of these areas are to varying degrees politically, socially, and culturally specific. This can lead to potential tensions in the learning space between the hegemonic and local discourses of disability and inclusion. The literature demonstrates that to create a successful learning environment which will be supportive of all students, bridges of commonality within terminology, knowledge and understanding need to be sought. Seeking commonality as opposed to difference can help unite a classroom full of multiple truths and as such strengthen the localised discourse of special education, disability, and inclusion. This paper discusses the literature base around the multiple global perspectives of Special

Educational Needs and Inclusion and how these concepts can be successfully taught within a singular postgraduate classroom environment.

HENRIK DINDAS

INTERACTION-ORIENTED TEACHING - DESIGNING VIRTUAL TEACHING SETTINGS CONSCIOUSLY AND ACTIVELY

Although the design of relationships has a great influence on the learning success of students, it has so far received little attention in virtual teaching and learning settings. This article explores the question of what interaction and communication have to offer for the design of diversity-sensitive courses - especially in virtual teaching settings. These are theorized primarily in terms of communication theory and power critique, and translated into a preliminary overview of assumptions and reflection questions that may be of particular importance for interaction and communication design in (virtual) university contexts. Using the example of the implementation and evaluation of the module "Social Psychology" in a first semester group of students (Bachelor of Business Psychology), suggestions for a relationship-oriented teaching design for a virtual lecture with about 180 students are developed in the contribution. By means of an evaluation (n=63), the research question is investigated to what extent indications of a successful active relationship and interaction design can also be found in large virtual lectures and what effects this produced: Through positive and learning-promoting teaching/learning relationships, the students accepted the "new" status of digital teaching and consciously contributed to the fact that teaching and learning (can) succeed dialogically and cooperatively even in large student groups.

ONDŘEJ DUDA & ALENA JŮVOVÁ

REFLECTION ON ONLINE TEACHING IN CZECH SCHOOLS DURING THE COVID-19 PANDEMIC

The Covid-19 pandemic has caused serious health and social related problems in our society. In the spring and autumn of 2020, Czech schools were forced to switch to online teaching. The schedule of online teaching was adapted to the recommendation of the Ministry of Education, Youth and Sports of the Czech Republic that primary level school pupils can have a maximum of 3 lessons (45 minutes) of online teaching a day, then have one lesson off with an additional lesson taking place later. Since March 2020, there have been several switches of contact and online teaching, or even attempts the form of rotary teaching, where teaching is attended only by selected classes to avoid a higher number of people in the school. The aim of the research is to identify the advantages and disadvantages of online teaching of which concluding recommendations for future could be drawn. The research design used is qualitative focusing on selected case studies' content analysis. There are ten case studies available on the issue of online teaching at elementary schools in the Czech Republic included in the research.

GEORGIOS GAITANOS

THE USE OF THE PREZI VIDEO APPLICATION IN THE TEACHING OF THE COURSE OF RELIGIOUS EDUCATION IN GREEK PUBLIC SCHOOLS (SYNCHRONOUS AND ASYNCHRONOUS EDUCATION)

The pandemic has greatly affected all areas of our lives and especially education, as during the previous school year it significantly reduced the close teaching process and led to the development of techniques and initiatives for

the successful introduction of distance education. Also, during the face-to-face teaching, specific limitations were developed during the teaching process, such as the constant use of a mask by both teachers and students, which caused functional difficulties, but also highlighted the need to find solutions for improvement the quality of teaching and learning. This presentation seeks to highlight the convenience of using the Prezi Video application in both face-to-face and distance learning. The application allows the recording of the teacher's recorded lecture with the parallel display of PowerPoint photos and slides without losing contact with the teacher. It also allows the use of the exact same services during live lecturing through all known platforms for live distance learning. Of course, in addition to distance learning, both synchronous and asynchronous, the use of Prezi Video can be used as a useful tool in face-to-face teaching in the so-called blended education, which is now a request and common practice in many education systems in many countries, because it allows students who cannot learn to the same degree to make up for lost ground, whenever and however they can. Based on the reasoning of distance and mixed education I used the Prezi Video in the schools I have worked from September 2020. The presentation will present the use of this technique I developed for this application in both distance and face-to-face teaching, while it will demonstrate the results of a survey from a questionnaire answered by students who participated in the educational process through this technique in the course of Religious Education.

**AIKATERINI GARI, IRINA MRVOLJAK-
THEODOROPOULOU & VASSILIKI
NIKOLOPOULOU**

GREEK TEACHERS' BELIEFS AS CORRELATED
WITH STUDENTS' SELF-EFFICACY DURING A
NOMINATION PROCEDURE REGARDING
STUDENTS WITH HIGH POTENTIAL

This research is an effort to explore how students' self-efficacy is correlated with teachers' beliefs about their high potential, when a nomination procedure is conducted, with an emphasis to students' high potential and how much teachers are able to nominate it. Two tools were administered: a) a questionnaire on 21 general characteristics of students' high potential, on a 5 point Likert scale (5 "absolutely agree") that was answered by 24 out of the 44 teachers who participated the project voluntarily, from 15 state schools of primary and secondary education in Athens and other urban and semi-urban areas of Greece, and b) a questionnaire of 16 questions on children's self-efficacy; 10 of them were created by Schwarzer & Jerusalem (2004, 2010) and 6 questions were created for the purpose of this study. Cronbach's α for the teachers' answers was .84; for the total sample of students' self-efficacy Cronbach's α was .72 and for the nominated students' self-efficacy was .77. A sample of 647 students, of 10-14 years of age, answered all the self-efficacy items. During a nomination procedure, 49 out of 647 students were nominated as students of high potential and their self-efficacy score was compared with of a group of non-nominated students. ANOVA analyses for the total sample of students were conducted for the self-efficacy questions and *t*-test analyses for 48 of the nominated students; statistically significant differences appeared in terms of students' age (10-11 years and 12-14 years) presenting higher self-efficacy scores for the younger students. Medium positive correlations appeared between teachers' beliefs about the nominated students' high potential and students'

self-efficacy (Spearman's $\rho = .30$ to $.46$). These results are discussed in terms of the importance of teachers' role to understand and accept students' high potential in class.

LOTTE GEUNIS

YOUTH PARTICIPATION IN SEXUALITY
EDUCATION: A WORKING PAPER

Comprehensive Sex Education (CSE) aims to equip young people with the knowledge, understanding and skills to make informed and conscious decisions about their social and sexual behaviour (UNESCO, 2018b). It goes beyond biology to frame the mechanics of sexual activity and reproduction, and the associated risks, by exploring the cultural imperatives and social interactions that underpin them. For CSE programs to be truly reflective of young people's realities and responsive to their needs, they should be shaped with young people - not just for them. But despite emerging evidence of the benefits of youth participation (Hagerland and Rogow, 2014; UNESCO, 2018), initiatives to invite young people as partners in policy and program design, delivery and evaluation remain the exception rather than the rule. This paper focuses on youth participation in sexuality education in Europe and considers 1) how sexuality education is typically designed and delivered; 2) the evolving understanding and appreciation of 'student voice' and youth participation, and; 3) promising participation practices – both established and emerging – worth examining further. Building on these reflections, the paper concludes with a set of suggestions for further research in this area.

BERNA GÜRYAY

PROSPECTIVE ENGLISH TEACHERS' VIEWS ON TEACHER EDUCATION

English has been the language of war and peace, science, technology, trade and communication (Crystal, 1997). Therefore, its teaching has gained vital importance. Contemporary aims of language teaching focus on communication rather than grammatical knowledge. Thus, foreign language teachers need to have not only advanced language knowledge but also know how language is used for communication and how they should teach to use language for productive skills. Whether education faculties equip the future teachers with skills to teach communication might be a matter of doubt in Turkey. The aim of this study is to reveal prospective teachers' views on English Language Teaching Department's recent program and find out to what degree the teacher candidates feel competent enough to be English teachers. Within the scope of the study, 60 prospective teachers of English of a state university in Western part of Turkey were given an open-ended questionnaire. The responses of the prospective teachers were transcribed, and the data were analyzed using conventional content analysis. A coding scheme is developed inductively from these data. The occurring codes and general themes of survey analysis, will be explained in detail in the paper. This study will hopefully shed a light on English Teacher Education policies in Turkey and might bridge the gap between theory and practice.

MARTIN HARTMANNSTRUBER

KNOWSPECIES – AN INSTAGRAM-PROJECT TO IMPROVE SPECIES KNOWLEDGE

In the subjects of biology (secondary level) and science education (primary level), numerous

studies complain about the lack of species knowledge. However, knowledge of species is the basis for understanding biological and ecological relationships and thus for protecting our environment in the long term (Randler 2008, 223). Consequently, it is important to improve this in terms of sustainability. According to the Bitcom study (2019), smartphones and tablets are the mobile devices most frequently used by young people. In terms of social media, Snapchat, TicToc, and Instagram take the top positions (Pieper/Sandler, 2020). Consequently, we think it makes sense to make use of these channels, which are used by adolescents anyway. Since, of the previously mentioned apps, Instagram offers better conditions for conveying information, we decided to use this platform. The project main aim is to improve species knowledge. Therefore students of the University of Education will photograph native animals and plants and write a short informative description of the species. In order to be able to write a short, concise and nevertheless informative description, our students will receive a media-pedagogical and journalistic training. Our project is part of the «Campusredaktion CrossMedia, which is financed by the LFK (Die Medienanstalt für Baden-Württemberg). So another aim of the project is to improve competence in using media. As a second step, our students will teach pupils at schools to multiply the project idea. In order to check the learning outcomes, the students' species knowledge will be tested before (pretest) and after the project (posttest). For this purpose, we are planning to use the app Kahoot! which is a simple and easy-to-use method to determine species knowledge.

