



4th International Conference

International Perspectives in Education

Voices from the Classroom

Editors

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CONFERENCE BOOKLET

24-25 May 2024

University of the Aegean

Mytilene, Lesvos, Greece

ISBN: 978-1-915630-03-2

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CONFERENCE BOOKLET

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CONFERENCE THEME

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

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

The Organization Committee of the IPiE2024 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 program for 2024 which includes workshops, keynote speakers, research presentations and opportunities for learning at intercultural intersections.

Language of the Conference:

English

Conference Theme:

Voices from the Classroom

Conference Strands:

- Student Voice and Participation
- Inclusion and Diversity
- Assessment, Feedback and Student Success
- Teacher Training and Lifelong Learning
- Internationalizing Education
- Trends and innovation in Education
- Educational Technology and Digital Pedagogy
- Education and Sustainability

SCIENTIFIC COMMITTEE

BELGIUM

PROF. DR. MACHTELD VAN DEN BOGAERD

PROF. DR. NICKY ROGGE

DR. MARGARETE GRIMUS (EM.)

SPAIN

ASSOC. PROF. DR. CARMEN SANTAMARÍA-GARCÍA

GREECE

PROF. DR. ELENI SKOURTOU (EM.)

PROF. DR. THEODOROS IOSIFIDES

ASSOC. PROF. DR. ELECTRA PETRACOU

PROF. DR. PANAGIOTIS J. STAMATIS

ASSIST. PROF. DR. APOSTOLOS KOSTAS

ASSOC. PROF. DR. ASSIMINA TSIBIDAKI

ASSIST. PROF. DR. ELENI NIKOLAOU

TURKEY

PROF. DR. FERYAL ÇUBUKÇU

ASSOC. PROF. DR. İREM ÇOMOĞLU

ASSIT. PROF. DR. BAHAR GÜN

DR. NESLIHAN ÖNDER ÖZDEMİR

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POLAND

PROF. DR. SLAWOMIR PASIKOWSKI

ASSOC. PROF. DR. MARIA ALEKSANDROVICH

TECHNICAL TEAM

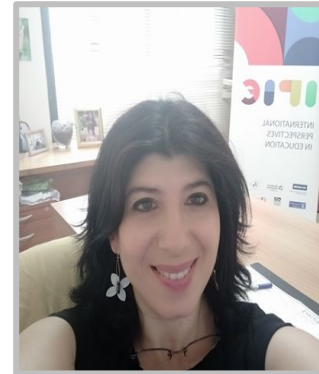
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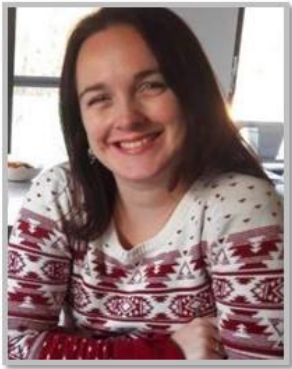
CONFERENCE COMMITTEE



Oliver Holz
Katholieke Universiteit Leuven, Belgium



Vana Chiou
University of the Aegean, Greece



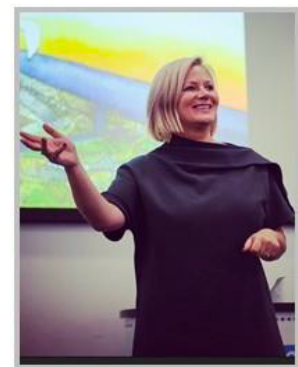
Lotte Geunis
Katholieke Universiteit Leuven, Belgium



Justyna Ratkowska-Pasikowska
University of Lodz, Poland



Nesrin Oruç Ertürk
İzmir University of Economics, Turkey



Fiona Shelton
Leeds Trinity University, United Kingdom

PROGRAMME

Conference Venue

University of the Aegean
Department of Geography
University Hill
Mytilene – Lesbos

Friday, 24 th May 2024		Saturday, 25 th May 2024	
08.30 -09.00	Registration Room: entrance hall		
09.00 -09.15	Welcome and opening remarks by Thanasis Kizos, Head of the Department of Geography, University of the Aegean, Greece Oliver Holz, president of the IPIE consortium, KU Leuven, Belgium Vana Chiou, local coordinator IPIE, University of the Aegean, Greece Moderator: Lotte Geunis Room: Amphitheatre (Hybrid)	09.00 -09.05	Welcome Vana Chiou, local coordinator IPIE, University of the Aegean, Greece Moderator: Lotte Geunis Room: Amphitheatre (Hybrid)

09.15 - 10.05	Keynote and Q&A by Henrik Dindas FOM University of Applied Sciences, Germany “Standing on the Shoulders of Giants: Redefining (Higher) Education in the Era of Future, Global, and Emerging Skills or Revisiting the Roots?” Moderator: Lotte Geunis Room: Amphitheatre (Hybrid)				09.05 - 09.55	Keynote and Q&A by Kulsoom Yusuf Pridmore University of Derby, United Kingdom “Shattering the Silence: Unveiling Education’s Power in Preventing Honour-Based Abuse in England – Perspectives from Key Experts.” Moderator: Lotte Geunis Room: Amphitheatre (Hybrid)			
10.05 - 10.30	Coffee break Room: entrance hall				09.55 - 10.15	Coffee break Room: entrance hall			
10.30 - 12.00	Paral. Session1 Conference strand: Educational Technology AND Trends and Innovation in Education Moderator: Justyna Ratkowska-Pasikowska Room: A (hybrid)	Paral. Session 1 Conference strand: Teacher Training and LifeLong Learning Moderator: Marijana Zupanic Benic Room: B (hybrid)	Paral. Session 1 Conference strand: Trends and Innovation in Education Moderator: Philipp Aigner Room: C (hybrid)	Workshop 1 Conference strand: Workshop Moderator: Renate Schüssler Meeting Room (on-campus)	10.15 - 11.45	Paral. Session 4 Conference strand: Teacher Training and LifeLong Learning Moderator: Dagmar M. Benincasa Room: A (hybrid)	Paral. Session 4 Conference strand: Trends and Innovation in Education Moderator: Justyna Ratkowska-Pasikowska Room: B (hybrid)	Paral. Session 4 Conference strand: Inclusion and Diversity Moderator: Philipp Aigner Room: C (hybrid)	Paral. Session 4 Conference strand: Educational Technology Moderator: Nesrin Oruç Ertürk Room: D (hybrid)

12.15 - 13.45	<p>Paral. Session 2</p> <p>Conference strand: Student Voice and Participation</p> <p>Moderator: Jan Springob</p> <p>Room: A (hybrid)</p>	<p>Paral. Session 2</p> <p>Conference strand: Teacher Training and LifeLong Learning</p> <p>Moderator: Oliver Holz</p> <p>Room: B (hybrid)</p>	<p>Paral. Session 2</p> <p>Conference strand: Trends and Innovation in Education</p> <p>Moderator: Vana Chiou</p> <p>Room: D (hybrid)</p>	<p>Workshop 2</p> <p>Conference strand: Workshop</p> <p>Moderator: Ondrej Duda</p> <p>Meeting Room (on-campus)</p>	12.00 - 13.30	<p>Paral. Session 5</p> <p>Conference strand: Student Voice and Participation</p> <p>Moderator: Aynur Yurekli</p> <p>Room: A (hybrid)</p>	<p>Paral. Session 5</p> <p>Conference strand: Educational Technology</p> <p>Moderator: Jan Springob</p> <p>Room: B (hybrid)</p>	<p>Paral. Session 5</p> <p>Conference strand: Teacher Training and LifeLong Learning</p> <p>Moderator: Nesrin Oruç Ertürk</p> <p>Room: C (hybrid)</p>	<p>Paral. Session 5</p> <p>Conference strand: Inclusion and Diversity</p> <p>Moderator: Ondrej Duda</p> <p>Room: D (hybrid)</p>	
13.45 - 14.45	Lunch					13.30 - 14.30	Lunch			
14.45 - 15.35	<p>Keynote and Q&A by Marianna Missiou University of the Aegean, Greece</p> <p>“From Panels to Classroom: Exploring the potential of comics.”</p> <p>Moderator: Lotte Geunis</p> <p>Room: Amphitheatre (Hybrid)</p>					14.30 - 16.30	<p>Paral. Session 6</p> <p>Conference strand: Educational Technology</p> <p>Moderator: Sławomir Pasikowski</p> <p>Room: A (hybrid)</p>	<p>Paral. Session 6</p> <p>Conference strand: Teacher Training and LifeLong Learning</p> <p>Moderator: Fiona Shelton</p> <p>Room: B (hybrid)</p>	<p>Paral. Session 6</p> <p>Conference strand: Inclusion and Diversity AND LifeLong Learning</p> <p>Moderator: Tine De Coninck</p> <p>Room: C (hybrid)</p>	
15.35 - 16.00	Coffee break									
	Room: entrance hall						Room: entrance hall			
	Room: entrance room									

16.00 - 18.00	Paral. Session 3 Conference strand: Inclusion and Diversity Moderator: Gorik Hageman Room: A (hybrid)	Paral. Session 3 Conference strand: Internationalising Education Moderator: Dagmar M. Benincasa Room: B (hybrid)	Paral. Session 3 Conference strand: Educational Technology Moderator: Fiona Shelton Room: D (hybrid)	Paral. Session 3 Conference strand: Teacher Training in LifeLong Learning Moderator: Tine De Koninck Meeting Room	16.30 - 16.40	Closing Remarks Moderator: Lotte Geunis Room: Amphitheatre (Hybrid)
19.30	Conference dinner Antonis Ouzeri Kagiani - Taxiarches Mytilene				16.40	Reception Room: entrance hall

PARALLEL SESSION 1 – Friday May 24, 2024 from 10:30 – 12:00

<p>Educational Technology AND Trends and Innovation in Education</p> <p>Moderator: Justyna Ratkowska-Pasikowska</p> <p>Room A: hybrid</p>	<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Marijana Županić Benić</p> <p>Room B: hybrid</p>	<p>Trends and Innovation in Education</p> <p>Moderator: Philipp Aigner</p> <p>Room C: hybrid</p>	<p>Workshop</p> <p>Moderator: Renate Schüssler</p> <p>Meeting Room: On-campus</p>
<p>M. Zafeiriou, T. Daradoumis, E. Sampanikou & E. Kavakli</p> <p>Local history, gamification and education: A systematic literature review</p> <p>W. Heathcote</p> <p>Reconceptualising Contemporary Learning Environments: Bridging the Gap Between In Place and Online Education for Purposefully ‘Blended’ Experiences</p> <p>C. Kokkoris, N. Koutsoupas, P. Serafeim & N. Vasileiadis</p> <p>Multivariate Analysis of Educational Texts: A Study of School books on Ancient History</p>	<p>C. Rock & S. Bishop-Swart</p> <p>Redesigning reflective practice in aid of a transformative educational experience for pre-service teachers</p> <p>N. Oruç Ertürk</p> <p>The impact of lifelong Learning on Seniors’ Quality of Life</p> <p>M. Malapetsa & A. Vasilopoulos</p> <p>How career education can be promoted in primary school</p>	<p>C. Zourna, I. Papavassiliou-Alexiou & N. Koutsoupas</p> <p>Drama in Education in career guidance: a bibliometric review of interventions for 21st century career skills development</p> <p>S. Pasikowski</p> <p>Conditions of academic education in the field of statistics and research methods: assessing students' attitudes and preferences</p> <p>A. Katsarou, S. Koukoulas & M. Katsanevaki</p> <p>The Game of Influence: Playing for Active Citizenship</p>	<p>R. Schüssler</p> <p>International Teachers of Tomorrow’s School – Findings of an international survey and conclusions of the project cooperation in seven European countries</p>

PARALLEL SESSION 2 – Friday May 24, 2024, 12:15 – 13:45

<p>Student Voice and Participation</p> <p>Moderator: Jan Springob</p> <p>Room A: hybrid</p>	<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Oliver Holz</p> <p>Room B: hybrid</p>	<p>Trends and Innovation in Education</p> <p>Moderator: Vana Chiou</p> <p>Room D: hybrid</p>	<p>Workshop</p> <p>Moderator: Ondrej Duda</p> <p>Meeting Room: On-campus</p>
<p>E. Sentas, E. Chatzi, S. Ladikou & A. Efstathiou-Selacha</p> <p>Voices from the Classroom: Adult Students' Experiences and Perspectives in Second Chance School of Lesvos</p> <p>A. Nararya Ariyudha</p> <p>Perception of Beginning Voters in the Presidential Election in Indonesia in the Political Education Context</p> <p>L. Geunis, O. Holz, D. M. Benincasa & J. Springob</p> <p>Why not ask them? The Educathon: Tackling Challenges in Education With and For Students</p> <p>V. Kucher, M. Damej & K. Tischler</p> <p>Pupils of Secondary School and Students in Teacher Education as Co-Researchers of the Phenomenon Cyberbullying</p>	<p>M. Boutzarelou</p> <p>'Bravo' as a preface to other-repair during adult classroom interactions</p> <p>A. Tsibidaki & G. Spingou</p> <p>Perspectives on disability, education, family, and society in Aristotle's work</p> <p>C. Alpochoritis & I. Komninou</p> <p>Systematic review of scientific articles on the spirituality of people related to religion</p>	<p>S. Kioussi & A. Kodakos</p> <p>A systems research 1st order observation tool on major factors influencing teachers' school culture</p> <p>T. Tinh Nguyen</p> <p>Navigating Liminal Spaces: An Exploration of Identity in Transdisciplinary Team Dynamics</p> <p>K. Kozjek Varl</p> <p>Contemporary Fine Arts and Curriculum</p>	<p>S. Pitsikalis, I.-E. Lasica, O. Duda, A. Jůvová & C. Vitsilaki</p> <p>Pedagogical Alliance for XR Technologies in (Teacher) Education (PAX) - "Augment" your classroom on your own!</p>

PARALLEL SESSION 3 – Friday May 24, 2024, 16:00 – 18:00

<p>Inclusion and Diversity</p> <p>Moderator: Gorik Hageman</p> <p>Room A: hybrid</p>	<p>Internationalising Education</p> <p>Moderator: Dagmar M. Benincasa</p> <p>Room B: hybrid</p>	<p>Educational Technology</p> <p>Moderator: Fiona Shelton</p> <p>Room D: hybrid</p>	<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Tine De Koninck</p> <p>Meeting Room: hybrid</p>
<p>I. Kourou</p> <p>Gender Representations in MOBA Video Games: Digital “portraits” of deviance and social control</p> <p>A. Bouna Vaila, E. Kanellopoulou & I. Kioussi</p> <p>The voice of unaccompanied minor refugee girls. Theatrical play and intercultural education. Obstacles and difficulties</p> <p>C. Parthenis, P. Eleftheriou & L. Siouli</p> <p>The contribution of supportive educational programs for the educational integration of students with migrant and refugee background</p> <p>A. Yürekli</p> <p>Inclusive Education at universities</p>	<p>P. Vardosanidze</p> <p>The policy of internationalization of higher education in the post-Soviet space (case study Georgia)</p> <p>I. Enns & J. Springob</p> <p>Benefits for both? How teachers perceive international students as interns in their classroom.</p> <p>P. E. Rejubi & Z. Rónay</p> <p>Growing Interest in International Student Participation at Eotvos Lorand University in Hungary</p> <p>O. Holz & V. Chiou</p> <p>Active Citizenship Education: First results of a comparative analysis between Flanders and Greece</p>	<p>G. Arkoumanis, E. Gotouchidou & O. M. Ventista</p> <p>ChatGPT use in Primary Education: A systematic literature review</p> <p>E. Morfidi</p> <p>Universal reading predictors across English and Greek</p> <p>S. Maden-Tuna</p> <p>Analysis of 9th Grade Sample Materials of Turkish Ministry of Education based on Common European Framework of Reference (CEFR) Standards</p> <p>S. Pitsikalis, D. Gouvias, A. Kostas & C. Vitsilaki</p> <p>Pedagogical Alliance for XR-Technology in Vocational Education and Training</p>	<p>R. Gkarnara & N. Andreadakis</p> <p>Comparison of public and private teachers’ perspectives on quality, quality assurance and school evaluation in the field of quality strategy</p> <p>N. Tapsis</p> <p>Simulations in Practice-Based Training: Enhancing Teaching Skills</p> <p>V. Novak-Geiger & V. Kucher</p> <p>Enhancing Educational Innovation through School-University Partnerships: Lessons from a Four-Year Collaboration</p> <p>O. Duda</p> <p>Successful foreign language teacher in the context of the 21st century</p>