OLIVER HOLZ & KATRIJN D'HERDT

INTERNATIONAL TEACHERS FOR
TOMORROW'S SCHOOL

Cultural diversity is an essential feature of the European school landscape(s). This can be primarily seen at the level of pupils, whereas the teaching staff is often not as culturally diverse. The professional re-integration of international teachers is fraught with many challenges. Despite these difficulties, international teachers have been increasingly employed in schools in recent years. Their professional and pedagogical background as well as their language of origin can be highly beneficial for the schools – as it is shown by the first re-qualification programs at universities in Europe. The paper introduces the Erasmus+ strategic partnership 'International Teachers for Tomorrow's Schools' (ITTS) in which partners from Belgium, Germany, Greece, Iceland, Poland, Slovenia, and Turkey cooperate together. The main objective in this partnership is to support the professional re-integration of international teachers, who already work in schools in their new countries. By using diversity-sensitive approaches, ITTS aims to enable schools to integrate the new colleagues in the sense of an intercultural opening of schools. This paper explains the current situation of the project and shows the first results. These results are based on 1) country specific (literature) studies, 2) an empirical analysis in all countries and 3) interviews in Flanders. Based on these first results the authors will carefully come up with first conclusions and recommendations.

RUTH HUDSON, GILLIAN FORRESTER,
JANE ROWLEY & JIM PUGH

REASONS, RESOURCES AND REALITY:
INVESTIGATING THE COMPLEXITY OF
YOUNG ADOLESCENTS' ASPIRATIONS AND
HOW THEY CONCEIVE PATHWAYS TO
THEIR FUTURE ADULT SELVES

It is reported in the literature that aspirations are established at a young age. What is less clear is comprehending how adolescents conceive their future adult selves in relation to their current selves and what they need to do to realise aspirations, especially given that the future is perceived to be far off. The objectives of this qualitative study were to discover the reasons why young adolescents have certain aspirations, to explore the resources and knowledge they perceive they need to realise their aspirations, and how they conceive pathways to their future adult selves. 'Reasons' is the justification given as to why they have particular aspirations and what factors influence these preferences. 'Resources' encompasses the information and skills they consider they need to fulfil their aspirations. These two concepts provided a framework to understand pupils' aspirations within two case-study secondary schools located in areas of socio-economic disadvantage in England. The research question was: What are the aspirations of young adolescents aged 13-14 years old and how are these formed and honed? Data were derived from eighteen pupils via a writing activity and focus groups. The findings indicate the most significant reasons fuelling aspirations are the influence of parents or extended family members along with activities or experiences which stem from their homelife, or social background. Resources, the knowledge needed to achieve aspirations, were identified broadly as parents, teachers and the wider community. The study examined

the reality of young adolescents' lives as perceived by them, the future actions they regarded as necessary to realise aspirations, the merits of engaging in education, and their self-efficacy. Uncertainty and insecurity about the appropriate steps needed to realise aspirations were evident. To conclude, recommendations are made regarding how parents and schools might help pupils develop transferrable skills and prepare for future employment.

**YASEMIN KAHYAOĞLU ERDOĞMUŞ,
BAHAR BARAN, ERCAN AKPINAR &
KÜRŞAT ARSLAN**

THE EVALUATION OF DIGITAL LITERACY
COURSE INCLUDING DIGITAL LEARNING
MATERIALS AT THE LEVEL OF HIGHER
EDUCATION

DigComp which was first released by the European Commission in 2013 has provided a useful framework to practitioners to improve their citizen's digital literacy. The Council of European Commission determined Digital literacy within a list of 8 key competencies that all citizens should develop since it might directly affect people's daily life comfort. Covid 19 Pandemic has again indicated the value of DL competencies to higher education administrators since attitudes towards online education may be related to students' digital literacy. As a result of all benefits of developing DL literacy, this study is interested in the development of the DL course which includes rich digital educational materials (lesson plans, videos, PowerPoint presentation, and teacher guidebook) for university students. This course design is a part of Erasmus + KA203 "Strategic partnership in higher education" E-DigiLit project that the coordinator university is Dokuz Eylul University (Turkey) and partners are the Faculty of Organization in Zagreb University (Croatia), Apec (Turkey), Coventry University

(England) and Universidad Catholic Murcia (Spain). This study aims to present an evaluation of this digital literacy course which was applied for Turkish university students. 100 students registered for this 14-week course in the fall term 2021-2022. The learning environment included both online and face-to-face activities belonging to blended learning design. At the end of the course, 80 students evaluated the course voluntarily owing to an online course evaluation form. Students' opinions were evaluated in terms of planning and implementation, quality of digital content, development of digital competencies.

**STAVROULA KALDI, MARIA CHATZI &
CHRISTOS GOVARIS**

PRE-SERVICE STUDENT TEACHERS' VIEWS
ABOUT DIGITAL PRACTICUM IN GREECE:
RESPONSES FROM AN ELECTRONIC
PRACTICUM PROFILE TOOL

The present study focuses on the pre-service student teachers' views about electronic mentoring during their school practicum. Electronic, online, or digital mentoring, often referred to as e-mentoring, has grown in popularity over recent decades internationally due to the expansion of digital technologies in education and meeting the needs of disadvantaged or underrepresented populations of student teachers (i.e. mature students, working students) in teacher education programmes of studies. Previous research on e-mentoring has indicated that the factors to mediate the relationship between an e-mentoring program and youth outcomes includes the youth's and mentor's interpersonal histories, social competencies, the youth's developmental stage, the mentoring relationship quality, program practices, and the youth's family and community context. Therefore, this study examines some of the above factors in

prospective e-mentoring programmes in Greece where e-mentoring has not applied so far. The study follows the quantitative paradigm of research. The sample of the study includes two cohorts from two different programmes of studies in teacher education, i.e. one in preparing pre-service student teachers for primary education (N= 60) and one for secondary education (N= 60). The instrument (Practicum Profile Tool – PPT) was developed for the purpose of a European Erasmus+ programme (PRAC3) about digital school practicum aiming at designing technological products and solutions for the online practicum to be used by mentors and pre-service teachers in the participant countries (Spain, Greece, Portugal, Norway and the Netherlands). The results reflect the pre-service student teachers' views about the pedagogical approaches they have been trained, which ones they would adopt, the importance of digital technologies during school practicum processes what type of mentor they would prefer.

**EURYDICE-MARIA KANELLOPOULOU &
MARIA DARRA**

PEDAGOGICAL DIFFERENTIATION IN
HIGHER EDUCATION: CONCEPTUAL
DETERMINANTS AND DEFINITIONS

The purpose of this paper is, through content analysis of 19 publications in the Greek and international literature in scientific texts, books, journal articles and conferences, to investigate the conceptual content of pedagogical differentiation in higher education, as it emerges from the descriptions and discussion of authors, researchers and experts. From the analysis twelve dimensions or characteristics of pedagogical differentiation emerged that presented the highest frequency of occurrence in four broad categories. These are: a. modification of the supportive learning

context, meeting the needs of learners and continuous improvement of the learning for all the learners who joined the category entitled "processes", b. student-centered teaching and learning, flexible learning context / flexible grouping and the possibility of learning option / multiple options as dimensions of a more general category called "context", c. the success and active participation of the learner in his learning, the development of life skills as well as the development of procedural knowledge skills that were included in the category called "learning outcomes" and d. the modification of "learning" products, the alternative / modern forms of assessment and the continuous assessment that were dimensions of the category "assessment". The results of the research show that the dimension with the highest frequency is modification of the supportive learning context and follow in order of frequency of occurrence, the modification of learning "products" and meeting the needs of learners. Finally, the dimensions with the lowest frequency of occurrence include the continuous assessment and the development of procedural knowledge skills.

**STAMATINA KIOUSSI & ANASTASSIOS
KODAKOS**

A SYSTEMS APPROACH TO SCHOOL
CULTURE IN THE LIGHT OF NIKLAS
LUHMANN'S ORGANIZATIONAL THEORY

For more than 30 years, one of the key issues that has been of particular concern to educational research is the examination and development of those factors that have influenced the degree of school effectiveness and students' achievement. The School Improvement research movement has further emphasised on the importance of school culture as a key element that contributes

decisively to the successful implementation of change and innovation processes in education. Until 2005 there was a plethora of school culture models developed through the educational research community. School culture has been treated as an indisputable tool for the development of educational systems. Since 2000 the systems approach in the educational field comes to add new questions, concepts and new data.

The concept of culture is treated structurally as an emerging phenomenon ensuring balance and stability within the system as well as a dynamic element activating an autopoiesis process within the organisation as a system. New definitions are formulated by systems researchers (Helsper, 2004; Fend, 2006 etc.) and the term is challenged and almost radically reconstructed by Niklas Luhmann (2000). This paper attempts to analyse and present 'school culture' - if the term is eventually adopted - in the light of Niklas Luhmann's organisational theory. An attempt is also made to define the phenomenon systemically, to develop and present its dimensions, with the aim of demonstrating that culture is indeed an interdisciplinary and productive emerging phenomenon. Its relation to the Meaning (Sinn) is also examined. Key components considered in this approach are twofold – contingency and value consensus, 'distinctions' and 'decision making/non-decision making' in the context of educational organisations. During the presentation, defining "school culture" systemically and presenting its individual structural components, will eventually lead to the formation of a systemic model of school culture and will potentially enable further exploration and exploitation as far as the design and development of qualitative exploratory tools on the field are concerned.

SOCIAL EXCLUSION AS A CHALLENGE FOR SCHOOL SYSTEMS IN TIMES OF WAR AND PANDEMICS - A COMPARISON OF POLISH AND DUTCH SYSTEMS

In the years 2020-2022, many negative facts happened in the world, i.e. coronavirus pandemic, struggle with social, medical and economic crises caused by the pandemic and a war started in February 2022 by Russia in Ukraine. All these happenings caused the world we know to disappear and we have to reorient systems of social structures and define new ones. Still, many problems remain unresolved and children and youth suffer from depression, poverty, and difficulties accessing education. Each country deals with these problems differently - some of them focus on psychological support, others - on compensating for gaps in knowledge and skills. There is no single pattern here, but rather reacting to problems and referring to the accepted cultural patterns and values of some society. The speech is based on comparative document analysis and ethnography of educational institutions in Poland and the Netherlands. These two countries are creating very different policies to fight against social exclusion in a difficult time of pandemics and wars in Europe. Poland tries to provide students with access to knowledge, while the Netherlands focus on educational, social, and democratic goals. In Poland, the individual perspective dominates, while in the Netherlands it is developed a team spirit.

ELISABETH DESIANA MAYASARI &
SŁAWOMIR PASIKOWSKI

TEACHERS' AND STUDENTS' ATTITUDES
TOWARD RESEARCH METHODOLOGY AND
SCIENTIFIC RESEARCH: THE
MEASUREMENT IN THE HIGHER
EDUCATION CONTEXT

Teachers' role in the classroom is seen as providers of information, class organizers, facilitators, and controllers. The involvement of teachers in research is essential and can help teachers develop teacher professionalism in teaching. The teaching and learning process should be integrated into a research activity, as it is an academic environment that combines teaching and research. Teachers, and teachers candidates, need to have proper attitude towards scientific research and at least elementary scientific research skills because they have to manage with such tasks as measurement teaching effects, teaching of critical approach to information and modeling of students' behavior toward science. The ability of research skills for teachers is essential because these teachers' attitudes, behaviors, and skill levels affect student performance in schools. In addition, teachers' attitude is critical because it shapes students' perceptions of the social and physical world and influences overt behavior. To read these attitudes, a few instruments were constructed in the past. They differs in the model of the phenomenon as in the psychometrical properties. This review provides the interesting results for the theory of attitudes toward scientific research and research methodology, as well as for the future research of them and practice of measurement in teachers education.

ELENI N. NIKOLAOU, PANAGIOTIS J.
STAMATIS & VASILEIOS F.
PAPAVASILEIOU

STUDENTS' VIEWS ON THE
PSYCHOLOGICAL WELL-BEING OF
PRESCHOOL CHILDREN

Children's psychological well-being has a fundamental importance to children's right to the quality of life and their learning. It is a multidimensional concept that is linked to intercultural differences. It emphasizes positive development rather than deficits. It is related to children's social and emotional competence, their psychological resilience, adaptability, behaviour control and positive peer relations. The present research study aims to explore preschool student teachers' views on the psychological well-being of children in early childhood settings. In particular, it explores their views on the conceptualization of psychological well-being in preschool age, the core components of this concept, the factors that contribute to the promotion of psychological well-being of preschoolers and the obstacles to promoting it among other variables. The sample of this research was consisted of 135 preschool student teachers. The data collection tool was a questionnaire that was based on the relevant literature review. The results that are presented are part of a wider research project. Preschool student teachers suggest that adaptability, self-control, communication skills, emotion management, empathy and self-confidence are among the core components of psychological well-being of preschool children. Positive interpersonal relationships are among the main factors that lead to their psychological well-being. The findings are discussed in relation to their significance and their contribution to the promotion of preschool children's psychological well-being and to the quality of

preschool education curricula as this concept is related to the quality of their education.

EKATERINI NIKOLAREA

VOICES FROM AN ESP CLASSROOM AT A GREEK UNIVERSITY – A CASE STUDY

This presentation will be a meta-cognitive description of an ESP classroom in the Department of Cultural Technology and Communication at the University of the Aegean (Lesvos, Greece), when the students had to come in terms with existing asymmetries in English and Greek terms. It will show how both the teacher and the students - through questioning and answering (the Socratic Midwifery (Maieutics) method) – have learned how to develop and enhance mediation/translation skills that are absolutely necessary when they have to move between at least two different linguistic, scientific, professional and cultural contexts (i.e. English and Greek), as in Erasmus exchange programmes or presentations in international conferences. More specifically, the students became aware and acquired knowledge of how to deal with linguistic, scientific and socio-cultural asymmetries between the global (English) and local (Greek) discourses, as in rendering: (1) the English term “process” (n.) into two different Greek terms, [a case of inter-scientificity, which will be explained] and (2) the Greek term “λειτουργία” (n.) [: function and operation are among the English equivalences] into five different English terms [a case of reverse inter-scientificity, which will be explained], depending on the context. As the presenter/teacher will claim, the aforementioned teaching situation illustrates that there should be a paradigm shift in ESP teaching at non-English universities, if less spoken national languages – such as Greek, Flemish, Dutch – are not to be absorbed or disappear from English which is now being

used as a lingua franca, that is, as the international language of communication.

AMANDA NUTTALL

‘BECOMING SOMETHING BIGGER AND BETTER THAN YOU WERE’: TEACHERS’ EXPERIENCES OF IDENTITY TRANSITION[S] DURING MASTER’S LEVEL RESEARCH

The commitment to establish and support teachers’ research activity has a long history in England and internationally, and has been re-affirmed in recent years (see, for example, Kemmis, 2006; BERA-RSA, 2014). It has been suggested that teachers’ engagement in critical scholarship and research activity can encourage action and reflection which serves a variety of interests and purposes, from solving individual and local problems through to articulating with other interventions and wider social movements (Mockler and Groundwater-Smith, 2015; Beckett and Nuttall, 2017). However, this can be problematic given extant teacher education policies in England which seem grounded in the ‘what works’ agenda alongside reductionist constructions of research-informed practice (Biesta, 2017). This paper reports on an ongoing DPhil study which brings to the fore teachers’ voices from the classroom, articulating their experiences of research in relation to their professional and academic identity[ies], value and worth. An individual, case-study narrative constructed over a 24-month period will be presented using a theoretical framework which seeks to make explicit transitions and revisions in teachers’ identity[ies] as they engage in a dual role of teacher and researcher. It will be suggested that, for the teachers in this research project, existing directives for professional learning and development exert downward pressures which create a conflicted space for those who are determined to engage in critical scholarship and research activity. In response, these

teachers are constructing ways of negotiating pressures to try to shift focus back away from the ‘techne’ and rediscover ethical dimensions, professional integrities and academic capacities that underpin their role. The paper concludes that, given teachers’ complex accounts of their experiences as critical researchers, more nuanced conceptualisations of teachers’ continuing learning and development in this field are needed.

KONSTANTINOS OIKONOMOU & ANGELIKI LAZARIDOU

SHARPENING THE DEFINITION OF THE “SCHOOL AS LEARNING ORGANIZATION”

It is now almost three decades since the concept of the learning organization (LO) entered educational theory. We firmly believe, however, that there is indeed a really complex and foggy landscape around the concept “School as a Learning Organization” (SLO). Ambiguities about its nature are grounded in a number of quite interconnected issues, which, taken together, compelled us to try to establish a clearer view of the SLO concept.

With this purpose we address the following questions:

- What did the scholars who introduced the LO concept in the educational field mean by it? How has the situation developed since then?
- What is the larger educational context in which the discussion about SLO is framed?
- Under what conditions can the understanding of the concept be considered as improved?
- Do varying or even contrasting understandings of SLO co-exist and why?
- Do we have at the moment a resource that can be used as a safe

point of departure to deal with the SLO?

The paper is a literature review written with a critical look. The answers to the questions, combined all together, constitute what we call the *read thread* that represents the developments in the SLO field.