PARALLEL SESSION 4 – Saturday May 25, 2024, 10:15 – 11:45

<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Dagmar M. Benincasa</p> <p>Room A: hybrid</p>	<p>Trends and Innovation in Education</p> <p>Moderator: Justyna Ratkowska-Pasikowska</p> <p>Room B: hybrid</p>	<p>Inclusion and Diversity</p> <p>Moderator: Philipp Aigner</p> <p>Room C: hybrid</p>	<p>Educational Technology</p> <p>Moderator: Nesrin Oruç Ertürk</p> <p>Room D: hybrid</p>
<p>K. Goeman</p> <p>Teachers' views on the professional development of digital competencies using massive open online courses</p> <p>M. van der Sprong, E. Denessen & C. Espin</p> <p>Teacher decision making for instructional practices, teacher pedagogical reasoning and the role of the student in the differentiation process</p> <p>A. Suwalska</p> <p>Values in the school subject of Ethics in the 2015 National Core Curriculum for Upper Secondary Schools of General Education in Finland</p>	<p>C. Santamaría-García & I. Córdoba-Párraga Representing grandparents in picture books and educational consequences</p> <p>M. Farfan Galindo, V. Chiou, & P.S. Mantel Good health and well- being: Developing good practices to promote Sustainable Development Goals (SDG)</p> <ul style="list-style-type: none"> • J. Čuková , C. Desmet, S. Fernandes da Silva, M. Fokkema, I. Rapai, R. Slurink, S. Stoyanov & K. Stylogianni <ul style="list-style-type: none"> ○ Well-being project “The Sleeping Beauties” • Adu, C. E. Archavli, J. de Boed, B. Konakli, A. Makri, L. Puyosa, D. Tarakchiev & B. Thuijs <ul style="list-style-type: none"> ○ Well-being project “Digital Addiction” <p>S. Saltapida & M. Mikedaki</p> <p>Ancient Theatre Unveiled: Enhancing Learning in the Classroom with a Museum Kit</p>	<p>C. Xanthopoulou</p> <p>Self-perception in adolescents with ADHD</p> <p>F. Shelton</p> <p>A Curriculum for Social Justice</p> <p>M. Damej, V. Kucher & E. Jaksche-Hoffman</p> <p>Bridging Diversity Gaps: Investigating Strategies for Inclusive Education</p>	<p>M. Županić Benić</p> <p>Information and Communication Technology in teaching Visual Art</p> <p>T. De Koninck & G. Hageman</p> <p>“Learning scenarios”, an activating and motivating didactic for foreign language teaching</p> <p>E. Desiana Mayasari</p> <p>Tools Construction to Measure Phenomena in University Education</p>

PARALLEL SESSION 5 – Saturday May 25, 2024, 12:00 – 13:30

<p>Student Voice and Participation</p> <p>Moderator: Aynur Yurekli</p> <p>Room A: hybrid</p>	<p>Educational Technology</p> <p>Moderator: Jan Springob</p> <p>Room B: hybrid</p>	<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Nesrin Oruç Ertürk</p> <p>Room C: hybrid</p>	<p>Inclusion and Diversity</p> <p>Moderator: Ondrej Duda</p> <p>Room D: hybrid</p>
<p>N. Sakkoula</p> <p>Approaching and interpreting openness in education in the light of the Frankfurt School and the Sociology of Education</p> <p>S. Tsatsou-Nikolouli</p> <p>Students' views on the enhancement of emotional intelligence through creative reading and writing workshops: the case of the Department of Early Childhood Education of the University of Thessaly</p> <p>M. Dimitrova</p> <p>Challenges faced by students in combining work and study in the New Bulgarian University</p>	<p>L. Stramkale</p> <p>Challenges and Benefits of Remote Learning: University Students' Views</p> <p>E. Dellatola, T. Daradoumis & Y. Dimitriadis</p> <p>Exploring Student's Learning Outcome in a Blended CSCL Orchestrated Language Learning Environment</p> <p>V. Balaban, J. Šmída & T. Čech</p> <p>Social pedagogy as a science, profession and a study programme: comparative research in selected countries</p>	<p>J. Šmída, T. Kašparová & K. Petříková</p> <p>Framework for University Training of School Social Pedagogues in the Czech Republic</p> <p>D. Peng</p> <p>Unpacking Classroom Interaction: Exploring the Role of Contextualization Cues</p> <p>R. Hudson, G. Forrester & J. Pugh</p> <p>Co-creating training across four European countries to support effective parent/carer engagement in primary schools for improved child outcomes</p> <p>S. Tatalović Vorkapić</p> <p>Childhood educators' attitudes on transition practices and their personality</p>	<p>J. Ratkowska-Pasikowska & K. Miśkiewicz</p> <p>Experiences of Parents of Adult Transgender Children. Polish perspective</p> <p>M. Papathanasiou & D. Georgiadis</p> <p>Perceptions of Unaccompanied Minors regarding their integration into Education - Training and labor market</p> <p>T. P. Papisavva & K.T. Frantzi</p> <p>Inclusive education of students with and without learning difficulties in language courses: Opinions of General and Special Education Teachers in Mainstream Secondary Schools within the Dodecanese Prefecture</p>

PARALLEL SESSION 6 – Saturday May 25, 2024, 14:30 – 16:30

<p>Educational Technology</p> <p>Moderator: Sławomir Pasikowski</p> <p>Room A: hybrid</p>	<p>Teacher Training and LifeLong Learning</p> <p>Moderator: Fiona Shelton</p> <p>Room B: hybrid</p>	<p>Inclusion and Diversity AND LifeLong Learning</p> <p>Moderator: Tine De Koninck</p> <p>Room C: hybrid</p>
<p>G. Gaitanos</p> <p>The use of digital escape rooms in Religious Education</p> <p>K. Ntourou & A. Kostas</p> <p>Metaverse in Education and Training: A Systematic Literature Review</p> <p>P. Metallidou</p> <p>Using Flipped Classroom to teach Media Literacy through Critical Thinking in Higher Education</p> <p>M. Pappa</p> <p>Bridging the gap between language learning at school and undergraduate studies</p>	<p>A. Nuttall & A. Griffiths</p> <p>The bridge: reflections on the place and space of universities in teacher education</p> <p>D. Stafidas & M. Poulou</p> <p>The role of bystanders in cases of cyberbullying toward teachers</p> <p>A. Tsibidaki & A. Vrachna</p> <p>The soft skill of resilience in general and special education teachers: a systematic literature review</p> <p>A. Jůvová</p> <p>The dark side of pedagogical communication. Teacher as an indirect participant in parental conflict in divorce proceedings and after divorce</p>	<p>J. Orgoványi-Gajdos</p> <p>Different stages of teachers’ career path in the view of socialization, identification and professional development</p> <p>D. Georgiadis & G. Karabelias</p> <p>The educational System Regarding Migrants in Italy and Greece</p> <p>A. V. Ntouka & E. N. Nikolaou</p> <p>Teachers’ perceptions about the contributing factors to their occupational wellbeing</p> <p>D. Anđić, S. Tatalović Vorkapić & R. Čepić</p> <p>Is primary school teachers’ professional development determinant by their competencies in education for sustainable development and personality traits: Croatian national study</p>

ABSTRACTS: PLENARY SESSIONS



**DR. HENRIK DINDAS, PROFESSOR
FOR HIGHER EDUCATION DIDACTICS
AT FOM UNIVERSITY OF APPLIED
SCIENCES, ESSEN, GERMANY**

Bio

Henrik Dindas is full professor for higher education didactics and an inhouse consultant of the rectorate at FOM University of Applied Sciences in Essen, Germany, where he also heads the CompetenceCentre for Didactics (KCD). He also works as a freelance consultant and systemic coach for university didactics (www.hd-coaching.de) with over 10 years of experience in the fields of higher education didactics, university development, quality management and evaluation, e.g. as vice-chair for international accreditation audits. He has teaching and coaching experience at various universities in Germany and the USA and his research focuses on the interaction and communication between professional and practical teaching and learning experiences of students and teachers.

STANDING ON THE SHOULDERS OF GIANTS: REDEFINING (HIGHER) EDUCATION IN THE ERA OF FUTURE, GLOBAL, AND EMERGING SKILLS OR REVISITING THE ROOTS?

For years, pedagogical approaches in higher education have focused on the link between teaching and learning. Recently, the emergence of Future, Global, and Emerging Skills (e.g., Ehlers, 2020; Stifterverband & McKinsey, 2021; World Economic Forum, 2021; OECD, 2018-2019) signals a “necessary” shift in competency demands. This contribution aims to develop a model for skill cultivation in (higher) education, by integrating national and international academic policies, competence research theories, and recent findings, while critically assessing the validity of such incorporations. The established framework focuses on competency and skill development for future studies, grounded in proven concepts emphasizing transfer and adaptability.



**DR. MARIANNA MISSIOU, ASSISTANT
PROFESSOR, DEPARTMENT OF
SCIENCES OF PRESCHOOL
EDUCATION AND EDUCATIONAL
DESIGN, UNIVERSITY OF THE
AEGEAN, GREECE**

Bio

Marianna Missiou is an Assistant Professor at the University of the Aegean, specializing in children's literature and graphic narratives. She has authored numerous studies and articles in both Greek and international journals, as well as contributed to collective volumes and proceedings of various conferences. Additionally, she has published two books: "Silent Comics and Picturebooks: Narrative Techniques in Wordless Books" (Kaleidoscope, 2020, in Greek) and "Comic Books from the Kiosks to the Classroom" (ΚΨΜ, 2010, in Greek). Her research interests focus on the theory and teaching of children's literature, graphic narratives, and multimodal texts.

**FROM PANELS TO CLASSROOM:
EXPLORING THE POTENTIAL OF COMICS.**

In the dynamic landscape of contemporary education, characterized by diverse societies, technological evolution, and the dominance of multimedia communication, the traditional concept of literacy is undergoing a profound transformation. These changes impact the very essence of literacy, expanding its definition beyond verbal reading and writing skills to include competence in various modes of communication and information consumption. In the 21st century, schools assume an evolving role, recognizing the shifting nature of literacy in contemporary education and the imperative for a comprehensive literacy curriculum. This presentation focuses on the integration of comics into educational practices. Often underestimated, comics are disregarded as mere funny storybooks with pictures, considered second-rate reading for children. However, in the contemporary context, comics are increasingly recognized as sophisticated tools that cater to learners at diverse educational levels, from kindergarten to universities. They represent powerful multimodal texts, with a rich tradition of pedagogical and educational application across various subjects, including history, literature, philosophy, mathematics, science, as well as social, political, and ideological issues. The importance of a comprehensive understanding of the educational value of comics contributes to their role in shaping the literacy landscape of the 21st-century classroom. This presentation aims to explore the historical legacy, contemporary significance, and potential of comics in enhancing the educational experience. The current state and potential future of the intersection between comics and education, as well as the advantageous ways in which comics serve as educational tools, will be discussed. Furthermore, beyond their educational utility, and in the context of contemporary theoretical currents such as multiliteracies, cultural studies, and critical thinking within literary theories, this

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presentation extends into the realm of comics as integral works of the ninth art. It aims to illustrate their role at the convergence of these theoretical currents. The objective is to underline how the study of comics offers a pathway for guiding students toward becoming efficient consumers and producers of contemporary multimodal texts, showcasing the storytelling capabilities of comics.



**DR. KULSOOM YUSUF PRIDMORE,
SENIOR LECTURER AND
PROGRAMME LEADER AT THE
UNIVERSITY OF DERBY, UK.**

Bio

Kulsoom Yusuf Pridmore is a passionate advocate and leader in the field of gender-based violence prevention and survivor empowerment. She currently serves as Senior Lecturer and Programme Leader at the University of Derby, where she has contributed as an educator since 2012. Motivated by her dedication to social justice, Kulsoom has undertaken extensive research exploring honor-based abuse (HBA) and the role of education in prevention and intervention. Kulsoom has presented her research findings at conferences on gender studies, equity in education, and safeguarding. She is driven to promote inclusion, diversity, and widened participation across educational institutions and communities. Outside of academia, Kulsoom volunteers her expertise to spur meaningful change through awareness, training, and policy guidance. She serves as a Trustee for Iranian and Kurdish Women's Rights Organisation (IKWRO) and has chaired the Board of Directors for Karma Nirvana.

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Additionally, Kulsoom advises the Rochdale Council HBA safeguarding board as Deputy Chair and sits on their task force developing and delivering training for frontline workers across Greater Manchester. She also works closely with Greater Manchester Police as an expert advisor on their HBA policy review. Through her multifaceted research, advocacy and community collaboration, Kulsoom is deeply committed to creating institutional change to better serve vulnerable populations and empower survivors.

SHATTERING THE SILENCE: UNVEILING EDUCATION'S POWER IN PREVENTING HONOUR-BASED ABUSE IN ENGLAND – PERSPECTIVES FROM KEY EXPERTS.

Honour-based abuse (HBA) poses a pervasive and catastrophic threat, primarily affecting women and girls, yet often remains undetected. This study aims to fill a research gap by investigating the role of education in preventing HBA in England, promoting inclusive education, and addressing women's rights, human rights, and gender equity. Through a qualitative approach underpinned by a feminist theoretical framework, this research engaged key experts in exploring the cross-cultural and contested nature of HBA, its contributing factors, implications for policy, and the potential of education in HBA prevention. A diverse range of participants, including activists, politicians, civil servants, academic experts, Crown Prosecution Service staff, and senior police officers, provided their perspectives through semi-

structured interviews conducted over an eight-month period. The interview data was analysed using NVivo, revealing five key themes. The first theme elucidated the definitions, practices, and elements influencing HBA. The second theme examined the origins and perpetuations of HBA, including cultural practices, trigger factors, and the impact of gender and patriarchy. The third theme focused on identifying perpetrators and victims, shedding light on their dynamics. The fourth theme provided insights into the participants' backgrounds, roles, and responsibilities, contributing to a nuanced understanding. The fifth theme explored potential solutions to HBA, emphasising the eradication strategies and the roles of education and government organisations in prevention. Despite efforts by the Government through community initiatives and statutory education, the impact of these initiatives on HBA remains limited due to various challenges. These include the need for effective teacher training, improved community literacy on HBA, addressing race relations within migrant communities, overcoming funding constraints, and recognising the intersecting dimensions of HBA experiences. This research generates fresh insights into the significance of education in preventing HBA in England. By drawing on the perspectives of key experts, it informs policies and initiatives, highlighting the urgency of inclusive education to tackle HBA and promote fundamental human rights.