Findings

Going back to the origins of the SLO concept we see that when entering the educational theory this concept was understood in a transformative -educationally and socially-sense. Moreover, SLO appears as part of the vision that is cultivated nowadays for an education for social justice. Besides, the recently introduced model of SLO by Kools and Stoll (2016) is very advantageous, because it brings forth the –latent in the previous literature- transformative aspect of the SLO. Based on this criterion we can –and it is really important to- distinguish among varying, and even contrasting, approaches of SLO, such as between a SLO with a transformative philosophy and a SLO conceived and practiced in a rather technocratic, socially reproductive sense. Finally, we may say that thanks to Kools and Stoll, now, after many years of work on the SLO, we have a more accurate and deeper, “sharper” indeed, view of this concept.

NESRIN ORUÇ ERTÜRK & YESİM BEKTAS-CETINKAYA

TEACHER EMOTION DURING THE PANDEMIC

In teacher development field while cognitive aspects such as teacher knowledge have been investigated widely, affective aspects such as teacher emotion have been overlooked (Chen, 2016). However, teacher well-being, which is a basic human right according to WHO, is considered a priority for research in ELT (Mercer, 2021) especially in the midst of pandemic which led to mental health issues in

societies in general. Teacher emotions play a key role in teachers' well-being and forming teachers' professional identity (Day, & Qing, 2009) and teachers' effectiveness in terms of classroom management and student learning (Frenzel, Goetz, Stephens, & Jacob, 2009; Hagenauer, & Volet, 2014). The purpose of our study is to investigate English language teachers' work-related emotions in terms of joy, pride, love, anger, fatigue/exhaustion and hopelessness. In this quantitative descriptive study, the data was collected through the Teacher Emotion Questionnaire (Buric, Sliskovic, & Macuka, 2018) from 91 English language teachers practising at public and private schools in Turkish context. Our initial findings indicate that in general the participant English teachers in our study mostly experience pride, joy and love. However, they also experience fatigue, hopelessness and anger though at a lower level. Female teachers seem to experience more fatigue and anger compared to their male colleagues. Teachers who work at public elementary schools seem to experience all emotions to the higher degrees than other teachers while the teachers at private middle schools seem to experience mostly joy, love and pride.

PANAGIOTIS J. STAMATIS, ELENI N.
NIKOLAOU & VASILEIOS F.
PAPAVASILEIOU

FROM TRANSFER OF KNOWLEDGE TO
SKILLS' ACQUISITION: MODERN TRENDS
OF 21ST CENTURY PRESCHOOL PEDAGOGY

At the beginning of the 21st century, many changes take place in the educational environment, which are associated with the new pedagogical trends that seek to achieve new teaching and learning goals. The educational system is globalized and new subjects are introduced as innovations in the curricula, which change starting from the pre-

school curricula. Within this context, it is interesting to study the views of teachers at this level of education, exploring, recording and interpreting their views. These views are particularly important as it is well known that the success and effectiveness of innovative curricula depend to a large extent on teachers' perceptions and attitudes towards them. Within the framework of the present study and regarding the methodological approach of the research objectives, a special questionnaire was prepared to explore the views of kindergarten teachers on the issue of introducing innovative subjects in the Greek curriculum following a theoretical documentation based exclusively on contemporary literature. As this issue arose very recently, at the initiative of the government and it is in fact an extremely recent issue for the Greek preschool reality, most of the kindergarten teachers who participated in the research expressed concern about the effectiveness of the new project, reserving to reassess the situation after some years of its implementation. Nevertheless, their initial views on this issue seem positive and optimistic.

PANAGIOTIS J. STAMATIS, VASILIKI
KOSTOULA, SOULTANA
TOURKOMANOLI & MARIA
CHATZINIKOLA

PARENTS' AND KINDERGARTEN TEACHERS'
VIEWS ABOUT THE APPLICATION OF
COMMUNICATION RULES IN PRESCHOOL
CONTEXT

The school unit is an open social system, in which cooperation between teachers and parents plays a crucial part. The new reality and integration of modern pedagogical principles and trends in the teaching process call for acquisition of communication skills by teachers, parents and students is required.

More specifically, communication in the classroom requires specific features. Sometimes the communication process is hindered, as basic communication rules that should be established and respected are breached. This study focuses on the rules that should apply in preschool education and more specifically in kindergarten. Relevant literature review led to three thematic axes of communication rules applied in the teaching classroom. The first one is about rules related to the possibility of speaking, the second one is about rules related to listening issues and the third one concerns broader communication conduct issues. Based on these three thematic axes, a questionnaire was constructed to collect the views of kindergarten teachers and parents, whose children attend preschool education, regarding the communication rules that should apply in the kindergarten classroom. The survey sample consisted of 87 parents and 39 kindergarten teachers. The results show that, despite some disagreements, the views of kindergarten teachers and parents, converge in general to the view that in the kindergarten teaching classroom communication rules should be established and implemented, in order not to disturb tranquillity in the classroom and not to hinder the scheduled teaching process, with all the negative consequences that could arise from the occurrence of inappropriate and unforeseeable communication conduct.

MARINA PAPPA

TRENDS AND INNOVATION IN
INTERPRETER TRAINING: REMOTE
INTERPRETING AND INNOVATION IN
UNIVERSITY STUDIES

Translation and interpreting have always facilitated communication. Due to global changes and the need to tackle the covid crisis, there has been an urgent need to handle

administrative and educational issues through effective use of the technological advances. Community interpreting has evolved rapidly and current research concerns the effective use of remote interpreting and mainly the changes to be reflected in language teaching. Research has been carried out in Greece concerning the pilot use of remote interpreting in the public sector, the effective communication process, the way stakeholders perceive their role and the way university teaching, especially focusing on interpreter training and language teaching, might be improved. The research was carried out through questionnaires. The initial findings indicate the way community interpreting should be organised in order to have effective and efficient results but mainly the way university courses might be revised in order to offer up-to-date education to future language experts. We will present in brief the framework along with the perspectives for the effective use of technological advances in university studies. Further research is needed in order to integrate the findings in everyday teaching process.

**CHRISTOS PARTHENIS, PARASKEVI
ELEFThERIOU & LAMBRINI SIOULI**

INTERCULTURALISM OR ASSIMILATION?
INSTITUTIONAL CONTRADICTIONS IN THE
EDUCATION OF STUDENTS WITH
HETEROGENEOUS CULTURAL
BACKGROUND IN GREECE

In Greece, migratory flows from the 1990s onwards differ from those of previous years to such an extent that there is talk of "new migration". Immigrants and refugees of the period were initially expatriates. The opening of the Greek-Albanian border in 1991 led to a large influx from the neighboring country. At the same time, since 2000, more than one million refugees approached Southeastern

Europe and the Balkans from middle Europe, Asia, and Africa. Public policy has attempted to address the issue of immigration with education policy at its core. The present research recognizes the need to analyze the institutional framework for the education of immigrants and refugees in Greece from the 1990s until 2016, when the first laws for the education of refugees in the country were adopted. The aim of the research is to investigate the ideological underpinnings of the policies that have been selected and implemented each time. In any case, it is being examined whether the choices made each time were shaped by the different characteristics of migratory flows and (or) by the broader directions of European education policy. Critical discourse analysis is selected methodologically in order to highlight which aspects of political theory each time are in line with the institutional framework that is applied. At the same time, the degree of compliance with the political example is illuminated, as peculiarities or small deviations are highlighted. As a result, it appears that education in the country "traditionally" followed the assimilative model, a fact that agrees with the European example. Even after the 1996's legislative intervention, which adopted the intercultural model, the content of school learning remains monoculturally oriented.

SŁAWOMIR PASIKOWSKI

MEASURING THE QUALITY OF
ADOLESCENT DATING RELATIONSHIPS ON
SOCIAL NETWORKS

The investigation of dating relationships can be a one of the basic elements in assessing the conditions of sexual education and counselling, as well as monitoring the psychosocial development of adolescents. The value of the assessment depends on the properties of the

instruments used. The Cyberdating Q_A (CQA) questionnaire (Sanchez et. al., 2015) consisting of 28 items (answers given on a 5-point rating scale) was constructed to measure the quality of adolescent dating relationships by referring to social networks which are a significant domain of adolescents social activity. Thebase of the theoretical construct of CQA is the assumption that Internet and social network use in dating relationships have positive as well as negative aspects. These aspects were reflected in the six factors identified during the validation studies. The research question established in current research: Is the feature structure confirmed in replication research on CQA? The standard methodology of a validation study was used to assess the feature structure and the psychometric properties of the test. The research sample consist of 424 adolescents aged 16 years old ($m = 15.45$, $SD = 2.67$); 319 females and 105 males. As a result, information was obtained that allowed to revision of the stability of the feature's model constituting the basis for CQA and the formal properties of this tool.