ABSTRACTS: PARALLEL SESSIONS

**CHRISTOS ALPOCHORITIS, IOANNA
KOMNINO**

SYSTEMATIC REVIEW OF SCIENTIFIC
ARTICLES ON THE SPIRITUALITY OF PEOPLE
RELATED TO RELIGION

The term spirituality corresponds to "the way in which the individual strives to give meaning and purpose to his or her life and to the experience of contact with self, others, nature and supernatural forces" (Puchalski et al, 2009). The international literature suggests that spirituality and faith can be religious strategies for coping with difficult situations in everyday life and in the workplace (Thuné-Boyle et al., 2006). The present study attempted a systematic review of articles in the international literature that explore the degree of spirituality of religion teachers and other people associated with religion (priests, monks, catechists, etc.) as well. The main purpose of the research is to clarify whether these individuals experience phases of spiritual lethargy, i.e. phases of crisis, which can lead them to question their faith and trust in God. This research followed the literature review using electronic databases according to the PRISMA (2009) flow diagram with predefined criteria for selection and exclusion of different studies. The main conclusion of the review is that the spirituality of priests, monks and religious persons is shaken to a high degree, however, there seems to be no research data on the case of the Orthodox faith. In fact, the issue of spirituality and the possible shaking of it (spiritual dryness) does not seem to have been studied yet in the case of religion teachers. Since the so far scarce research data come mainly from Western Europe, it is not possible to generalize them to countries with different socio-cultural contexts or different religious beliefs. Through a systematic review of articles on spirituality, the need to extend the research to other religions and especially to teachers teaching theological subjects is highlighted. Key conclusion is also the emerging need to integrate spiritual literacy into teacher

training programmes to equip educators with the skills and knowledge necessary to navigate spiritual discussions in the classroom effectively. Furthermore, there will be a discussion on whether lack of spirituality can affect the teaching effectiveness of religion teachers and have an impact on student success.

**DUNJA ANĐIĆ, SANJA TATALOVIĆ
VORKAPIĆ AND RENATA ČEPIĆ**

IS PRIMARY SCHOOL TEACHERS'
PROFESSIONAL DEVELOPMENT
DETERMINANT BY THEIR COMPETENCIES
IN EDUCATION FOR SUSTAINABLE
DEVELOPMENT AND PERSONALITY TRAITS:
CROATIAN NATIONAL STUDY

The need to adapt to the changing needs and expectations of learners in the modern educational context requires teachers to take greater responsibility for their own learning and to adopt a lifelong approach to the development of professional competences in all sectors of formal, non-formal and informal learning. This requires research-based data on teachers' competences and personality traits that are related to and can influence their readiness to participate in continuing professional development. Therefore, the main objective of this study is to explore the relationship between primary school teachers' professional development, competencies in education for sustainable development, and their personality traits. The research questions are related with the exploration of their relationship and about determination of teachers' professional development by their competencies in education for sustainable development, and their personality traits. Having this in mind, descriptive, correlational and regression analyses were run on the national representative sample of 1534 Croatian primary school teachers. To measure three main variables, three scales were applied: Scale of Teachers' Professional Competencies,

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Competences in Education for Sustainable Development for measuring three dimensions (Communication and Relationships; Thinking and Action and Formulation of Didactic-Methodical Aspects and Content of Educational Practices including Behavior) and Ten Item Personality Inventory for measuring extraversion, emotional stability, conscientiousness, agreeableness and openness to experience. Statistical analyses showed expected significant positive correlations between focused variables, and the strongest ones are determined between variables of professional development and Competences in Education for Sustainable Development. Furthermore, regression analysis revealed significant main effect of teachers' competencies in education for sustainable development and personality traits on their professional development, with more pronounced predictors power of competencies in education for sustainable development. The research results indicate the importance of influencing teachers' competences in education for sustainable development and their personality traits on their professional development.

AOISORA NARARYA ARIYUDHA

PERCEPTION OF BEGINNING VOTERS IN THE PRESIDENTIAL ELECTION IN INDONESIA IN THE POLITICAL EDUCATION CONTEXT

Indonesia is a democratic country with a geographical background of more than seventeen thousand islands. This geographical condition makes the state's reach to each region highly diverse. Elections in Indonesia are held every five years. Therefore, an elected president must be able to fulfill and lead all the needs of the unitary state, spanning from Sabang to Merauke. The number of beginning voters in 2024 amounted to 48,800,161 people or 22% of the total votes in the election. When combined with the number of votes from the

millennial generation, this margin is equivalent to 55% of the total votes. This figure is very significant in determining the direction of the election results. This research uses a qualitative approach to understand the perceptions of beginning voters in the 2024 Indonesian Presidential Election. Data was collected through interviews with participants, teenagers aged 17-19 who have the right to vote in the election. Based on the interviews, beginning voters feel the election is a new experience. Participants highlight the technical aspects that occur and feel that the election process is biased. In introducing the presidential and vice presidential candidates, beginning voters gather information from various sources, such as various media, including discussions with family and friends. Subsequently, the participants make their decisions by voting. The results of the election evoke various responses. Some beginning voters support the election results, but some feel that the election was unfair. However, they hope government institutions will maintain a neutral position in their duties.

**GRIGORIOS ARKOUMANIS, ELENI
GOTOUCHIDOU AND OURANIA
MARIA VENTISTA**

CHATGPT USE IN PRIMARY EDUCATION: A SYSTEMATIC LITERATURE REVIEW

The aim of this paper is to examine the use of ChatGPT in primary education and identify its impact and potential implementation challenges. The research questions were: How do teachers and students use ChatGPT in primary education? What are the potential challenges in the use of ChatGPT in primary education? What is the impact of ChatGPT on students' learning? To explore these questions, a systematic literature review was conducted in January 2024. The search was made on several electronic databases; Google Scholar, ERIC, Web of Science, Scopus, EBSCOhost and Ingenta Connect. The retrieved studies using

ChatGPT and primary education search keywords were 1,112. For a study to be included in the review it had to: 1. discuss specifically ChatGPT 2. be conducted in primary schools 3. include empirical evidence 4. be published in English. The review includes 10 studies. The results show that there is limited use of ChatGPT in primary education. The main users are teachers and rarely students. Teachers commonly use ChatGPT for lesson planning, content creation and information search. Most of the evidence derives from surveys and interviews based on teachers' perceptions. Teachers express their openness to participate in professional development for the use of ChatGPT. The main challenge in the use of ChatGPT in primary education is teachers' concerns about its use by their pupils. Their concerns are related to plagiarism, lack of authenticity and creativity development and ethical issues. Other challenges are poor technological infrastructure and the hesitance of researchers to expose students of this age directly to ChatGPT. There is a lack of causal evidence establishing the impact of ChatGPT on students' learning. To conclude, studies researching the effectiveness of ChatGPT and its impact on students' knowledge and skills should be conducted. Teachers' professional development is suggested to overcome the main challenges.

**VLADO BALABAN, JAN ŠMÍDA AND
TOMÁŠ ČECH**

**SOCIAL PEDAGOGY AS A SCIENCE,
PROFESSION AND A STUDY PROGRAMME:
COMPARATIVE RESEARCH IN SELECTED
COUNTRIES**

Social pedagogy has been known as a pedagogical discipline for about two centuries. Nevertheless, it is often conceptualised differently in various countries. This can also be seen in the diversity of study programmes, different professional readiness, professional competencies and the state of legislative

regulation. One of the current topics in the educational reality of the Czech Republic is the establishment of the position of the social pedagogue in the Czech education system. For this reason, a project entitled Professional Readiness of Students of the University Degree Course in Social Pedagogy was launched, which deals with the position of the social pedagogue in the school environment in the Czech Republic. The present paper is intended to contribute to the project. The paper aims to analyse the convergent and divergent elements in the study programmes of Social Pedagogy, in the legislative framework of the profession and the graduation profile of social pedagogues in these partner countries in the context of the Czech Republic and foreign partners (Italy, Slovakia and Iceland) which are interested in the issue of Social Pedagogy and the profession of social pedagogue. As the main research method, a framework analysis is chosen, specifically focusing on the comparative analysis of the graduate profile, the structure of study programmes (especially the proportional representativeness of subjects), the focus of the position of the social pedagogue in the school and the legislative capture of the professional position. The results show differences not only in the context of relatively different educational systems (e.g. Italy and Iceland), but also in the state of legislative capture, as in some countries the position of social pedagogue is included in the legislation (Slovakia, Italy), but not in others (Czech Republic, Iceland). Furthermore, study programmes are also divided in different ways and terms of volume - for example, more/less representativeness of pedagogical-psychological propedeutics, social pedagogical fundamentals, etc.

ANDROMACHI BOUNA-VAILA, ELENI
KANELLOPOULOU AND IOANNA
KIOUSI

THE VOICE OF UNACCOMPANIED MINOR
REFUGEE GIRLS. THEATRICAL PLAY AND
INTERCULTURAL EDUCATION. OBSTACLES
AND DIFFICULTIES

Unaccompanied minor girls from Somalia face unique challenges that affect their educational and career prospects. Due to political instability, conflict and socio-economic factors in Somalia, many girls find themselves in foreign countries seeking asylum without their family presence. These conditions necessitate the existence of specialized support systems that will help them integrate and develop in their new environment. Theatre can provide a sheltered environment where issues such as individual and group identity, hetero-identification, projection, alienation, otherness, interaction, dialogue can be explored. The aim of the work is to investigate the use of theater techniques in minor girls with a refugee background. The research sample consists of 20 unaccompanied minor girls aged 16-17 years who live in a Center for hosting Unaccompanied Minor Refugees. Participatory observation of the professionals (early childhood teacher, social worker, social anthropologist) who performed the theatre techniques was used as a research tool. The results of the work highlighted important findings and observations regarding the importance of theatre in education and especially in the orderly integration of children with a refugee background. The improvement of the social skills of the refugee children, their empowerment at the individual and group level as well as the building of trusting relationships were observed. Among the techniques, physical expression, improvisation, free and coordinated movement, role play and pantomime dominated. The theatrical game was used as a means of entertainment and expression to activate, liberate and familiarize themselves

with art and theatre in particular. The material was prepared in advance with the aim of communicating with the children, building trust and maintaining high levels of interest. The difficulties that emerged related to their cultural background in the sense of their unfamiliarity with theatrical technique, with the expression of emotions, as well as issues of self-confidence, boundaries and general expression and communication.

MARIA BOUTZARELOU

'BRAVO' AS A PREFACE TO OTHER-REPAIR
DURING ADULT CLASSROOM
INTERACTIONS

The present study uses Conversation Analysis to investigate the functions of the pragmatic particle 'bravo' in adult classroom interactions at a Second Chance School in Greece. The analysis shows that 'bravo' is used in the third slot of the triadic sequence Initiation-Response-Feedback, where the teacher comments on students' answers. Although previous research in educational settings has shown that high-grade assessments like 'fantastic' or 'excellent' are typically used to positively evaluate the content of students' previous answers, 'bravo' in the present context does not evaluate the content of the prior turn but prefaces the dispreferred action of other-repair. The teacher uses 'bravo' at the beginning or in the middle of the turn to mark students' responses as heard and acknowledged, thus mitigating the possible negative effect of the dispreferred action of other-initiated other-repair that follows. The data analysed consists of 26 hours of recorded interactions during art history sessions in a Second Chance School in Athens.

**MARTINA DAMEJ, VESNA KUCHER
AND ELISABETH JAKSCHE-HOFFMAN**

BRIDGING DIVERSITY GAPS:
INVESTIGATING STRATEGIES FOR
INCLUSIVE EDUCATION

In recent years, there has been a growing recognition of diversity and heterogeneity within educational settings, spurred by legislative milestones such as the Salamanca Statement (1994) and the ratification of the Disability Rights Convention by Austria in 2008. These developments have led to the adoption of inclusive practices in Austrian schools, aiming to address not only the needs of students with disabilities but also broader dimensions of diversity including ethnicity, gender, and religion. This research project, titled "Diversity and Heterogeneity in Education," investigates the strategies employed by teachers to navigate the complexities of inclusion within the confines of existing institutional structures. The study focuses on an inclusive classroom in a secondary school, where interdisciplinary teams support a cohort of 22 students, considering a range of diversity factors in their educational journey. Methodologically, the research employs guideline interviews with educators, surveys of student perceptions, and a quantitative analysis of parental perspectives. The analysis centers on identifying both the facilitators and challenges of inclusive schooling, drawing upon the theoretical framework provided by the Index for Inclusion (Booth & Ainscow, 2019). This abstract presents an overview of the project's objectives, methodology, and expected contributions to the field of inclusive education.

TINE DE KONINCK, GORIK HAGEMAN

"LEARNING SCENARIOS", AN ACTIVATING
AND MOTIVATING DIDACTIC FOR FOREIGN
LANGUAGE TEACHING

"A language cannot be taught; it can only be learned" (Holscher, Piepho & Roche; 2006). This assertion lays the groundwork for scenario didactics, a relatively new teaching method aimed at acquiring a new language. According to this approach, teaching a foreign language should not follow a linear and rigid trajectory, bound to courses and textbooks. Instead, language acquisition should evolve through discovery, exploration, and perception in staged language growth processes. The Erasmus+ project "E-LearnScene" (2020-2023) focused on developing and implementing learning scenarios for German as a second/foreign language in primary and secondary education. The project also assessed the extent to which these didactics enhanced the motivation and engagement of learners in German language classes. This presentation begins by outlining the theoretical foundations of didactics. It explains the concept of learning scenarios, their didactic principles, structure, and the role of the teacher, who serves more as a 'coach' in this approach. Subsequently, specific examples from the project are provided along with a plethora of materials for practical application. The presentation demonstrates how learners can actively shape lessons through learning scenarios, leading to concrete and varied outcomes, thereby boosting motivation and engagement. Finally, it explains how learning scenarios offer teachers didactic support for activity-oriented, cooperative, and student-centred teaching in heterogeneous classes.

EIRINI DELLATOLA, THANASSIS
DARADOUMIS AND YIANNIS
DIMITRIADIS

EXPLORING STUDENT'S LEARNING
OUTCOME IN A BLENDED CSCL
ORCHESTRATED LANGUAGE LEARNING
ENVIRONMENT

The aim of this study is to investigate the influence of a Learning Analytics tool implemented to orchestrate Computer Supported Collaborative Language Learning (CSCL) activities. The tool tracks students' oral communication and provides feedback on the percentage of target language usage. Given the recognized significance of target language utilization in language learning contexts, this research aims to discern the effects of such a tool on students' learning outcome regarding speaking skills. A sample of 22 English as a Foreign Language (EFL) students was divided into control and experimental groups for comparative analysis. The experimental duration was six weeks and data collection included short oral interviews recorded before and after the experiment enactment that were assessed with the use of the Cambridge Assessment framework for students' corresponding level (A2 or B1) by three experienced teachers. The students' interviews were evaluated according to the following criteria: Grammar and Vocabulary (A2 & B1), Pronunciation (A2 & B1), Interactive communication (A2 & B1), and Discourse Management (only B1). To ensure triangulation of the results semi structured interviews were conducted after the completion of the experiment with selected students. Our statistical analysis of the data included both descriptive and inferential statistics. Our results reveal statistically significant differences in Interactive Communication and Discourse Management among students exposed to the experimental intervention. These findings agree with the students' interview answers and highlight the potential of Learning Analytics

tools in enhancing students learning outcome in speaking within collaborative online environments.

MARIANA DIMITROVA

CHALLENGES FACED BY STUDENTS IN
COMBINING WORK AND STUDY IN THE
NEW BULGARIAN UNIVERSITY

In today's reality, young people who study higher education are increasingly looking for work and working. This creates both difficulties in the learning process and opens up opportunities for them to acquire practical skills that will help them in the future. At the same time, employment should not hinder the learning process and the acquisition of knowledge at the universities. The paper examines trends in the Bulgarian labour market for the acquisition of practical experience by students and the provision of work opportunities for the same. The paper also presents the results of a questionnaire survey conducted in the period 2019-2023 among students of the New Bulgarian University in Sofia, Bulgaria in human resource management courses - bachelor's and master's programmes, regular and distance learning programmes. The aim of the research is to survey the attitudes of students towards participation in the labour market, the jobs they work in, the attitudes towards part-time work. The students' value system, the possibility of using professional and career guidance and counselling, the available information at their disposal for choosing a suitable position on the labour market are examined. Work and internship opportunities provided through national programs and the partnership with a university career centre are analysed. The paper draws conclusions and recommendations for creating a better environment in which students can successfully combine university studies with work in private and public sector organizations. Legislative changes are needed to make it easier for students to enter part-time work, to strengthen

support for choosing the right profession and career, and to create the right environment for a closer connection between the knowledge acquired at university and the choice of a suitable employment.

ONDŘEJ DUDA

SUCCESSFUL FOREIGN LANGUAGE TEACHER IN THE CONTEXT OF THE 21ST CENTURY

Just like any teacher of other subjects, the foreign language teacher encounters daily hurdles in their profession. These challenges encompass navigating the ever-evolving landscape of technology in both education and our daily lives, as well as grappling with concerns regarding sustainability and security amidst ongoing global political and military tensions. For foreign language teachers, being equipped with the necessary knowledge, skills, and attitudes is paramount for success in their field. This paper aims to find out what defines success for a foreign language teacher, exploring measurable criteria for evaluating their performance and the significance of adopting a holistic approach to teaching. To elucidate the characteristics of a successful modern language teacher, in this paper a research methodology incorporating literature reviews, analysis of international curricular documents, and interviews with selected teachers, employing the grounded theory method was used.

INNA ENNS, JAN SPRINGOB

BENEFITS FOR BOTH? HOW TEACHERS PERCEIVE INTERNATIONAL STUDENTS AS INTERNS IN THEIR CLASSROOM

Internships at schools abroad as part of the teacher training programme contribute to the internationalization of teacher training and prepare future teachers, among other things for the diversity in their future classrooms. Ideally, this supports a *mindshift* from a deficit-oriented to an inclusive and appreciative view of diverse pupils. The advantages and disadvantages of internships abroad in teacher education certainly need to be researched further, but have already been described (e.g., Kercher & Schifferings 2019, Kluge et al. 2022, Leutwyler & Meierhans 2011, Springob 2020). The focus of this small research project realized is now "the other side": that of the international teacher who receives, accompanies and guides the students in his or her classroom. The guiding questions of the research are the following two: (I) How do teachers generally perceive working with interns? What are the concepts of the respective schools for working with interns? How do they individually perceive chances and advantages of this relationship? (II) Are there additional differences - opportunities as well as challenges or additional effort - due to the new perspective that the students from Germany automatically bring with them from their home countries into the international classrooms? We would like to present and discuss the first results from this interview study and the possible consequences for teacher education.

MARCO FARFAN GALINDO, VANA
CHIOU AND PAULINE MANTEL

GOOD HEALTH AND WELL- BEING:
DEVELOPING GOOD PRACTICES TO
PROMOTE SUSTAINABLE DEVELOPMENT
GOALS (SDG)

Recent research has indicated that the mental well-being of students is a significant challenge that needs to be addressed. As a result of these findings, fourteen students from the Saxion Excellence Track Brain & Technology, The Netherlands, and four students from the University of the Aegean, Greece, were assigned the task of developing practical solutions to promote and enhance students' well-being, one of the sustainable development goals (SDG). The students are pursuing various degrees, such as physiotherapy, computer engineering, geography, sociology, nursing, human resource management, and applied psychology. To accomplish this task, the students used the Human-Centered Design methodology, which is a problem-solving approach that emphasizes the needs and expectations of the target audience in finding the solutions for two problems related to the well-being: university students' insomnia and digital addiction. The students received six online lessons organized themselves in their own time and guidance from two members of the academic staff who were present during these lessons. The procedure followed and the solutions they came up with to empower and enhance the well-being of fellow students will be presented by them. These practical solutions are intended to be shared from peer to peer, rather than the traditional approach of teacher to student. In addition to the project's outcomes, the students' cooperation has helped them become more engaged students and active citizens by fostering their intercultural competencies and awareness of wellbeing.

Students' projects:

-“The Sleeping Beauties” well-being project by Justína Čuková, Cailin Desmet, Samanta Fernandes da Silva, Mathijs Fokkema, Ina Rapai, Serop Seropian, Rob Slurink, Stanislav Stoyanov, & Katerina Stylogianni.

-“Digital Addiction” well-being project by Ayokunle Adu, Chyssi Efraimia Archavli, Jaco de Boed, Betul Konakli, Aspasia Makri, Lysias Puyosa, Nina Romano, Dimitar Tarakchiev, & Bas Thuijs.

GEORGIOS GAITANOS

THE USE OF DIGITAL ESCAPE ROOMS IN
RELIGIOUS EDUCATION

The development of online digital tools in education since 2019 due to the COVID-19 pandemic gave the impetus for the establishment of gamification as a means for a better and more efficient understanding of the taught material. In this context, digital escape rooms developed at a more intense pace. This paper will present how three digital escape rooms were constructed for Religious Education and their use was implemented in public education at Soroni & Kremasti Rhodes High Schools (Gymnasium). The goal of the survey was to show if the Digital Escape Rooms can be considered as a valuable and fulfilling assessment tool for Religious Education. The survey conducted among students of all grades of the High School on April 2023 and February 2024 and demonstrates that digital escape rooms can be used as alternative means of course evaluation and a pleasant one for the students. The first period of the research in Soroni High School was conducted using the digital escape room as a group work assessment, whereas the second period of the research in Kremasti High School was conducted using the digital escape rooms as an individual assessment. From our research, this is the first attempt not only to create digital escape rooms for Religious Education, but also

to evaluate them as an assessment tool for students' performance.

**DIMITRIS GEORGIADIS, GERASIMOS
KARABELIAS**

**THE EDUCATIONAL SYSTEM REGARDING
MIGRANTS IN ITALY AND GREECE**

Education and training are essential for the transformation of the European Union (EU hereafter), to advance as a knowledge society and compete effectively in a global economy. Europe is vital to have an education and training of high quality. In Europe, after neoliberal policies and the globalization we are immersed in, education has largely become a commodity to be bought and sold, i.e. education is at the mercy of the economy and an obsession with results that are observed to quantify and evaluate educational problems, student performance, teachers, which leads to measuring, counting and counting almost everything, and this creates competition between students and schools. So, the main question that arises is to what extent these two systems can integrate socially excluded people such as refugees and immigrants? In recent years Europe and especially Italy and Greece became countries of hosting immigrants. As a consequence, both countries had to make a change in their Educational Systems in order to integrate a large number of refugees and immigrants that pass their borders. The overall objective of this study is to compare two European Educational Systems in Italy and Greece. To carry out the objectives, we used comparative methodology of deductive character, in order to contrast the variables proposed in this paper chosen educational systems. For this purpose, a descriptive-analytical analysis by extracting the relevant units of comparison data. Through the multiple variables related to the structure of the systems, types of routes, filters and options, equity of the system, curriculum, college access, types of schools, funding, staff and

system difficulties. Educational systems that promote equity and social cohesion at the expense of neoliberal policies that are embedded in the education of all countries of the European Union are needed, as well as the need for political gain scholarships and extensive support for students most disadvantaged. The research findings showed that there are serious deficiencies and omissions that lead the studied group to marginalization and social exclusion. Finally, the findings of our research are confirmed by quantitative research we carried out in Greece and Italy on a competent sample of students with a refugee profile.

**LOTTE GEUNIS, OLIVER HOLZ,
DAGMAR M. BENINCASA AND JAN
SPRINGOB**

**WHY NOT ASK THEM? THE *EDUCATHON*:
TACKLING CHALLENGES IN EDUCATION
WITH AND FOR STUDENTS**

This paper will capture the design, implementation and results of an 'Educathon': a co-creation initiative organised in various schools across Europe, with the explicit intent to draw on the insights and ideas of pupils and teachers to tackle challenges in education. This Educathon will be organised by the *Teacher Academy for a Future in Flux (teff)*, a European-funded consortium lead by the University of Cologne. The first edition will take place in March 2024 in Belgium and Germany and will explore teacher shortages, a shared and persistent challenge across Europe. Concretely, this paper will: 1) situate the rationale behind the Educathon within the growing literature around student voice and co-creation, recognising the agency of pupils and teachers; 2) outline how this Educathon was designed and implemented; 3) consider the experiences of the organisers and participants, with a focus on the pupils themselves; and 4) distill lessons learned and recommendations for future editions, both within and beyond *teff*.

**RODOULA GKARNARA, NIKOLAOS
ANDREADAKIS**

COMPARISON OF PUBLIC AND PRIVATE
TEACHERS' PERSPECTIVES ON QUALITY,
QUALITY ASSURANCE AND SCHOOL
EVALUATION IN THE FIELD OF QUALITY
STRATEGY

During the last 30 years, the quality of the school units has been considered an issue of major importance for every educational system, thus it is no wonder the fact that it constitutes their main priority. The concept of the quality is inextricably intertwined with the quality assurance, which provides the strategies as well as the methodology for its improvement. On the other hand, the evaluation of the schools functions as a means for the quality assurance, while at the same time in Greece it is more relevant than ever since it has started to be implemented in the form of self-evaluation in the last three years. The present proposal, which is part of a wider research, aims to investigate the views of teachers of public and private schools in Primary and Secondary education, regarding the objectives of the quality, quality assurance as well as the evaluation of the school units that are referred to the quality strategy (e.g. the goal setting, adopting a shared vision, etc.). A comparative research of their opinions was also held. The sample of that research was constituted by 1095 teachers. Thus, due to the purposes of the research, a questionnaire was prepared based on key quality indicators that already have been published in the past 20 years. The questionnaire was administered either in person or via e-mails. According to the results of the survey, the teachers of the sample have indicated as highly important the objectives of quality, quality assurance and evaluation of school units, regarding the quality strategy. However, the level of response of their school units to them was lower than the importance that has been attributed. Consequently, through the comparative research between

public and private school teachers, as well as from the comparison of their educational level, emerges the statistically significant differentiation between their opinions both to the importance that they attribute to it as well as to the degree of response of their school units to them.

KATIE GOEMAN

TEACHERS' VIEWS ON THE PROFESSIONAL
DEVELOPMENT OF DIGITAL
COMPETENCIES USING MASSIVE OPEN
ONLINE COURSES

With rapid advancements in technology, it is of utmost importance for educators, particularly those in secondary education, to acquire and maintain digital competence. This study examines the potential of massive open online courses (MOOCs) to address this issue, against the backdrop of the European Digital Competence Framework for Educators. Data were gathered through in-depth interviews with eight Dutch-speaking teachers in two Belgian schools using projective techniques and KANO matrices. This study found that these teachers advocated a traditional physical training environment to enhance their proficiency in digital teaching. Teachers wish to focus solely on the essential competencies necessary to teach their subjects effectively rather than on advanced digital features that may not be immediately applicable in the classroom. If the creation of a MOOC were to be considered, the findings showed that it could be developed using an adaptive xMOOC or a hybrid model that is self-paced and focused on the Teaching and Learning domain of the DigCompEdu framework. This study highlights several issues that must be addressed to fully realize the potential of digital teaching and learning in a specific context. In this regard, it provides a more nuanced understanding of previous explanations.

WILLIAM HEATHCOTE

RECONCEPTUALISING CONTEMPORARY
LEARNING ENVIRONMENTS: BRIDGING THE
GAP BETWEEN IN PLACE AND ONLINE
EDUCATION FOR PURPOSEFULLY
'BLENDED' EXPERIENCES

The proliferation of blended learning within contemporary UK higher education has encapsulated provision as an environment for educators to synthesise multimodal approaches to learning design and facilitation through synchronous and asynchronous domains, with the intended output of widening the participation and enhancing the engagement and motivation of learners. Synchronous activities are conventionally (but not exclusively) facilitated through co-located in place and remote online modes, yet practice realities commonly exhibit a conscious (or perhaps unconscious) dichotomisation of learning design and facilitation of these respective modes, inducing disparities over the perceived archetypal conditions for effective learning and teaching. The residual impact of the COVID-19 pandemic has inexorably influenced perceptions of educational modality by educators and learners alike, with the associated experiences of the former translating and sourcing equivalencies to their practice, while adding subsequent complexities to the engagement preferences and reluctancies of the latter. However, the enforced nature of online learning and teaching created opportunities for educators to consider alternative pedagogical approaches and renegotiate normative relational dynamics with their learners to foster more interactive and inclusive learning spaces. Through a composition of sector research, educator-learner insight, and professional experience, this paper proposes a reconceptualisation of in place and online modes of teaching from incongruent entities to purposefully connected and fluid experiences. This is achieved through a holistically integrated learning design

approach for educators to adopt research-informed pedagogical principles such as instructive and inductive learning, active participation, and inquiry-based collaboration of learners across educational modality. As well as an analysis of educator-learner engagement with the blended learning environment, the proposal considers its prospective impression on physical and digital infrastructures, as well as approaches to curriculum and learning design within the current UK HE landscape, in alignment with the anticipated trajectory of future provision.

OLIVER HOLZ, VANA CHIOU

ACTIVE CITIZENSHIP EDUCATION: FIRST
RESULTS OF A COMPARATIVE ANALYSIS
BETWEEN FLANDERS AND GREECE

The purpose of this study was to investigate and compare the teaching practices of Flemish and Greek teachers in regard to the active citizenship as well as their school policies relevant to this subject. To accomplish this, a 6-point Likert scale was developed within the framework of the Active Citizen Compass Erasmus + project as an exploratory instrument. The sample consisted of 54 teachers from Flanders and 63 teachers from Greece, educating students from 12 to 18 years old. The analysis revealed that the majority of Flemish and Greek teachers adopt various practices to enhance students' skills and behaviours to participate in their own environment and society, and to actively influence society. Higher mean scores were reported for both Flemish and Greek teachers' practices in promoting students' participation in their own environment than society, while lower scores were observed for most of the practices targeting at students' influence in the society. In addition, findings showed that schools in Flanders and Greece promote the active citizenship in various ways and at different levels. Differences between Flanders and

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Greece in promoting active citizenship in schools are discussed.