BARTŁOMIEJ PIELAK

DEMAND FROM THY STUDENTS AS FROM
THYSELF. ON TEACHING BASED ON ONE'S
OWN EXAMPLE

It can be observed that scoring and evaluating have become the centre of attention at European schools. The score a students get defines him/her. The evaluation that he/she receives informs him/her on what he/she is thought and supposed to be. Within such educational system, it may appear that the adults offer pressure, not companion or advice to the youth. What is more, it is believed that everything can be measured and expressed in data. Is this all there is? What about pedagogy? does it seem to matter at all how inclusive,

cooperative, flexible and up-to-date the school community should be today? the system is driven by national curriculum, testing and evaluating, establishing and meeting standards. What about an individual, with his/her strengths and weaknesses, success and failure, feelings and dreams, individualism and social role? what about a teacher's intuition? who is the priority: the system or the person? Would an adult find it fulfilling and inspiring to attend today's school? What would Janusz Korczak (20th century Polish educator and pedagogue) say if he could see European schools today? according to him, *"the purpose of a school is not the process of teaching but of self-development of a child"*. Is this principle embraced and put into practice in European schools as the third decade of 21st century has just begun? The presentation will focus on how important it is to establish an educational community where a student feels he/she can find his/her way through life in which a school is a just a chapter. It will also try to encourage teachers to find proper balance between the requirements of the system, common sense and personal intuition.

STAVROS PITSIKALIS, ILONA-
ELEFTERYJA LASICA & CHRYSSE
VITSILAKI

"AUGMENT" YOUR CLASSROOM ON YOUR
OWN! APPLY EMERGING TECHNOLOGIES
INTO YOUR INSTRUCTIONAL PRACTICE
(WORKSHOP DESCRIPTION – ON SITE)

The aim of the suggested workshop is to promote and enhance the implementation of innovation in education and training. The workshop will be of a total duration of one (1) hour, divided in three (3) sessions of twenty (20) minutes. During the first session attendees will be introduced to emerging technologies in education, focusing on Augmented Reality (AR) through an interactive demonstration. More

specifically, they will find out how Augmented Reality works, realize the differentiation among other digital realities (e.g. virtual, mixed) and highlight the additional value of such emerging technologies in education and training. Specific examples of AR applications in education and training will be presented and discussed. During the second session, attendees will get familiar with existing applications of AR technology for educational or training purposes and will attend an exchange of ideas, discussing their experience and expressing thoughts concerning their future intentions on integrating AR into their classrooms or laboratories. Finally, during the third session, attendees will be guided to create their own learning objects supported with AR technology, using simple applications at their smartphones. Attendees of this workshop are not expected to have specific knowledge or skills prerequisites; however, they need to bring their own smart devices (tablets or smartphones) and have access to Wi-Fi internet connection (note: in case cardboards are available, they could be used during this workshop). At the beginning of the workshop, attendees will be guided on how to install specific applications on their devices, to be able to attend the practical sessions. Throughout the total workshops' duration, experiential learning and active audience participation will be encouraged, focused on the development of new skills and instructional practices.

JUSTYNA RATKOWSKA-PASIKOWSKA &
KATARZYNA OKÓLSKA

VOICES FROM THE CLASSES.
TRANSGENDER YOUTH AT SCHOOL.
NARRATIVES OF PARENTS

The subject of the presentation refers to the project titled *About Becoming ... Narratives of parents of (adult) transgender children*. During

the presentation we will show part of the project. Thus the aim of the speech is to describe school experiences in the process of becoming a transgender student from the point of view of parents. Presently we can find numerous empirical publications on the issue of transgenderism and the changes taking place in this scope. A review of scientific literature shows that these publications were mainly in the field of medical and social sciences. Our analyses of source literature showed that the topic of transgender students in schools is seldom discussed. This entails consequences in the areas of sex education and social awareness regarding transgenderism. The process of *becoming* concerns the entire system, according to the general family systems theory (Ludwig von Bertalanffy), thus the parents are also an important element of this process. In order to fill this void in scientific discourse we made the process of 'becoming' the parent of a transgender student the subject of our research. The narratives of parents (their own experiences) regarding the process of becoming parents of transgender children and parents of transgender children in school appear to be of key importance. This became the impulse to carry out studies on the experiences of parents of transgender children, including accompanying their children in their struggles with barriers set up by schools. With respect to these issues we treat school as a total institution, according to Erving Goffman (2007, 2009), i.e. an institution which highlights the importance of the relation of the individual in public space, the category of stigma and social-cultural roles, which we (un)consciously perform. The study is qualitative, and is located within an interpretative paradigm, symbolic interactionism and grounded theory research. As we are particularly interested in the first experiences in the process of becoming a parent of a transgender child, we posed the following question: "what is your story of 'becoming' a parent of a transgender

child/student?". The results of analyses will be shown during the presentation.

OURANIA RIZOU, AIKATERINI KLONARI & DIMITRIS KAVROUDAKIS

GEOSPATIAL STATISTICS AND ICT: A SURVEY FROM GREECE

Every day vast amounts of information are shared and circulated on the Web. Statistics can be an extremely powerful tool when dealing with these and this is why the inclusion of Statistics in Curricula plays a crucial role in any educational reform. Students accustomed to technology develop a high level of comprehension and interpretation of data as they enhance and broaden their cognitive and social skills. The use of an online tool based on Web 2.0/3.0 services can steer them towards a multitude of literacies such as statistical, geospatial and digital. This study aims to identify teachers' views regarding the use of a web-based platform (**statistics4school**) and their willingness to adopt it within the framework of ICT-based scenarios in the classroom as an integral part of the learning process. An online questionnaire, consisting of closed type questions, was developed and dispatched to secondary schools teachers' throughout Greece. Their responses were coded and analysed with IBM SPSS. The sample for this research was teachers from public schools around Greece, selected from the population of a previous survey where only those who agreed to participate in a follow-up survey were selected. A total of 150 out of 198 teachers participated in this survey, which ran from October 2020 – May 2021. The results show that (i) web-based platforms can be a compatible technology in regards to the contemporary 21st century's pedagogical demands of schools (ii) teachers generally trust features offered by web-based platforms in organizing their courses (iii) teachers believe

that becoming accustomed to their use requires considerable amount of time and effort and lastly (iv) teachers are willing to employ Statistics within teaching scenarios and activities with the aid of new technologies, as an innovative approach that will lead students to a higher level of comprehension and integration of geospatial Statistics.

AIMILIA ROUVALI & VASSILIKI RIGA

LISTENING TO YOUNG CHILDREN'S VOICE IN EDUCATION: AN EFFECTIVE WAY OF ENHANCING ACTIVE PARTICIPATION AND EMOTIONAL WELLBEING

The current research investigates how pupils' voice can be heard and celebrated in the context of preschool education as a means of enhancing active participation in the decision-making process and educational design. More specifically, 21 neurotypically developing children and one child diagnosed with Autism Spectrum Condition (ASC) were given the opportunity to express their needs, wishes and experiences from their everyday life in Greek preschool education using a variety of fun, engaging and flexible tools. The tools used by the neurotypically developing children were cameras, tours, mapping, interviews with the researcher and peer-to-peer interviews. An adapted version of the tools of camera and interview to accommodate the needs of a preverbal pupil, were also used by the child with ASC, in addition to observation and intensive interaction sessions. This variety of tools was utilised to allow the triangulation of data, creating a clearer image of the young children's lives and perspectives. The results depicted not only that all pupils had a very clear understanding of their desires (favorite places, people, and activities), but also that, when given the opportunity and the appropriate tools, they were able to express those desires

in a meaningful way. Finally, though it was not an official part of the original hypothesis, emerging data from all the pupils, their teachers and parents/carers indicated that when pupil's voice is both heard and taken into consideration into the designing of learning environment and planning, young children tend to exhibit higher levels of self-esteem and confidence. Further investigation of the latter may be used to explore whether listening to young children's voice could be incorporated in the everyday routine to improve social and emotional learning and development.

SANJA TATALOVIĆ VORKAPIĆ

CHILDREN'S SOCIO-EMOTIONAL WELL- BEING AND RESILIENCE DURING TRANSITION FROM FAMILY HOME TO KINDERGARTEN

The transition from family home to kindergarten is often one of the first major and significant transitions during childhood. The most significant indicator of the transition quality, which mostly affects the quality of early transitions during childhood, both short and long term, is socio-emotional developmental domain and related competencies. Therefore, it is crucial to study the socio-emotional well-being and resilience of children during the transition from family home to kindergarten, which was also the goal of this study. Given that the data were collected by educators, as well as by parents of children involved in the study, this goal was studied in two separate research tasks, i.e. examining the socio-emotional well-being and resilience of children during the transition from the perspective of early childhood educators and parents. A total of 236 children (94 girls and 96 boys) with an average age of 5 years were assessed on the *Positive development and resilience in kindergarten (PERIK)* by 15 educators who worked in their educational

groups in kindergarten and by 191 parents (148 mothers). After obtaining the necessary approvals for the research, assessments of social and emotional well-being and resilience of children on six subscales, and the quality of the transition within three variables were run: estimated levels of difficulty during adjustment, satisfaction with adjustment and assessed cooperation with parents / educators during the transition. Relevant correlation analyses indicated significantly high socio-emotional well-being and resilience in those children who showed less difficulty during adjustment, and in whom a high level of satisfaction during adjustment was assessed, as well as cooperation with educators / parents during transition and adjustment, with correlations more pronounced in parental assessments. The analysis of certain dimensions of social-emotional well-being and resilience of children provides significant scientific and practical implications in this area.