RUTH HUDSON, GILLIAN FORRESTER AND JIM PUGH

CO-CREATING TRAINING ACROSS FOUR EUROPEAN COUNTRIES TO SUPPORT EFFECTIVE PARENT/CARER ENGAGEMENT IN PRIMARY SCHOOLS FOR IMPROVED CHILD OUTCOMES

The DIGItal innovative Strategies for PArEntal and Civic Engagement (DIGI-S.PA.C.E) was a three-year Erasmus+ project involving partners in the United Kingdom, Portugal, Italy, and Lithuania. The project developed innovative ways to engage parents in the education life of their child/children with the general objectives of preventing early school leaving, social exclusion and poor learning outcomes through proactive parental engagement. An initial needs analysis undertaken with schoolteachers, parents and stakeholders determined the protocol for parental engagement and development of the training modules (Pugh et al., 2020), alongside the creation of Parent Support Advisors (PSA). Using Participatory Action Research, each partner identified a specific need for development in their primary school or kindergarten. This need was addressed through a process of co-creation with their school community and families, and alongside educators from partner countries. The Kirkpatrick model of evaluation (Kirkpatrick and Kayser- Kirkpatrick, 2014) was modified to analyse the training modules and their impact on teachers and parents. Data were also generated via a focus group of participating teachers giving them an opportunity to elaborate on individual and collective experiences (Kara, 2015). Findings revealed that having an opportunity to learn more about the principles of co-creation and participation, partner institutions began to appreciate the civic value in parental participation activities.

Follow-up questionnaires one year later gathered additional reflections associated with the ongoing impact of the project in each country. Findings revealed the extent to which institutions had implemented training for parents and teachers utilising the PSA relationship. A communication channel between each respective institution, teachers and parents was established through the PSA and has been successful in reducing barriers to parental engagement to improve educational outcomes. Schools and kindergartens worldwide may see this as an opportunity to implement ways of working with parents as co-creators to dismantle barriers to engagement.

ALENA JŮVOVÁ

THE DARK SIDE OF PEDAGOGICAL COMMUNICATION. TEACHER AS AN INDIRECT PARTICIPANT IN PARENTAL CONFLICT IN DIVORCE PROCEEDINGS AND AFTER DIVORCE

The concept of 21st Century Skills considers communication as one of the most important skills. Pedagogical communication is not always carried out in a positive spirit. Teachers communicate not only with pupils but also pupils' parents and often get into problematic or conflictual interactions. One such difficult situation that can arise in the communication between a teacher and a student's parents is a pending or completed divorce. The teacher not infrequently becoming an unwilling witness to the disputes that the parents have with each other. Such long-standing disputes can be over the custody of a child by one of the parents, over the setting up of alternate custody of the child, or over financial settlements. In this text, we focus on the analysis of semi-structured interviews conducted with teachers who have experience with the situation described above. The aim of our research was to find out what strategies teachers choose when dealing with these difficult situations, how they cope with unpleasant conflicts and whether they know

how to face them. The grounded theory method was used to analyse the semi-structured interviews by creating categories through open, axial, and selective coding, elaborating a paradigmatic schema and formulating a narrative. Situations where parents cannot or do not want to agree on the care of their child are reflected in the communication between the school, the headmaster or teachers and the child's parents. This communication is complicated for both parties, sometimes confrontational, and very often bears signs of aggression on the part of the parent who tries to persuade the teacher to defend his or her interests against the other parent. The teacher then becomes another weapon for the parent to use in the dispute over post-divorce childcare. All of this has serious consequences for the child's psyche and school performance.

**ANASTASIA KATSAROU, STATHIS
KOUKOULAS AND MARIA
KATSANEVAKI**

**THE GAME OF INFLUENCE: PLAYING FOR
ACTIVE CITIZENSHIP**

This abstract aims to present the board game "The Game of Influence", a product of teamwork, which was created as part of the European Parliament's EPAS programme in 2022. One of its main aims is to raise students' awareness on various topics related to the EU parliament and EU institutions, and to foster a wide range of skills associated with active citizenship. "The Game of Influence" is based on the European Parliament's (EP) key institutions such as committees and delegations. Each player is asked to take on the role of a political party. There is also an influence phase (hence the title we gave it) and a secret agenda that could correspond to EP lobbying activities. In a simplified form, the players get to know the EU decision-making process. Our aim is to motivate each player to learn more about the EU, its institutions and its

policies in a playful way and raise their awareness of active citizenship. The game requires at least 5 players aged 10+ years and lasts approximately 60 to 80 minutes. Although it is a competitive game, it encourages partnerships and cooperation between players to achieve common goals while contributing to enhancing skills such as strategy, consultation, public speaking, diplomacy, decision-making, resource management, opinion forming, interactivity, communication, and cooperation. So far, the game has participated in the 2nd International Student Competition for the Creation of Board and Digital Narrative Game, where it received a distinction, and in the Charlemagne Youth Prize 2023, where it was nominated as the national winner. Also, it has been presented to the public at the three-day event "Play, Discover, Create" of EKOME, the Onassis Cultural Shelter, the Europe Direct of the North Aegean, and as a good practice at the EPAS information day. Moreover, the game has been disseminated widely through the school's website and the press release. The team consists of: M. Katsanevaki, A. Anagnostou, D. Goutou, V. Baliaka, and B. Dala, students of the Music School of Mytilene, the supervisor teacher, Mr. S. Koukoulas, and the assistant teacher, Mrs. A. Katsarou.

**STAMATINA KIOUSSI, ANASTASSIOS
KODAKOS**

**A SYSTEMS RESEARCH 1ST ORDER
OBSERVATION TOOL ON MAJOR FACTORS
INFLUENCING TEACHERS' SCHOOL
CULTURE**

Individual components and definitions related to organisational culture have been extensively discussed for years. Despite the great interest, school culture and its particular constituents have not yet been fully explored in the light of systems thinking. In this paper systemic factors influencing the phenomenon of teachers' school culture, are highlighted and investigated as a multidimensional emergent phenomenon

through the implementation of a 1st order observation tool. The tool of 1st order observation has been developed and is part of a greater research including 1st and 2nd order observation tools aiming at investigating teachers' school culture. More specifically, the quantitative tool developed, aimed at the subsequent investigation of a resilient internal school culture as a process of complex organisational transition and systemic change. The way the tool has been developed is based on the fact that it is no longer enough to ask, "what works?" without being able to answer "why?", "where?" and 'how?'. After all prominent thinkers of systems theory such as Luhmann (2000) have emphasised the need to shift from 'first-order observation' to 'second-order observation'. Within the present research, this strictly structured 1st order observation sheet included 163 statements and was requested to be completed by 40 members of the Faculty Board. The findings were grouped into 3 dimensions, programmatic decisions, values and communication, being developed within the Teachers' Board and influencing their internal culture. The 3 factors are further subcategorized. What is presented are both the way the tool was constructed, developed and implemented as well as the quantitative results of its implementation related to all three dimensions of decision premises developed within the under-investigation school unit.

**CHRISTOS KOKKORIS, NIKOS
KOUTSOUPIAS, PAVLOS SERAFEIM
AND NIKOLAOS VASILEIADIS**

**MULTIVARIATE ANALYSIS OF
EDUCATIONAL TEXTS: A STUDY OF
SCHOOLBOOKS ON ANCIENT HISTORY**

The primary objective of this study is to introduce a methodology for conducting multivariate analysis on textbooks available in the electronic repository of the Greek Institute of Educational Policy (I.E.P.). The materials necessary for this research were collected from

this repository, focusing on History textbooks designed for Secondary Education from the 1950s to 1982. Multivariate methods utilized in our analysis encompass statistical techniques employed to detect connections and patterns among multiple variables, applicable across various fields such as education, psychology, and sociology. The selection of an appropriate approach depends on the data's nature and the study's objectives. We introduce Hierarchical Literature Review (HLR), a technique utilizing Multiple Correspondence Analysis (MCA) and Hierarchical Clustering (HC), two statistical methods used to analyze relationships among different document metadata variables. MCA and HC facilitate a thorough exploration of multidimensional data by integrating multivariate analysis into a factor analysis framework. HLR entails a systematic examination of document metadata focused on a scientific topic, implemented using R language packages. In our research context, this method proved advantageous as we aimed to identify distinct groupings that shape metadata of educational materials.

IOANNA KOUROU

**GENDER REPRESENTATIONS IN MOBA
VIDEO GAMES: DIGITAL "PORTRAITS" OF
DEVIANCE AND SOCIAL CONTROL**

The proposed paper focuses on gender representations in video games. Through a case study, of the Multiplayer Online Battle Arena games titled League of Legends and Dota 2 the paper examines certain digital 'portraits' of deviance and social control in both male and female digital representations within the above games. Both games have been examined through a number of hypotheses evolving around the issues of whether digital portraits promote any images of male and female deviance as well as control mechanisms and their respective characteristics. The case study has been conducted by means of content analysis and an interpretive approach is

employed to comprehend the collected data. Due to the fact that video games transmit messages and values of the society to participants - mainly youths - just like traditional games and toys, they contribute to the gender socialization process. In this way video games influence peoples' perceptions of the gender roles, representing also conduct, appearance and abilities roles, conduct and meaning frames, as well as building mechanisms of social control. Traditionally, video games are considered as a boyish activity and girls have been considered as the "outsiders" in the gaming process. Also, female appearance was under-represented and, if not, women figures came up as passive, as sex objects that were loot for the winner or as "damsel in distress" waiting to be rescued by the hero of the game. In the current study it has been observed that on the one hand the female gender representations promote female "portraits" in a stereotypical manner primarily as sex objects, but active in contrast to the passive role they traditionally had. The male "portraits" on the other hand reproduce the patriarchal power structure in that they project "images" of manhood virility, physical strength and aggressiveness suitable to battle fighting. Finally, in the current paper are being studied specific MOBA video games which are free to download and millions of people -mostly youth- play with them. Those video games (League of Legends, Dota 2) are the most popular and because of the fact that they do belong to mass media that affect peoples' perceptions, there is strong influence to young peoples' point of view and could be a good opportunity for gender education to speak up through this kind of mass media.

KATJA KOZJEK VARL

**CONTEMPORARY FINE ARTS AND
CURRICULUM**

Art has changed a lot in the last fifty years. We can no longer speak only of the motif, but rather of the content of the artwork. It is often about themes that are relevant to our daily lives. Contemporary art deals with societal, social and political issues relating to interpersonal relationships, values, sustainable development, environmental protection and much more. Art has become socio-critical, addressing the public directly and demanding critical reflection and social engagement. The development of lifelong learning skills integrated into curriculum documents can shape socially engaged and critical individuals. The education system is largely responsible for fostering these competencies, and we see contemporary art as an opportunity to develop certain skills, including creativity, critical thinking, effective and constructive collaboration, fostering active citizenship, and the ability to express ideas through art. In this paper, we explore the benefits of integrating contemporary art into the classroom, focusing on students' collaborative work, fostering students' critical thinking, promoting the ability to build individual relationships with the topics covered, and encouraging creativity. We were also interested in students' attitudes or changes in attitudes towards contemporary art from their first encounter to a degree of familiarity with its features. The data were obtained by synthesising various research studies and comparing interim and final results. The results suggest that students often have an indeterminate or negative attitude when they first encounter contemporary art, but this often turns into a positive experience as they become familiar with the different approaches and gradually understand the content. These experiences are often due to individual interests, personal experiences and preferences.

VESNA KUCHER, MARTINA DAMEJ
AND KORNELIA TISCHLER

PUPILS OF SECONDARY SCHOOL AND
STUDENTS IN TEACHER EDUCATION AS CO-
RESEARCHERS OF THE PHENOMENON
CYBERBULLYING

The developments and impacts of cyberbullying have been objects of academic discussions for more than 20 years (c.f. Bündinis gegen Cybermobbing 2022; mpfs 2023; saferinternet 2022; Porsch & Pieschl 2014; Lobe et al 2007). However, persistent challenges often hinder a comprehensive understanding of the situation and the development of effective measures within educational settings. Diverse terminologies and limited knowledge about cyberbullying exacerbate these challenges, particularly concerning its prevalence among students and educators. A collaborative project between the university and a secondary school launched in fall 2023 aims to address these issues by gathering data on prevalence, terms, perceptions, and competencies related to prevention and intervention. The primary goal is to empower those affected by cyberbullying, following a participatory approach to make diverse experiences visible and involve stakeholders in the research process. Using a mixed-methods approach, the project includes a quantitative questionnaire based on thematic data analysis of the interviews with teachers and students. Objectives include gaining insights for educators and students and fostering scientific practices. The project seeks to empower youth as experts on cyberbullying, enabling them to share knowledge through workshops at their school. The conference presentation highlights the project's organization and initial experiences with collaborative research design.

SINEM MADEN-TUNA

ANALYSIS OF 9TH GRADE SAMPLE
MATERIALS OF TURKISH MINISTRY OF
EDUCATION BASED ON COMMON
EUROPEAN FRAMEWORK OF REFERENCE
(CEFR) STANDARDS

The most recently published English curriculum for the primary schools and middle schools (2018) in Turkey puts a big emphasis on its parallelism with Common European Framework of Reference for Languages: Learning, Testing, Assessment (CEFR; Council of Europe, 2001). CEFR aims to provide standardization in language courses by focusing on an action-oriented approach, which means the learners would develop their communicative competences through both reception of the target skills, and using them actively with production and interaction with peers. These basic elements should be applied for the course materials and for the assessment tools, which was also stated in different sections of the curriculum documents. With the recent reform in Turkey (2012), primary school education is for the first four years and English curriculum has the main focus on listening and speaking activities. On the other hand, middle school education starts at 5th grade, in which English courses should improve four types of skills by following CEFR framework. Accordingly, Turkish Ministry of Education (2022) published a number of sample worksheets and exams on its website in order to guide teachers and students about the possible studying and testing materials for each grade. This study will analyze sample materials and exams for the 9th grade on the website of Ministry of Education in order to identify their consistence with the 9th grade English curriculum objectives, suggestions and CEFR standards.

MARIA MALAPETSA, ATHANASIOS
VASILOPOULOS

HOW CAREER EDUCATION CAN BE
PROMOTED IN PRIMARY SCHOOL

As World Economic Forum mentions, Children growing up in the 21st century will build their biographies in an environment characterized by change, chance and uncertainty. Research and experiences from many countries highlight that childhood experiences are foundational in the construction of identity and in shaping future careers. The PRIME project, funded by Erasmus +(2021-1-IT02-KA220-SCH-000030518), represents a European collaborative effort to prevent early school leaving (ESL) and school drop-out, through the development of career-related learning in primary schools and the improvement of teaching skills of teachers and educators. Prime Project developed a coherent system of educational resources for all schools and communities to introduce or improve career learning for all pupils and to support and enhance the role of the whole education community. Thus, in this paper, our main goal is to talk about how career education programs can be implemented in primary schools, so as to raise aspirations, challenge stereotypes and broaden horizons. Finally, we will present the results of this two-year project. To be more specific the three main outputs of the project are a detailed Methodological Framework, a specific toolkit that can be used by teachers and finally some interactive games that can be used by the children.

ELISABETH DESIANA MAYASARI

TOOLS CONSTRUCTION TO MEASURE
PHENOMENA IN UNIVERSITY EDUCATION

Universities play a crucial role in nurturing the development of professional educators by guiding teacher candidates with diverse research backgrounds. Teacher candidates are students in educational programs who aspire to become teachers. In this capacity, universities foster a positive attitude towards scientific research in teacher candidates, which enables them to develop critical and reflective teaching practices and enhance their knowledge. Additionally, as a researcher, the teacher will investigate how students learn and understand different approaches and then refine their teaching practices based on their findings. The literature review emphasizes the importance of assessing attitudes toward research methodology and scientific research. This study aims to develop tools for measuring attitudes toward scientific research among teacher candidates. The method employed includes thematic analysis of literature related to attitudes towards research in teacher candidates, concept development to map out keywords to be used, interviews with teacher candidates about their experiences with research, collection of feedback from teacher candidates regarding emerging themes, and based on the themes identified, the researcher constructs an inventory to measure teacher candidates' attitudes toward conducting scientific research. This study's findings include the creation of an inventory outlining teacher candidates' attitudes toward conducting scientific research. This inventory consists of eight items for indicator reinforcement, seven for practice-based attitudes, seven for feelings toward research, eight for self-efficacy, and seven for critical thinking.

PANAYIOTA METALLIDOU

USING FLIPPED CLASSROOM TO TEACH
MEDIA LITERACY THROUGH CRITICAL
THINKING IN HIGHER EDUCATION

Critical Thinking is a lifelong learning objective and one of the four key skills of the 21st century. The rapid growth of online digital environments has radically changed the way we access, evaluate, use, and share information. The effects can be positive, as digital technologies expand the boundaries of available information, but they can also pose risks to the well-being of young people, ranging from online bullying to deliberate or unintentional misinformation. It is now more than ever important to promote students' critical thinking skills to select and evaluate the information we receive and transmit, as well as to recognize the manipulative techniques used by New Media and the impact they have on our lives. In the framework of the Erasmus+ project "Critical Thinking in the Information Society-CTIS", educational material has been developed in seven European languages with the collaboration of researchers from five countries (Romania, Bulgaria, Poland, Lithuania, and Greece). Specifically, twenty short videos on Media Literacy through critical thinking skills (e.g., distinguishing between opinion and facts, identifying persuasive and manipulative techniques, critical selection of information, advertising and critical thinking, stereotypes in media, etc.), (b) quiz self-evaluative questions and (c) interactive classroom activities for applying those skills were produced. In this presentation a teaching proposal will be presented as part of a spring semester course in Critical Thinking in Greek university students. "Flipped Classroom" method was used with the aim to achieve the best possible use of teaching time, students' active involvement, and better knowledge gains and skills. Educational material, teaching activities, as well as preliminary results from the implementation of the method in Greek students will be

presented. The course and its evaluation by the students and the teacher are still in progress.

ELENI MORFIDI

UNIVERSAL READING PREDICTORS ACROSS
ENGLISH AND GREEK

Morphological awareness has been defined as the ability to reflect on and manipulate morphemes and word structures in a language. It shares a reciprocal relationship with reading which grows with age. The present study examined its contribution to reading across languages implementing three groups of students namely, English, Greek and bilingual English-Greek children who attended school grades three to six. The three groups were matched on age, gender and non-verbal reasoning ability. Measures of phonological awareness, vocabulary, oral language (narrative ability) and morphological (derivational) awareness have been used to assess the impact of linguistic predictors on reading. Word reading and reading comprehension measures have been used in both languages. A series of hierarchical regression models have been employed to examine whether morphological awareness may contribute to English and Greek word reading and reading comprehension after all other variables have been taken into account. Morphological awareness was entered at the last step after controlling for the effects of age, non-verbal reasoning ability, group membership and linguistic predictors. The prediction of word reading revealed the significant effects of oral language (narrative ability) in both measures. However, morphological awareness had a significant contribution only to English word reading. The prediction of reading comprehension yielded a rich pattern of significant predictors. Phonological awareness and morphological awareness predicted reading comprehension in both languages, whereas oral language (narrative ability) predicted English reading comprehension and vocabulary predicted

Greek reading comprehension. The results did not change even after the inclusion of word reading in the models predicting reading comprehension. The rationale of the Simple View of Reading provides a conceptual framework for understanding the nature and impact of morphological awareness in reading comprehension processes.

**AFRODITI V. NTOUKA, ELENI N.
NIKOLAOU**

**TEACHERS' PERCEPTIONS ABOUT THE
CONTRIBUTING FACTORS TO THEIR
OCCUPATIONAL WELLBEING**

In recent decades there has been a growing interest in exploring the well-being of teachers at all levels. According to Demirel (2014) and Song et.al., (2020), occupational wellbeing is understood as the ability to achieve a balance between work and mental health in a way that promotes a sense of personal as well as financial satisfaction. Teachers' well-being is considered to be inextricably linked to their educational effectiveness and the educational process as a whole. However, the concept of professional wellbeing is often confused with job satisfaction and most of the research that is being implemented is directed in this direction. The purpose of this proposal is to study primary school teachers' views on their professional well-being and the importance they attach to it. The results of the research are expected to lead to a change in the way primary school teachers' wellbeing is recognised and managed. Their wellbeing is not the responsibility of teachers alone, but a collective responsibility that involves all stakeholders in the workplace and is crucial to the progress of teachers and the school unit as a whole. What do early childhood teachers know about the concept of professional well-being? What level of professional wellness is considered ideal? What are the crucial elements of teachers' professional well-being? These are some of the questions that this research seeks to answer.

The research sample consisted of 10 primary school teachers. The research data collection tool was a 7-question interview. The questions attempt to elicit teachers' views on the concept of professional well-being and to clarify some of the crucial factors that influence it, through the description of everyday processes that frame their profession. The results of the survey highlighted the importance of teachers' well-being and specifically their professional well-being. When primary school teachers are characterised by high levels of well-being, the overall performance of school units improves as they experience positive emotions, develop healthy interpersonal relationships, and improve themselves. The results allow for the formulation of suggested solutions to initiate an ongoing search for ways to develop, improve and manage their overall well-being. In this way, all the necessary conditions will be created for changes and implementation of innovations in the educational process.

**KATERINA NTOUROU, APOSTOLOS
KOSTAS**

**METAVVERSE IN EDUCATION AND
TRAINING: A SYSTEMATIC LITERATURE
REVIEW**

In the ever-changing landscape of technology, the emergence of the Metaverse offers a new dimension for reshaping educational paradigms. This literature review critically examines the integration of the Metaverse into educational environments and its potential to complement, enrich, or even replace traditional learning settings. Through a comprehensive analysis of current trends, technological possibilities, and pedagogical implications, this review explores the multifaceted impact of the Metaverse on educational experiences across various levels, fostering essential 21st-century skills such as collaboration and enhancing immersive educational engagements marked by increased engagement and immersion. The review specifically focuses on empirical studies

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published from 2020 to early 2023, employing the PRISMA protocol to systematically analyze research meeting specific criteria and specifications. A total of 49 studies were reviewed, sourced from diverse databases, repositories, and existing literature. Notably, the reviewed research encompasses educational settings ranging from K-12 education to employee training and special education. Furthermore, the review examines how advanced technology is utilized to serve educational objectives, promoting the development of innovative and effective educational programs. Educators, researchers, and policymakers are encouraged to explore the potential of the Metaverse as a valuable tool for enhancing educational practices while considering its challenges and limitations.

**VERENA NOVAK-GEIGER, VESNA
KUCHER**

ENHANCING EDUCATIONAL INNOVATION THROUGH SCHOOL-UNIVERSITY PARTNERSHIPS: LESSONS FROM A FOUR- YEAR COLLABORATION

In the past, school-university partnerships (SUPs) have primarily aimed at enhancing student's and teachers' teaching and learning practices (Walsh & Backe, 2013; Green et al., 2019; Sarmiento-Márquez et al., 2023). However, in 2017, the School of Education at the University of Klagenfurt shifted the focus of collaboration and initiated SUPs that would foster educational innovations (Hauth, C. et al., 2019; Barnay, R. et al., 2020). Therefore, five schools were chosen for the collaboration period of four years. During the SUP-project, an evaluation study that draws on 28 projects carried out between university and these schools was conducted to outline guidelines for further collaborative work. The data was acquired by a quantitative online questionnaire on the participants' perception of the collaboration in general and includes their personal assessment of the relevance of the

projects output for their further work. Moreover, it explores the challenges, concerns and suggestions faced by participants that aspire to improve the practice and understanding of cooperation. The latter was investigated by guided interviews with practitioners and researchers in the last year of the cooperation 2022 (Koren et al., 2022) - the findings are to be presented at the conference.

**AMANDA NUTTALL, ALISON
GRIFFITHS**

THE BRIDGE: REFLECTIONS ON THE PLACE AND SPACE OF UNIVERSITIES IN TEACHER EDUCATION

The role of the university in England, particularly in relation to initial teacher education (ITE) and continuing professional development (CPD) for qualified teachers, is under attack. Concerns raised previously around neo-liberal influences in higher education (Ball, 2012) and political and economical interference by governments and public and private businesses (Furlong, 2013) seem to have come to fruition. Shadow state actors and a new-right educational establishment have taken over (Benn, 2023). Ellis and Childs (2024) argue that in recent years provision of ITE and CPD has become a state endeavour, characterised by enforced compliance and fidelity to government set curriculum design, content and delivery. As neophyte teacher education academics we have experienced this state of radical policy implementation, including intense scrutiny, surveillance and silencing not just of universities as collective voices, but even making authoritarian interventions against individual academics (Fazackerley, 2023). Given these tumultuous times we have been provoked to reconsider how we conceptualise the place and space of university-based teacher education in England. In this presentation we describe how the opportunity to physically leave England and engage in professional discourse with

colleagues in Denmark afforded opportunity to 'fight familiarity' (Delamont et al., 2010) and speculate how we might reposition our university-based teacher education programmes as a site of critical and transformational professional learning (Boylan et al., 2023). We reflect on how we, metaphorically and physically, used these experiences to bridge the gap between the epistemological realm and the practical one, to provoke more critical thinking around how we conceptualise the physical, mental and social spaces (Lefebvre, 1991) that the university *can* provide in teacher education. We conclude that it is our responsibility to reinstate sustainability, and moral and intellectual endeavours at the heart of our university offer for pre-service and experienced teachers and commit to actions to work towards these goals.

NESRIN ORUÇ ERTÜRK

THE IMPACT OF LIFELONG LEARNING ON SENIORS' QUALITY OF LIFE

Between 2020 and 2022, a research endeavor led by the UNESCO Institute for Lifelong Learning (UIL) explored the involvement of higher education institutions (HEIs) in lifelong learning within aging societies. This study investigated various topics to understand HEIs' reactions to the educational requirements of older demographics. Through this study, significant hurdles hindering older adults' access to lifelong learning opportunities were identified. Building on these findings, İzmir University of Economics, Continuous Education Center (EKOSEM) initiated an EU project named WISELIFE to delve into the potential positive effects of continuous learning on reducing ageism and enhancing the life satisfaction of the elderly. Lifelong learning, as a proactive approach, presents an opportunity for the elderly to challenge stereotypes, remain engaged in society, and foster personal growth. This study highlights how training and educational programs can empower older

adults, instilling a sense of purpose and accomplishment, leading to a more fulfilled and satisfying life in their later years. The findings suggest that training and educational programs tailored for the elderly can significantly contribute to enhancing life satisfaction. By acquiring new knowledge and skills, older individuals feel a renewed sense of purpose and relevance in their lives. Lifelong learning also creates opportunities for social interaction, building new relationships and support networks, which are vital for overall well-being.

JUDIT ORGOVÁNYI-GAJDOS

DIFFERENT STAGES OF TEACHERS' CAREER PATH IN THE VIEW OF SOCIALIZATION, IDENTIFICATION AND PROFESSIONAL DEVELOPMENT

Much international research is aimed at exploring the regularities related to the professional path of teachers. Some of the research is approached from the perspective of general career research, while others tried to grasp the trends from teachers' socialization and identification process or professional development (Fessler & Christensen 1992, Lynn 2002, Tsui 2007, Kwee 2020). It became clear after studying the literature, that depending on the emphasis of the mentioned examination aspects, the professional life path of teachers can be classified into four large groups (Orgoványi-Gajdos 2020). The models that outline the "*horizontal career line*" contain comprehensive categories that are similar to the categories of career paths related to other professions (Bolam 1990). The "*ascending career models*" examine the types of knowledge and skills required for the teaching profession, and try to determine the typical stages depending on the time required for their formation and development (Lortie 1975, Burden 1982, Berliner 1988, Steffy and Wolfe 1997). In addition to the previously mentioned cognitive areas, for teacher career models with a *bell curve* shows how affective factors play a

significant role in the development process. These models also show a close connection with teacher burnout research (Bruke et al. 1987, Kamtsios 2019). The “*undulating track models*” include views highlighting the fact that each career stage has its own crisis situation, therefore the whole career cycle appears as a dynamic chain of adaptation processes, where each level is defined by challenges and possible responses to them (Huberman 1997, Day et al. 2006). The synthesis, on the one hand, can help teachers to see their own development path and to identify their current, possibly challenging situation in order to promote the appropriate process for moving forward. On the other hand, it can help to develop the possible focal points of new studies concerning teacher research.

MARINA PAPPA

**BRIDGING THE GAP BETWEEN LANGUAGE
LEARNING AT SCHOOL AND
UNDERGRADUATE STUDIES**

The aim of this paper is to investigate issues concerning assessment, feedback and students success in interpreting studies. The main question concerns the description of objectives in the Companion Volume of the Common European Framework of Reference for Languages concerning language teaching, learning and assessment and whether in practice C1 and C2 level learners are able to perform mediation activities effectively. The CEFR describes the skills needed, the assessment grid in a clear and unified approach regardless of the language taught and assessed. Interpreting and mediation activities, in general, require a series of competences that involve linguistic, sociolinguistic, pragmatic competence with special focus on mediation and cultural awareness. It has been observed that learners having advanced comprehension and oral production skills are not always capable of producing accurate and successful

interpreting outcome in a constraining timeframe. In interpreting, the main focus is placed in the effective use and coordination of knowledge and skills in linguistic, sociolinguistic and pragmatic level, in order to transfer messages. However, fine tuning all the skills and competences is proven to be extremely demanding. Formative assessment observations are a useful tool in order to bridge the gap and proceed to differentiated pedagogy concerning the content of studies and the effect. The tutor may differentiate the process, the content, and the tasks according to the preparation of the student, the center of interest and the profile of the group. Through observation in the focus group and pilot implementation of differentiated pedagogy in university interpreting, studies we investigate paths to improve student success in undergraduate linguistic studies.