FIONA SHELTON

THE STUDENT CO-CREATION PROJECT: CO-CREATING LEARNING, TEACHING AND STUDENT EXPERIENCE IN HIGHER EDUCATION

The purpose of this research is to develop an understanding of student co-creation at Leeds Trinity University (LTU) and how this overarching approach can be used to deepen understanding of student perspectives on a variety of tasks focused on learning, teaching and student experience issues. There is a significant volume of literature around student co-creation and student partnership, the latter of which, according to Healey, Flint and Harrington (2014), is a process of engagement and not an outcome. This project has been designed to utilise this notion by devising a year-long project containing a series of tasks and their respective goals. The overarching

research question is: How can student co-creation be used to develop rich feedback to inform the development of learning, teaching and student experience across the university? The aims of the research are as follows: To gather data to help the university gain a broader understanding on a range of issues which are central to student experience. To consider how data generated through the project can be used to shape future university policy and practice. The project is formed largely around a student co-researcher role, with paid student 'Research Associates' supported by staff to explore topics, to give their own feedback (and, therefore, also act as participants), to seek out additional student feedback, analyse data and write about their findings in partnership with academic staff. The naming of the student partners as 'Research Associates' is significant because the responsibilities of the role holders would not be limited as research participants or research assistants only; rather, like the co-investigators of this project, they are expected to contribute and collaborate as research planners, facilitators, finding disseminators, and project evaluators. This presentation provides insight at an interim juncture in the project and presents a reflection on the challenges and benefits of working with students and how we can conceptualise co-creation as occupying the space between engagement and partnership, allowing for genuine collaboration and active participation (Bovill et al., 2016).

MAŁGORZATA SŁOWIK

FAMILY COUNSELING FOR PARENTS OF BULLIED STUDENTS - SO WHAT ARE PARENTS LOOKING FOR AND WHAT FINDING IN THIS AREA?

Among other things, family counseling is needed in situations of peer violence in school. Peer violence is in many ways connected with

ENABLING PARTICIPATION. POSSIBILITIES
AND LIMITS OF INTERNATIONAL
COOPERATION PROJECTS BETWEEN
UNIVERSITIES IN TEACHER EDUCATION

family relations: it often results from them (the area of conditions) and at the same time it affects them (the area of consequences). Also, coping with violence and stopping it (the area of effectiveness of assistance interventions) depends on working on these family relations. I will present the results of a diagnostic survey I conducted in 2020 in Poland. 40 mothers of bullied students joined the survey. The main problem of the research was: what do parents of bullied students need and receive in broad family counseling? Specific problems: 1. what kind of help do parents seek in family counseling in the broad sense: from professional counselors (in institutions such as schools, psychological-pedagogical counseling centers, family counseling centers) and non-professional counselors (on the Internet: on social forums, parenting portals); 2. what kind of help do they receive and how do they evaluate it? 3. What conclusions do parents draw from their own experiences of peer violence in their children? It was found that family counselling for parents of bullied students is often limited to informational and instructional support (information about the parent's and child's rights, about school procedures for responding to violence between students). Psychological support for parents needs to be developed. In addition, the message of formal family counselling differs fundamentally from the informal message. Implications for further research or application/practice: in subsequent studies, it is worthwhile to explore parents' willingness to use support for themselves (personal development, development of parenting skills) and to develop programs of such support for parents.

Internationalising teacher education successfully depends mainly on effective networking between partner universities as well as students, who take part in the programs with motivation and a feeling of relevance with regard to their personal/professional development/career. Within the third party funded UNITE-program nine expert interviews – voices from international (teacher) education – were conducted in 2022 with partners from Argentina, Austria, Canada, Estonia, Mexico, Namibia, Sweden, United States and Vietnam. It follows the question of how to enable participation in an international project between universities. Its aim is to generate inter-university insights into the internationalisation of teacher education in general as well as to obtain differentiated feedback on such a project, due to the pandemic with a focus on digital exchange and learning opportunities. The analysis of the qualitative data material includes both inductive and deductive procedures. In the first step of the analysis, the material is reviewed openly. In an explorative act, new (meaning) dimensions are developed from the data material (Strauss/Corbin 1996). This approach corresponds to the “open coding” of the Grounded Theory (Strübing 2014). First insights disclose that the diversity of partners and the wide-ranging virtual offers within the program are valued as a strength by the respondents. Some partners welcome it to have a “big partner”, who organizes opportunities, stimulate and connects the partners regularly. Moreover, the gain of networking has to be clear to all partners. Cooperation between

multiple partners is strengthened through intensive exchange on an individual level for mutual learning and understanding of the respective structures, strengths and challenges of the institution. Many partners see reciprocity in exchange as a key to a strengthening partnership (in institutional bond and student awareness). Obstacles for students to go abroad are mainly financial and bureaucratic issues as well as differences in the curricula of teacher education programs in the different countries and systems. Incentives are personal preferences for going abroad, studying a foreign language as well as a national labour market. Flexibility seems the answer to overcome the obstacles. We would like to present and discuss the first results from an international perspective and the possible consequences for teacher education.

**STAVROULA KALDI, AIKATERINI
VASIOU, ZOI HAJOPOULOU & VASSILIKI
TZIKA**

"PORTRAITS AND SCENES FROM THE
QUARANTINE": EMOTIONS AND POSITIVE
EXPERIENCES IN CHILDREN'S DRAWINGS

The current study refers to children's voices with the use of drawings and formulates new proposals to address the challenge of the COVID19 pandemic. The theoretical framework of this study relates to emotional awareness of emotional experiences in oneself, as the most pivotal aspect of emotional intelligence, as well as to the theory of positive education i.e., that happiness is related to positive experiences in the classroom and elsewhere. In the last decades, methods and techniques based on art and design have been used in social research, through which emotions can be expressed and how people perceive different situations are examined. The aim of the study was to examine how children understand their own emotions with the use of drawings and which emotions

they evaluate as positive from their quarantine experiences. The study was carried out during April 2020, a month after COVID-19 burst into Greece. Researchers communicated via skype with the parents of 20 children aged 3-11 and asked from their children to draw: (a) A portrait of himself/herself, depicting how he/she was feeling at that time and (b) a pleasant experience from his/her life during lockdown due to COVID-19. Children's drawings were collected electronically. The repetitive emotions that emerged from children's paintings were joy, fear and boredom. In the enjoyable scenes during the quarantine, children captured scenes of play at home or online communication with their friends. Emotions and scenes depicted in children's voices with the use of drawings will be discussed in the context of the implementation of relevant innovative programmes in the classroom environment, with the aim of strengthening children's positive psychology and addressing similar challenges in the future.

ARLETA SUWALSKA

THE NEW FINNISH PROFESSIONALISM IN
TEACHING IN THE XXI CENTURY- SELECTED
ASPECTS

The author draws attention to new Finnish professionalism in the light of teachers' competences. The goal is to present the factors which directly build teachers development towards the success of teachers'. The author presents the system of teachers' recruitment, preparation to teaching, introduction and orientation into high level teaching competencies. The challenge in new professionalism is also to struck a balance between autonomy and freedom of Finnish teaching profession, the quality of school learning related to teachers' evaluations. In order to present the professionalism from a Finnish perspective I formulated the following

research question: 1) What are the competencies needed to overcome obstacles which arise on teaching paths? The main part of our study was an analysis of literature which included professionalism in Finnish education. The next step was to concentrate on the phenomenon of professionalism in Finnish education. The author employs the problem method including the study of documents (Wodak & Krzyżanowski, 2008, p.156). The problem method, originated from an educational phenomenon, is placed in time and related to a particular society. From this perspective, it is necessary to contrast different views and principles, in this case in Finnish education. In this article, the author intended to use primary and secondary sources. To sum up, in the perspective of rapid changes in Finland, the future of Finnish educational system must rely on constant dialogue between the community of educational researchers, the Finnish government, teachers and parents.

**ERZSÉBET SZURDOKI, GÁBOR DANCS &
GÁBOR ÁRON VITÁLYOS**

CHANGES IN THE TEACHING OF
ENVIRONMENTAL STUDIES IN HUNGARIAN
PRIMARY SCHOOLS

The new Hungarian National Core Curriculum (NAT 2020) in September 2020 created a challenge for primary schools because the subject of Environmental Studies in Year 1 and Year 2 was omitted and its contents were integrated into other subjects like Hungarian Literature, Mathematics etc. The quick implementation and the lockdown period in the first half of 2020 left little time for the conscious and deep study of these changes, and there are no new schoolbooks, syllabuses or recommendations about how to integrate the contents of Environmental Studies. Different methods are practised in teaching,

which causes significant difference in the level of knowledge of pupils. The main aim of our research group (MTA-ELTE Environmental Education Research Group) is to monitor the effect of the integrated education system. The first survey period, at the beginning of Year 3, measures the efficiency of the traditional and integrated education system. At the end of Year 4 (also the end of the lower grade) the second survey period measures how these two education systems reach the outcome requirements. The first survey period was performed in 2021-22 with 300 questionnaires about pupils' attitude and knowledge of natural sciences, their eating habits and sports activities. Twelve classes of six primary schools were involved. The first data show few differences between the examined schools; however, they give us opportunity to revise the questionnaires. For statistical analyses (Pearson Chi-Square tests) SPSS v. 27 software was used. During future examinations these data will be compared to the data of children who study according to NAT 2020, to see the effect of the integration. The aim of this presentation is to focus on integrated Environmental Education, the first survey period and future plans as a pilot study. The MTA-ELTE Environmental Education Research Group is supported by the Hungarian Academy of Sciences.