**TSAMPIKA P. PAPASAVVA, KATERINA
T. FRANTZI**

**INCLUSIVE EDUCATION OF STUDENTS
WITH AND WITHOUT LEARNING
DIFFICULTIES IN LANGUAGE COURSES:
OPINIONS OF GENERAL AND SPECIAL
EDUCATION TEACHERS IN MAINSTREAM
SECONDARY SCHOOLS WITHIN THE
DODECANESE PREFECTURE**

The research focuses on the attitudes and opinions of both general and special education teachers regarding the inclusive education of male and female students with learning difficulties in language courses within mainstream secondary schools in the prefecture of Dodecanese. Initially, the educational and professional backgrounds of participating teachers who have experience in teaching children with learning difficulties are examined. Additionally, the study investigates whether teachers have received any specialized training in special education and to what extent this training has aided them in adapting their

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teaching methods. It is evident that the effectiveness of this adaptation varies depending on the specific challenges faced by students. The research also aims to document the perspectives of both general and special education teachers regarding their collaboration and the challenges encountered therein. Notably, successful collaboration between these educators is observed both within and outside the classroom. Data for the survey were collected during the 2022-2023 and 2023-2024 school years from mainstream secondary school teaching staff, including teachers from both general and special education backgrounds, across the Dodecanese prefecture. A mixed methodological approach utilizing questionnaires and semi-structured interviews was employed for the research. Furthermore, secondary data analysis included relevant findings from Greek and international literature. For further research, it would be important to do the same research in other courses like mathematics or physics.

**MARIA PAPATHANASIOU, DIMITRIS
GEORGIADIS**

PERCEPTIONS OF UNACCOMPANIED MINORS REGARDING THEIR INTEGRATION INTO EDUCATION - TRAINING AND LABOR MARKET

In recent years, the EU has been faced with unprecedented migration flows and, by extension, a sharp increase in the number of asylum applications. The migration crisis peaked in 2015, when more than a million people ventured across the dangerous crossing to Europe, with numbers then returning to pre-crisis levels. This sharp increase in migration flows has challenged the EU's framework for asylum, migration and external border management. The existing mechanisms came under strong pressure, resulting in their temporary suspension in some cases. Being on the front line, Greece and Italy are disproportionately burdened. To deal with the

crisis, the EU devised various measures to supplement the funding provided to member states under its migration management policy. These include the creation of centers for the reception and identification of migrants (RIC or "hotspot") and the establishment of temporary relocation programs. In addition, it drafted legislative proposals for the reform of the common European asylum system. Children are among of the most vulnerable members of our society and it is our shared responsibility to protect, nurture and care for them. Children separated from their caregivers are particularly susceptible to exploitation, abuse and neglect. The aim of this research was to examine the perceptions of unaccompanied minors regarding education and labor market. The sample of the research was 150 unaccompanied minors who live in hospitality centers for unaccompanied minors in Athens. The survey conducted between October 2023 and March 2024. This is a random sampling approach. The closed-ended questionnaire was used as a means of collecting the quantitative data. Statistical data processing was performed with the SPSS software package. The analysis of the results launched that the majority of the participants in the research have encountered hostile behavior at school by their classmates, while a small percentage by their teachers. They are often confronted with racial, ethnic, religious and cultural discrimination, while receiving suspicion, rejection and racism from Greek society. The consequence of the above is school dropout, marginalization and consequently social exclusion.

**CHRISTOS PARTHENIS, PARASKEVI
ELEFThERIOU AND LAMPRINI SIOULI**

THE CONTRIBUTION OF SUPPORTIVE
EDUCATIONAL PROGRAMS FOR THE
EDUCATIONAL INTEGRATION OF
STUDENTS WITH MIGRANT AND REFUGEE
BACKGROUND

The objective of the current article pertains to the contribution of supportive educational programs for the educational integration of students with migrant and refugee background. The research concern lies in the question regarding the contribution of these programs to the reading ability of students with heterogeneous origin. Hence, the main research question of the paper concerns the extent to which students with a migrant and/or refugee background who receive supportive educational programs for educational integration differ from those who do not. The methodology consists of an experimental model of statistical correlations and comparisons. The present quantitative research examines whether there is a statistically significant difference in the reading fluency and reading comprehension of students with L1 Greek language (native background) and students with L2 Greek language (heterogeneous background) depending on whether they attend supportive educational courses. Student achievement is recorded through the administration of informal reading assessment tests. The research sample consists of 400 primary school students (n=400) of the Attica region and their parents (n=800). Therefore, the total sample is 1200 people (n=1200). This research took place from September 2023 to January 2024. The data collected from completing the tests were analyzed with the Statistical Package for Social Science v.25 (SPSS v.25). Finally, the key finding and conclusions demonstrate that there is a difference in reading comprehension and reading fluency in students who receive those particular educational programs. In fact, it

appears that the average value of the reading comprehension and reading fluency performance of students who receive supportive educational programs is greater than the average reading performance of students who do not.

SŁAWOMIR PASIKOWSKI

CONDITIONS OF ACADEMIC EDUCATION IN
THE FIELD OF STATISTICS AND RESEARCH
METHODS: ASSESSING STUDENTS'
ATTITUDES AND PREFERENCES

Education in the field of research methods and statistics is subject to multifactorial determinants. They provide a framework for designing and conducting educational activities. Among the factors on the learner's side, attitudes towards the subject matter can play a significant role. This should be especially noted in the case of students in humanities, social and educational sciences, for whom mathematics and logic are not their primary interests and sometimes even a source of frustration. Previous educational experiences determine trajectories of attitudes and preferences, which should be taken into account in the process of adjusting educational activities to enhance the effectiveness of achieving the learning outcomes specified in national qualification frameworks. To carry out such adjustments, diagnosis of the current state of affairs is crucial. The question arises: how and when should such diagnosis be conducted? The presentation will introduce a system of educational conditions and methods for diagnosing students' attitudes and preferences. The advantages and disadvantages of existing solutions will be discussed. As a result, a diagnostic procedure scheme based on validated measurement methods will be proposed.

DANPING PENG

**UNPACKING CLASSROOM INTERACTION:
EXPLORING THE ROLE OF
CONTEXTUALIZATION CUES**

Classroom interaction is a multifaceted phenomenon influenced by various contextual factors. Through a mixed methods approach, this research paper seeks to explore the nuanced role of contextualization cues in shaping classroom interactions in a diverse university classroom. The quantitative phase involves the analysis of data collected through a survey to identify patterns between contextual cues and interaction dynamics. The research question, 'What contextualization cues have been noticed by students during classroom interaction?' is answered. Forty-five undergraduate students participated in the survey. Subsequently, the qualitative phase delves deeper into understanding the findings through interviews. The research question, 'How do you perceive the roles of the contextualization cues?' is answered. Five students participated in the interview. By unpacking the role of contextualization cues, findings from this research have the potential to inform pedagogical practices aimed at enhancing classroom engagement and learning experiences.

**STAVROS PITSIKALIS, DIONISIOS
GOUVIAS, APOSTOLOS KOSTAS AND
CHRYSSI VITSILAKI**

**PEDAGOGICAL ALLIANCE FOR XR-
TECHNOLOGY IN VOCATIONAL EDUCATION
AND TRAINING**

This paper highlights the importance of emerging technologies, as well as the ethical dilemmas and challenges in Education and Training and presents the design of a training programme suitable for the preparation of teachers and trainers of VET in the use of

Augmented Reality (AR) and Artificial Intelligence (AI) technology in Education and Training and Apprenticeship. Through a brief review of the current literature, the authors highlight the necessity of: (a) appropriate preparation of teachers/trainers with structured training programs for the utilization of emerging technologies in the educational process putting added educational value and at the same time, (b) preparation of trainees/trainees for the studies and professions of the future. Among the challenges that seem to affect the intention of teachers/trainers to use AR technologies in VET are: the lack of specialized infrastructure and equipment, the lack of support in terms of educational content/material through appropriate repositories and/or tools for creating material, the need for overall support from those involved in the educational process, the lack of specialized knowledge and skills in terms of emerging technologies and AR, the resistance to change combined with ethical issues in the use of specific technologies and finally, lack of time, due to the increased workload of teachers in recent years, especially after the pandemic. Despite these challenges, the survey revealed that a significant percentage of teachers/instructors recognise the value of AR and are willing to use it in VET. By investigating the learning outcomes that teachers/trainers tried to improve by using AR in their educational scenarios, the researchers identified that AR could lead to improved engagement in the educational process (both in classrooms and laboratories), increased levels of effectiveness in learning, increased motivation to participate, enhanced digital skills and finally, increased levels of knowledge acquisition. In the context of this paper, the researchers suggest: (a) enriching the existing generic descriptions of learning outcomes at levels 3 to 5 of the National Qualifications Framework, taking into account the critical dimension of emerging technologies and (b) micro-credentials on the relevance of learning outcomes to the contemporary labour market

and their contribution to re-skilling and upgrading of skills.

**STAVROS PITSIKALIS, ILONA-
ELEFTERYJA LASICA, ONDŘEJ DUDA,
ALENA JŮVOVÁ AND CHRYSI
VITSILAKI**

**PEDAGOGICAL ALLIANCE FOR XR
TECHNOLOGIES IN (TEACHER) EDUCATION
(PAX) - “AUGMENT” YOUR CLASSROOM ON
YOUR OWN!**

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 the EU Project “Pedagogical Alliance for XR Technologies in (Teacher) Education (PAX)” and 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 MIŚKIEWICZ**

**EXPERIENCES OF PARENTS OF ADULT
TRANSGENDER CHILDREN. POLISH
PERSPECTIVE**

The presentation discusses the experiences of parents with adult transgender children in Poland, focusing on the various stages they go through. We were interested in the long-term relationships of parents with their adult transgender children because we wanted to delve into their experiences and the process of becoming parents in the context of parenthood. The aim of the presentation is to attempt to describe the process parents go through in becoming parents of a transgender child. This process, as they define it themselves, begins with coping with difficulties and then moves on to celebrating victories. Research Method: The data were collected through narrative (biographical) and unstructured in-depth interviews with parents of transgender children. The research reveals that parents face similar difficulties and processes as parents in other countries, but with added challenges due to the lack of legal and medical support for transgender people in Poland. The importance of knowledge and support networks is emphasized, as well as the need for greater societal acceptance and medical resources. The findings have practical implications for increasing awareness and sensitivity towards the struggles faced by parents of transgender children.

PETER ENIM REJUBI, ZOLTÁN RÓNAY

**GROWING INTEREST IN INTERNATIONAL
STUDENT PARTICIPATION AT EOTVOS
LORAND UNIVERSITY IN HUNGARY**

The aim of this presentation is to give a brief overview of the research exploring multiple ways international students are engaging themselves in activities of the institution in Hungary at the Eotvos Lorand University (ELTE). Critical to this research was the participation of international students in the decision-making of their institution. Therefore, we conduct a mixed method comparative research, investigating the similarities and differences between North-West University Potchefstroom, South Africa, and the aforementioned institution. In this phase, we have research ethics permission in Hungary and are still waiting for permission from the other university gatekeeper's committee. First, we conducted a systematic literature review and document analysis. Now, we conduct anonymous quantitative research, sharing the questionnaire among the students through safe internal channels. Based on the analysis of the collected data, we will operationalize the qualitative phase. To this end, we compile interview questions to gain deeper knowledge about the students' perceptions. The research questions focus on finding out to what extent international students participate in decision-making and also finding out their knowledge of student participation opportunities through student organisations. In addition, find out the area's students are interested in participating in, such as social events, university administration, etc. As the data collection is ongoing, this presentation can only show the early findings of the sample of already collected data. The future of this study is to collect enough data that will represent a significant flow or spectrum of participation of international students from ELTE and a possibility for comparison of international student participation within other HEIs, which go a long way to giving us an insight

into how international students fit into the educational system of a foreign country, especially regarding institutional decision-making.

**CHRISCHAR ROCK, SHANNON
BISHOP-SWART**

**REDESIGNING REFLECTIVE PRACTICE IN AID
OF A TRANSFORMATIVE EDUCATIONAL
EXPERIENCE FOR PRE-SERVICE TEACHERS**

The objective of this paper is to share the outcomes of a study to determine whether a guided reflective practice tool used during school-based practicum would help third-year undergraduate pre-service teachers develop their self-criticality. The research questions include: How do pre-service teachers develop their skills of reflective practice; in what way/s can academic teaching staff encourage reflective practices as integral to pre-service teachers' practice and their journey of becoming a teacher; and what is needed so that the use of reflective practice tools become engrained as part and parcel of lifelong learning for teachers as reflective practitioners? Two academics from two different teacher education modules teaching the same cohort of third-year undergraduate students collaborated on an assessment during the pre-service teachers' eight-week, school-based practicum. During this time, the pre-service teachers' cohort would conduct various practicum-based assessment tasks, one being a reflective essay. This specific reflective essay was re-designed by the two academics and the pre-service teacher cohort was instead encouraged to use a guided reflective practice tool, the Gibbs (1988) reflective cycle, to write a reflective narrative on their teaching practice experience. Focus group sessions were then conducted as well as a survey to determine the pre-service teachers' experiences of different reflection tools during teaching practicum. Findings indicate that the pre-service teachers' understanding of the need to reflect increased,

together with an appreciation for the specific reflective practice tool used to narrate their teaching practice experiences. Additionally, the reflective practice tool enabled these pre-service teachers to connect their feelings and emotions to their teaching practice experiences in context and enabled them to more clearly determine actions for future development as teachers in the making. This study highlights that academics working in collaboration can better capacitate pre-service teachers' use of reflective practice tools for self-directed development and life-long learning.

**SPYRIDOULA SALTAPIDA, MARIA
MIKEDAKI**

**ANCIENT THEATRE UNVEILED: ENHANCING
LEARNING IN THE CLASSROOM WITH A
MUSEUM KIT**

A museum kit is a collection of educational resources and materials designed to facilitate learning and engagement in a particular topic. In the framework of a PhD thesis conducted at the University of the Peloponnese in 2023, an innovative museum kit for the ancient theatre of Argos was created, which aims to present to primary and secondary school students the fascinating world of the ancient theatre with the help of new technologies (3D visualization, 3D printing and augmented reality). The objective of using this museum kit is multifaceted and includes hands-on learning, deeper understanding of the visual and material culture of ancient theatre, promotion of critical thinking, creativity, active participation and imagination through role-playing and storytelling. Some of the research questions that the doctoral research addressed and will be discussed in this paper are the effectiveness of the ancient theatre museum kit in achieving educational objectives and the impact it has on student learning outcomes: Are the students more motivated to learn about ancient theatre when using the museum kit compared to traditional teaching approaches? How do

students' abilities to analyze and synthesize information about ancient theatre improve after using the museum kit? And, to what extent does incorporating the museum kit for ancient theatre facilitate cross-curricular integration across subjects such as history, literature, art, and archaeology? The museum kit in question was piloted with two groups of students from the 3rd and 4th grade of a Primary School in Argolida, Greece. The main research tools consisted of observation and recording of qualitative data during the implementation, as well as a feedback questionnaire with semi-structured interview questions for the teachers of the classes. The feedback provided was used to evaluate the effectiveness of the museum kit in meeting its educational goals and encouraged its next step for wider distribution.