**SANJA TATALOVIĆ VORKAPIĆ & DUNJA
ANĐIĆ**

UNDERSTANDING TRANSITION THROUGH
THE CHILDREN'S VOICES: THE APPLICATION
OF PUPPET INTERVIEW AS THE RESEARCH
METHOD

Early childhood transition is a process of intensive change that is experienced from the moment children (and their families) move from one circumstance to another, to the moment children become full and adjusted

members in their new environment. So, it is extremely important to study the contemporary Ecological-dynamic model and to clearly define significant correlates of the transition from family home to kindergarten, and from kindergarten to primary school. The ultimate goal is providing clear guidelines for ensuring the highest level of well-being of children in these periods for parents, teachers and professional associates. This research is carried out in our country within the scientific project "Children's well-being in transitional periods: Empirical examination of the Ecological-dynamic model" (uniri-drustv-18-11) funded by the University of Rijeka. Within the set research plan, and with the aim of including the perspectives of all-important participants of the transition process, special emphasis was placed on collecting responses directly from children of early and preschool and early school age. Therefore, the aim of this paper is to present the innovative method, puppet interview method in the way it was planned, applied, and to present a part of the results determined by the applied method. Given the principles of the original puppet interview method, the statements are adapted to the relevant information for the transition process. The child had to show by hand which puppy he or she liked best and the researcher recorded the children's answers. The established results showed that the largest number of children show a positive experience and perception of the transition and the experience of kindergarten, which was to be expected. In addition, the usefulness of application of puppet interview has been demonstrated and discussed in the frame of future research studies.

SELF-EFFICACY OF UNIVERSITY STUDENTS
WITH AND WITHOUT SPECIAL
EDUCATIONAL NEEDS AND DISABILITIES
DURING THE COVID-19 PANDEMIC: THE
CASE OF GREECE

The COVID-19 pandemic brought great changes and a new reality around the world and its subsequent containment induced unprecedented global stressors. Moreover, it raised a host of issues that will have considerable effects on tertiary education institutions and university students. Latest research findings indicate that the COVID-19 pandemic has negatively impacted university students' mental health. The ways that their mental health has been impacted include stress/anxiety, disappointment/sadness, loneliness/isolation, and relocation. Research suggests that self-efficacy is one of the key resources for managing stressful events and reducing the associated risks. Self-efficacy is a general concept referring to the extent to which people believe they have the competency to cope adequately with stressful life demands or challenges. This study explores the degree of self-efficacy of university students with and without special educational needs and disabilities (SEND) during the COVID-19 pandemic in Greece. The sample comprised of 194 participants, 41 (21.1%) males and 153 (78.9%) females, mean age 23.35 years. All of them were university students in the 3rd and 4th years of their studies in the Department of Primary Education. A self-report questionnaire and the Self-efficacy Scale (GSE) were used for data collection. According to the findings, students showed higher levels of self-efficacy than the scale average, and there were no associations between self-efficacy and a) the sex, and b) the existence or not of the condition of SEND. The main conclusion of the study is that university

students with and without SEND although they experienced anxiety because of the extraordinary conditions aiming to control and mitigate the spread of the COVID-19, they activated self-efficacy as a mechanism for preserving their balance during the COVID-19 pandemic.

ASSIMINA TSIBIDAKI

MEANING IN LIFE AND DEMOGRAPHIC CHARACTERISTICS OF UNIVERSITY STUDENTS' FAMILIES WITH MEMBERS WITH AND WITHOUT SPECIAL EDUCATIONAL NEEDS AND DISABILITIES DURING THE COVID-19 PANDEMIC IN GREECE

Coronavirus disease 2019 (COVID-19) was declared a pandemic by the World Health Organization in March 2020. Although research on the pandemic and its psychological consequences is ongoing, the data so far indicates that COVID-19 has brought about a big change and a new reality. When it became clear that COVID-19 was spreading rapidly on a global scale, governments acted immediately and began down businesses, schools, and universities. This study explores meaning in life and its association with demographic characteristics in Greek families of university students with or without members with special educational needs and disabilities (SEND) during the COVID-19 pandemic in Greece. The study population consisted of 411 participants, 130 men and 281 women, of which 194 were offspring (university students) and the 217 were parents. The age of participants ranged from 20 to 60 years. A Self-report Questionnaire and the Meaning in Life Questionnaire (MLQ) were used for data collection. According to the findings, participants (total sample) presented high levels of MLQ (presence and research). There were statistically significant differences among

the two subscales of meaning of life (presence and search) as the values of the presence were higher than the search, and between parents and university students in both subscales. Specific demographic characteristics seemed to have a significant association with meaning in life. On one hand, there were associations between meaning in life (presence and search) and a) sex, b) the existence or non-existence of one or more members with SEND in the family, c) the marital status, and d) the employment status. On the other hand, meaning in life was not statistically significant concerning family type. In conclusion, participants, although experiencing difficult situations due to the unprecedented conditions of the pandemic, augment meaning in life to maintain their balance and mental health.

VASSILIKI TZIKA, CHRISTOS GOVARIS, KONSTANTINA KOUTROUBA & STAVROULA KALDI

COMMUNICATION AND COLLABORATION AS A LIFE-LONG LEARNING SKILLS: STUDENTS' PERSPECTIVES

The present study aims to explore the perspectives of students (with or without immigrant background) about the cultivation of communication and collaboration skills (CCSs). Currently an educational aim is to support students to develop life-long learning skills (i.e. communication and collaboration, problem solving, critical thinking, creativity, self-regulation learning and social awareness skills) useful both in educational and in personal or work contexts. (For the purposes of this presentation the study focuses only to the CCSs because they are regarded as fundamental and pre-requisite skills to the cultivation of the rest. Previous research has focused mainly on pre-service or in-service teachers' views about students' life-long learning skills or make pilot interventions to

TEACHER'S ROLE IN THE 21ST CENTURY: A CASE STUDY

cultivate them. The qualitative paradigm of research was followed. Data were collected via structured interviews and thematic analysis was applied. The participants were twenty-seven (27) students of Year-6 and Year-9 with or without immigrant background. The outcomes showed that students valued the CCSs as significant for their life. Communication is regarded as a need for expression and through collaboration with their friends, they are able to face a variety of problems. However, they refer to the lack of such opportunities and if it happens, it is superficial. Teachers' or classmates' reaction and insecurity or embarrassment to be expressed are the main obstacles for the participant students. It is significant to note that students with an immigrant background are more restricted to claim the importance of these skills for them. Yet, the majority of students (with or without immigrant background) finds difficult to describe a characteristic incident of CCSs fostered in their classes. Students' perspectives about CCSs are discussed further as a whole curriculum reform towards a more personal-centered students' holistic development in a school context which offers equal opportunities to all in order to foster life-long learning.

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MARIA TZOTZOU & MARIA POULOU

IN-SERVICE TRAINING TOWARDS THE
TRANSFORMATION OF THE STATE-SCHOOL

The 21st-century teacher's role is widely recognized as one of the most challenging and significant factors absolutely vital to the social transformation towards global sustainability. Due to this fact, nowadays, the teacher's role becomes extremely multifaceted with a complex set of roles related to new didactic and pedagogical practices. The purpose of this paper is to discuss a case study which investigates whether in-service training promotes the transformation of the state-school teacher's role in the 21st century. The research questions explore whether in-service training a. fosters the shift from traditional and passive kinds of roles to more challenging and active ones against the outdated stereotypes of the previous century, b. equips teachers with skills necessary to respond to their multifaceted role in the 21st century, c. prepares teachers to fulfill the new challenging roles that acknowledge the art and science of learning in the 21st century. To this end, the quantitative research method was selected to gather data via an online questionnaire answered by 312 in-service state-school primary teachers. According to the research findings a considerable number of respondents believe that in-service training contributes slightly or not at all to the transformation of their role while the majority state that it does not equip teachers with the necessary skills to fulfill their multifaceted role. However, although findings reveal a shift from traditional-passive roles to more dynamic-active ones, the role of knowledge-transmitter is still highly promoted whereas the role of the reflective practitioner is fostered to a limited extent. Findings raise implications for high quality in-service training towards developing teachers' 21st-century skills through a transformative model of professional development on a lifelong basis.

LUKAS VARTIAK

THE ABILITY TO CREATE A FINANCIAL PLAN AS ONE OF THE KEY COMPETENCIES OF STUDENTS

Financial literacy is one of the most important competencies for every person, regardless of their sex, age, status, education or occupation. Much research has shown that such competence has to be trained and anchored from an early age, not to mention students who are about to finish their studies and join working life. It is more than clear that these people must create a financial plan for their future. The main motivation for this research is the increasing importance of financial literacy measurement, for instance, by the Organisation for Economic Co-operation and Development (OECD). The primary objective of the research is to assess financial plans created by students. Fulfilment of the primary objective is based on questionnaire analysis resulting in a so-called one-page financial plan. The contribution is divided into four parts. Firstly, an introduction and theoretical background is provided. The second part represents the methodology of the methods used, such as analysis, synthesis, comparison and generalisation, as well as the method of questioning and statistics. The results, comprising a clear summary of the key findings, are presented in the third part; and fulfilment of the primary objective is assessed in the last part – conclusions. The main finding is that the vast majority of students receive money from their part-time job, which on the one hand motivates them to cover their expenses and at the same time to save money. Telephone bills, streaming services, and cloud storage are the most common students' spendings. The questionnaire results also showed some unusual findings, such as saving money for plastic surgery or loan repayment to parents. To conclude, most students have

demonstrated the ability to plan their finances wisely.

GLORIA VISINTINI

THE REVIVAL OF THE VLE DURING THE PANDEMIC

Virtual Learning Environments (VLEs) have been around for decades (Clarke 2012). They have often been criticised for being dated platforms compared to more recent and modern websites and online spaces (Stiles, 2007; Brown, 2008; Parslow et al, 2008; Maleko et al, 2013, McAvinia, 2016). The purpose of our study is to explore whether VLEs are still effective platforms to provide digital education. We will do so by looking at how the Faculty of Arts at the University of Bristol used their VLE, namely Blackboard, during the pandemic to deliver everything online: teaching and learning, assessment, assessment submission and marking. Through this case study of 800+ Blackboard sites, we want to explore the following research questions: How has Blackboard performed during the pandemic? Is Blackboard fit for purpose or does it need improving? What experience has Blackboard provided for staff and students? Our initial findings show that Blackboard needed a revamp. The online sites had inconsistent layouts, making it difficult for students to navigate and for the faculty to implement a more harmonised approach to online teaching and assessment. Moreover, the Blackboard sites looked dated and were not always pleasant learning environments. Once these issues were addressed, and the sites shared the same structure and contemporary look, the VLE became a more functional platform with more effective teaching, learning and assessment spaces. As a result, while the Blackboard tools could be developed further, our preliminary results are in line with the JISC pre-pandemic publication 'VLE Review Report

2020' which suggests that it is what one does with the VLE and how the VLE is designed that determines its effectiveness in providing digital education.

AYNUR YÜREKLI

THE EFFECT OF STUDENTS' LANGUAGE PROFICIENCY ON THE PURPOSE AND FREQUENCY OF THEIR NATIVE LANGUAGE USE IN EMI CONTEXT

With the popularity of translanguaging recently, the use of L1 in EFL setting has been the center of many studies again. This current study takes the topic from a functional perspective and looks at the use of L1 at an English-medium university in Turkey from a functional interactional point of view. The data is taken from recorded classroom data, further triangulated by focus group meetings. Two groups of students, namely control and experimental, were recorded during pair work and their L1 uses were analysed based on students' proficiency levels and the functions L1 instances served. The findings suggest that students resort to their mother tongue during interactive class tasks mainly for task-related issues and social purposes. Furthermore, results also demonstrate that weaker students tend to refer to their native linguistic resources more to make sense of the task and achieve the task, whereas stronger students use their L1 more for social interaction purposes.

HELENA ZITKOVÁ & MAREK VÍT

DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH THROUGH POPULAR MUSIC

Based on the current knowledge of neuro-pedagogy, it is more than obvious that in order

to be able to learn, we need a safe environment. If our brain is to function optimally, it must evaluate the environment, the conditions and the signals that come to it, as non-threatening. We believe that classes where music is employed as the main teaching aid have a great potential for learning in. Since music is a great tool that can create motivational and encouraging atmosphere for learning, we apply song-based instruction as part of the development of our students' communicative competence in English. Within the course called 'Development of communicative competence in English through popular music', we conducted research the participants of which were students of a bachelor study program English for Business, where different kinds of song-based activities used in classes were aimed at developing all language components as well as all four language skills. The aim of the research was to find out if and how the course helped our students to get better in English and to detect the students' perception of the classroom climate during the course. As the methodology tool we used a questionnaire with open-ended questions. The findings indicate that the students felt that they developed their communicative competence only in some aspects, mainly in pronunciation, vocabulary range, grammar and speaking. They perceived the atmosphere in the classes as safe, relaxed with no stress, positive, joyful, consistently welcoming and encouraging. Further research could focus on what in particular aided the students' development of English and what specifically helped build the positive learning environment.

MARIJANA ŽUPANIĆ-BENIĆ &
ADRIJANA VIŠNJIĆ-JEVTIĆ

IS THERE SUSTAINABILITY IN ART OR ART
IN SUSTAINABILITY? EARLY CHILDHOOD
EDUCATION STUDENTS' UNDERSTANDING
ABOUT INTERCONNECTEDNESS OF THE
ART AND SUSTAINABILITY

Education for sustainability (EfS) is one of the key components of the 2030 Agenda. Previous research emphasizes the importance of access to education as early as possible in accordance with the goals and contents of sustainable development. Early childhood education (ECE) teachers' curriculum is assumed to provide an interdisciplinary approach to education for sustainability. In order to determine ECE students' understanding of the concept of sustainability in artistic activities, an empirical study with a quantitative approach was

conducted. In total, 120 students participated in the study which was designed to get insight of their understanding about interconnectedness of the art and sustainability. They evaluate artistic activities within three pillars of sustainability. The results show how students mainly understand sustainability in art through material environment (artistic activities with recycled materials). At the same time they don't recognise art as sustainability itself (social and cultural pillar). A difference was noticed in understanding of the concept of sustainability between students who have experience with EfS, and those who have less experience.

PARTICIPANTS

Surname	First Name	Country
Aigner	Phillipp	Germany
Akpınar	Ercan	Turkey
Aleksandrovich	Maria	Poland
Anđić	Dunja	Croatia
Antonitsa	Sofia	Greece
Arrigoni	Jasna	Croatia
Barakari	Sissy	Greece
Baran	Bahar	Turkey
Blaton	Lia	Belgium
Bloor	Andy	United Kingdom
Bonna	Franziska	Germany
Bouna Vaila	Andromachi	Greece
Boutzarelou	Maria	Greece
Chatzinikola	Maria	Greece
Chiou	Vana	Greece
Chojnowski	Dominik	Poland
Darra	Maria	Greece
D'Herdt	Katrijn	Belgium
Dindas	Henrik	Germany
Duda	Ondřej	Czech Republic
Forrester	Gillian	United Kingdom
Gaitanos	Georgios	Albania
Gari	Aikaterini	Greece
Gerver	Richard	United Kingdom
Geunis	Lotte	Belgium

Gierczyńska-Kolas	Marta	Poland
Guryay	Berna	Turkey
Hartmannsgruber	Martin	Germany
Holz	Oliver	Belgium
Hudson	Ruth	United Kingdom
Kahyaoglu	Yasemin	Turkey
Kaldi	Stavroula	Greece
Kanellopoulou	Eurydice-Maria	Greece
Kiousi	Stamatina	Greece
Kiroplastis	VasilLeios	Greece
Kola	Anna Maria	Poland
Kostoula	Vasiliki	Greece
Lagrou	Els	France
Lasica	Ilona-Elefteryja	Greece
Liska	Michal	Slovakia
Manara	Aspasia	Norway
Mayasari	Elisabeth	Poland
Mommaerts	Veerle	Belgium
Nikolaou	Eleni	Greece
Nikolarea	Ekaterini	Greece
Nuttall	Amanda	United Kingdom
Oikonomou	Konstantinos	Greece
Okólska	Katarzyna	Poland
Conrad	Wendy	United Kingdom
Oruç Ertürk	Nesrin	Turkey
Pappa	Marina	Greece
Parthenis	Christos	Greece
Pasikowski	Slawomir	Poland
Pielak	Barto	Poland

Pitsikalis	Stavros	Greece
Ratkowska-Pasikowska	Justyna	Poland
Rizou	Ourania	Greece
Rouvali	Aimilia	Greece
Schouppe	Jeroen	Belgium
Shelton	Fiona	United Kingdom
Slowik	Małgorzata	Poland
Springob	Jan	Germany
Stamatis	Panagiotis	Greece
Suwalska	Arleta	Poland
Szurdoki	Erzsébet	Hungary
Tartwijk	Jan Van	Netherlands
Tatalović Vorkapić	Sanja	Croatia
Theodorou	Alexandra	Greece
Tourkomanoli	Soultana	Greece
Tsibidaki	Assimina	Greece
Tzika	Vassiliki	Greece
Tzotzou	Maria	Greece
Vartiak	Lukáš	Slovakia
Visintini	Gloria	United Kingdom
Vit	Marek	Czech Republic
Vitsilaki	Chryssi	Greece
Waldenmaier	Christine	Germany
Yürekli	Aynur	Turkey
Zitkova	Helena	Czech Republic
Županić Benić	Marijana	Croatia