**EFSTRATIOS SENTAS, EFSTRATIA
CHATZI, STAMATIA LADIKOU AND
AIKATERINI EFSTATHIOU-SELACHA**

**VOICES FROM THE CLASSROOM: ADULT
STUDENTS' EXPERIENCES AND
PERCEPTIONS IN SECOND CHANCE SCHOOL
OF LESVOS**

The present research project explores the experiences and perceptions on being an adult student in the Second Chance School (SCS). The establishment of SCSs aims to facilitate the social and professional integration of adults who have dropped out their education by offering them the opportunity to complete their compulsory secondary education. A survey was carried out during the academic year 2023-2024, using a comprehensive questionnaire with 50 participants who are students in the SCS of Mytilene and the SCS of Kalloni in Lesvos, Greece. The statistical software SPSS was employed to conduct the analysis of the dataset, facilitating the exploration of patterns, relationships, and trends within the collected data. The study captures the voices of adult learners of these schools with different ethnic and socioeconomic background. It seeks to find

connections between those characteristics, the various reasons for which they have withdrawn from school and the factors which have influenced their choice to re-enter the educational system and to complete their education. Furthermore, it addresses the psychological impact of their overall educational experience on their lives. These issues are discussed in comparison to other studies on the same field.

**JAN ŠMÍDA, TEREZA KAŠPAROVÁ,
AND KLÁRA PETŘÍKOVÁ**

**FRAMEWORK FOR UNIVERSITY TRAINING
OF SCHOOL SOCIAL PEDAGOGUES IN THE
CZECH REPUBLIC**

Introducing the position of social pedagogue into the school environment is currently a much discussed topic, also in the context of the ongoing process of strengthening the legal position of educational professionals. In the field of education, hundreds of social pedagogues are already working. However, social, behavioural and educational problems in schools are on the rise. Therefore, it is necessary to assess the level of theoretical and practical preparation of social pedagogy students for working as social pedagogues. The current university degree programmes in the field of social pedagogy at universities in the Czech Republic have been analysed in terms of the subjects that are taught. The analysis has identified the most important categories that are represented in the education (pedagogical-psychological propedeutics, social pedagogical basics, etc.). At the same time, we specified the areas that are key to preparing social pedagogues to be able to practice in their professional role. The results showed the extent to which each category and area of training is represented in social pedagogy programmes. The result of the research shows that social pedagogy graduates have a very solid foundation in pedagogical-psychological propedeutics. The framework analysis results

can be used as appropriate recommendations for curriculum modification towards strengthening specific areas of social pedagogues' university preparation.

TAM TINH NGUYEN

**NAVIGATING LIMINAL SPACES: AN
EXPLORATION OF IDENTITY IN
TRANSDISCIPLINARY TEAM DYNAMICS**

Transdisciplinary Insights (TDI) is an honors program for graduate and undergraduate students from different disciplines, educational levels, and national identities to research and solve real-world, wicked problems. The program relies on a transdisciplinary approach for students to collaborate on framing the problem from different viewpoints, fostering holistic and interconnected understanding of complex issues, and disseminating this knowledge to bring greater awareness and impact. In TDI, the juxtaposition of polarized ideas and ideologies invariably challenges the students' performative identities, encourages them to contribute beyond their prescribed expertise, and leads to identity (re)formations. This thesis aims at exploring how the liminal space in TDI enables students to unmake and remake their binary systems of identities. In my direct involvement with the team as a TDI coach, I employ reflexive ethnography research methods and semi-structured interviews to observe and study team members' identities during their participation in TDI teamwork. The transdisciplinary component of collaborative work serves as a "rite of passage" for students to renegotiate their identity by recognizing and appreciating different perspectives in the first step and allowing them to try on different roles in transdisciplinary group work in the next step, ultimately that providing the challenging context and experience to draft new social scripts and un-labeling identities. Furthermore, students who exhibit a stronger expert discourse arguably show more resistance to liminality and are therefore more inoculated

from identity (re)formation than those who occupy a novice discourse. The journey I went on with my TDI team members, along with my reflection and analysis, forms the insight that safe liminal space for dialogue, role-switching ritual, and identity (re)formation is necessary for people to perceive and embrace themselves and the world in all their complexities.

NEKTARIA (NORA) SAKKOULA

APPROACHING AND INTERPRETING OPENNESS IN EDUCATION IN THE LIGHT OF THE FRANKFURT SCHOOL AND THE SOCIOLOGY OF EDUCATION

This paper aims to approach and interpretively delineate openness in education in the light of the Frankfurt School and the Sociology of Education, so as to inform its philosophical background, as well as to lay the foundations for its understanding and possible adoption by contemporary educational systems. Dating back to the 20th century, key representatives of the Frankfurt School, as well as the Sociology of Education, described openness and set out its early prerequisites without, however, naming it or even being aware of it. By applying the method of literature review and studying both original articles and books by Jürgen Habermas (The Frankfurt School), Pierre Bourdieu and Basil Bernstein (The Sociology of Education), as well as secondary analyses of their works, this article attempts to link openness to Bourdieu's *habitus* and Habermas' *lifeworld*, and, respectively, the factors influencing openness to *fields* and *colonization*. The most important findings of the research show that Sociologists of Education and representatives of the Frankfurt School, in examining the ills of social, school and university reality in their time, reached over-time conclusions that can be taken into account in defining, interpreting and implementing openness in the globalized 21st

century, where enhancing democracy, equality and human rights is more urgent than ever.

CARMEN SANTAMARÍA-GARCÍA, ISABEL CÓRDOBA-PÁRRAGA

REPRESENTING GRANDPARENTS IN PICTUREBOOKS AND EDUCATIONAL CONSEQUENCES

The present study focuses on the representation of a grandmother and a grandfather in two picturebooks: *Grandma's treasured shoes* (Vass and Huynh 2019) and *Grandfather's journey* (Say 1993). The first story uses shoes to show the contrast in the different activities carried out by a migrating woman and the value she gives to her past. The second story shows the travelling and life experiences of a man who left Japan for the United States and the difficulties to adapt to a new place across three generations. Our aim is to analyse the attitudinal meanings conveyed by the evaluative expressions used to present grandparents according to genre, in order to find out how evaluative expressions can lead to different perceptions by readers of the role models presented, with discussion on possible educational consequences. A qualitative methodology has been used in the exploration of attitudinal meanings drawing on appraisal theory (Martin and White 2005) and in their application to the analysis of picturebooks (Painter, Martin and Unsworth 2013). Choices in the system of attitude (including power and involvement) reveal the importance of visual and verbal resources used by authors and illustrators in the construction of interactive meanings and their educational consequences.

RENATE SCHÜSSLER

INTERNATIONAL TEACHERS OF
TOMORROW'S SCHOOL – FINDINGS OF AN
INTERNATIONAL SURVEY AND
CONCLUSIONS OF THE PROJECT
COOPERATION IN SEVEN EUROPEAN
COUNTRIES

ITTS stands for International Teachers at Tomorrow's School. The European project has been carried out from 2020-2023 in seven European countries. ITTS aimed at supporting international teachers with and without a refugee background in their professional re-integration at school. Amongst others, a transnational survey with 158 international teachers has been realised and several publications and materials have been developed. In the first part of the workshop the results of the transnational ITTS-survey will be presented. The focus of the presentation is on two questions:

1. Which factors influence if the international teachers feel valued and satisfied while working in school in their host country?
2. How can international teachers be supported in their re-entry in new schools?

The second part of the workshop will be interactive. Materials of the project will be shared and exercises, discussion and exchange will be enabled.

FIONA SHELTON

A CURRICULUM FOR SOCIAL JUSTICE

The chances of student success rely heavily on the principle of equity being applied across curriculum design. Leeds Trinity University's vision for creating a curriculum for social justice (CfSJ), is motivated by a recognition that our curricula and pedagogy need to align to principles of equity, to work towards eliminating awarding gaps, promote global citizenship, and reflect the civic and social responsibilities of higher education. Our

Curriculum for Social Justice (CfSJ) is an ambitious, cross institutional, curriculum transformation programme that has three overarching aims: To allow all our students, regardless of background, to achieve to the very best of their ability and to exceed their expectations about what they can accomplish academically and in their future careers. To eradicate gaps across all student characteristics, whether these be awarding gaps, employability gaps, or any other unfair gap in student achievement. To provide a transformational education to our students and develop graduates who are capable of positively contributing to society in a way that creates a fairer and more equitable world. In creating this CfSJ, will draw together key societal challenges to engage and educate students in understanding the disparities that exist, those that are environmental, economic, cultural, political, gender related. Inclusion alone does not go far enough in challenging injustice; our curriculum for social justice, currently in its implementation phase, is built on anti-discriminatory practices and pedagogies which are research informed, it is underpinned by inclusive principles and co-created with staff and students. Examining our structures and co-creating our decision making and curriculum design with students can give us insight into how students experience disadvantage and discrimination and can help us to build just learning communities. This presentation sets out how we hope to provide students with the educational experiences, skills and confidence to question and challenge accepted norms.

**DIMITRIOS STAFIDAS, MARIA
POULOU**

**THE ROLE OF BYSTANDERS IN CASES OF
CYBERBULLYING TOWARD TEACHERS**

The phenomenon of cyberbullying toward teachers has not yet been extensively studied in Greece, except for a few instances (Stafidas, 2021). Conversely, there is significant research data regarding cyberbullying among adolescents and college students. In recent years, the importance of bystanders in the development of bullying behaviors has been recognized. However, the available research data (e.g., Dolev-Cohen & Levkovich, 2020) are scarce and insufficient. Consequently, the role of teacher bystanders who witness their colleagues being cyberbullied remains understudied. The aim of this research was to determine the percentage of bystanders of cyberbullying incidents toward Primary Education teachers by colleagues, students, and parents, based on their experiences and the main consequences. A sample of 513 teachers from Primary Education in Greece was selected using convenience and snowball sampling techniques. For data collection, a specialized scale measuring teachers' experience of cyberbullying was chosen (Kopecký & Szotkowski, 2016; Stafidas, 2021). Statistical analysis and processing of the data were performed using the SPSS 27.0.1 statistical package. The percentage of bystanders of bullying behaviors toward Greek teachers using electronic media was 20.5%, and this inappropriate behavior appears to have emotional/psychological and physical consequences, impacting the behavior of bystanders and their teaching effectiveness. A relevant study in Israel revealed that 85% of teachers witnessed cyberbullying of colleagues online and experienced emotional distress by observing colleagues at all levels of education being bullied by their students. Finally, a discussion is held regarding the necessity of raising awareness about bullying incidents and

emphasizing the importance of implementing prevention programs in educational institutions, as well as the need for counseling for all involved parties, regardless of their role, in cases of cyberbullying.

LIGITA STRAMKALE

**CHALLENGES AND BENEFITS OF REMOTE
LEARNING: UNIVERSITY STUDENTS' VIEWS**

Remote learning plays a significant role in the study process of higher education. The aim of the study was to determine students' views about the challenges and benefits of remote learning. The study included 124 (n=124) respondents who studied in 1. level higher professional education, bachelor's and master's degree programmes. A qualitative research design was carried out in this study, and content analysis were used to examine the data collected from the respondents. The study raised two research questions: RQ1: What challenges do students face while learning remotely? RQ2: What are the benefits for students when learning remotely? The study revealed that the challenges in most cases related to the cooperation between students and teaching staff and between coursemates, as well as maintaining physical and emotional well-being, the correct organization of the study process and the improvement of skills needed for practical activities. The students consider saving time and financial resources as the most benefit of remote learning, and they also recognize that it is an environmentally friendly solution. In addition, the students believe it is a convenient and inclusive way of studying. The study findings make it possible to organize the teaching process remotely by taking into account students' needs and, thereby, ensuring that the quality of education is equivalent to face-to-face lectures and seminars.

ARLETA SUWALSKA

VALUES IN THE SCHOOL SUBJECT OF
ETHICS IN THE 2015 NATIONAL CORE
CURRICULUM FOR UPPER SECONDARY
SCHOOLS OF GENERAL EDUCATION IN
FINLAND

The research analyses values within the subject of Ethics in general upper secondary education in Finland. Methodology of document analysis: In order to investigate ethics education from a Finnish point of view, the following research questions were prepared: What values are included in the 2015 Upper Secondary School Curriculum for Ethics? Does the national curriculum play a role in teaching thoughtful global citizens who are able to overcome obstacles of the contemporary world? The analysis of the curriculum, which constitutes the main part of this research, began with a review of the reform process and the main goals of general upper secondary education. The research takes into account values analysis within the subject of Ethics. In order to contrast different views, regularities and principles, the problem method, together with critical discourse analysis were used to study the documents concerning values in the subject of Ethics in upper secondary schools. The analysis of selected documents was conducted through meanings, which were usually contextual. Also, the link between the curriculum, the reform process, the main goals of general upper secondary education and ways of teaching thoughtful global citizens who are able to overcome obstacles of the contemporary world is presented. Firstly, students take into account media information and acquire indispensable knowledge in shaping their worldviews in order to understand the scientific and non-scientific perceptions of world better and deeper. Secondly, students realise the importance of human dignity in the context of human rights documents. Additionally, they see future as opportunities and chain of life events which are related to their own decisions and activities.

Moreover, they understand culture as influencing individuals' ways of living. They are able to perceive differences and viewpoints in other religions, worldview systems and societies.

NIKOLAOS TAPSIS

SIMULATIONS IN PRACTICE-BASED
TRAINING: ENHANCING TEACHING SKILLS

The researchers often highlight the need to bridge the gap between student teachers' theoretical training and their practice in schools (practicum), in order student teachers to develop basic teaching skills prior to their practice in real schools with real students. Simulations are used as tool for hands-on activities for bridging the gap. While simulation methods without technology, such as microteaching, have been established, teaching simulations with technology are gaining traction. This research aims to summarize and categorize the virtual simulations used and their connection to developable teaching skills. Thus, the Research Questions of the current work are (a) what types of teaching simulations have been used for the preparation of student teachers? and (b) which skills can be developed during a simulation-based preparation for the practicum? A systematic literature review was conducted using keywords such as mixed reality simulations, teaching skills, practicum, microteaching 2.0, etc. Analysis of the collected data revealed five criteria for the taxonomizing of the available simulations for student teacher training: (a) use of technology, (b) type of simulation, (c) simulated pupils, (d) classroom environment and (e) simulation scenario. Within these artificial environments pre-service teachers can (a) have a Type III experience, according to Hixon & So (2009) typology and (b) develop foundation teaching skills, such as lesson plan design, classroom management, specific praise, management of common student behaviors, development of self-efficacy. Additionally, they can improve digital

skills, crucial for the teaching profession. Further research is necessary for the improvement of the students' behaviors simulations and the quality of feedback to the student teachers.

SANJA TATALOVIĆ VORKAPIĆ

**CHILDHOOD EDUCATORS' ATTITUDES ON
TRANSITION PRACTICES AND THEIR
PERSONALITY**

Quality educational work of early childhood educators is determined by their competencies and also by their personal characteristics that have a strong impact through their implicit pedagogy. This impact is even higher in the situations of educational work that has no clear structure or rather different practice organization, what is the case with transition practices in Croatia. Since there is no consensus on the defining quality transition in practice and theory (national curriculum), it is very important to explore pre-service and in-service educators' perspective of quality practice during the transition and their personal experiences and attitudes toward their transitions. Therefore, this study is aimed to investigate the relationship between early childhood educators' attitudes on transition practices and their personality. In total, 320 (170 pre-service and 150 in-service) educators participated in this research providing self-ratings on two scales: Scale of educators' attitudes toward quality transition practice and Big Five Inventory. Determined findings confirmed previous results on educators' personality traits which are all elevated except of neuroticism, with significant differences between pre-service and in-service educators regarding conscientiousness and neuroticism. Also, moderately positive attitudes on the transition practices quality were determined, with no significant difference between two subgroups of educators. Final analyses revealed significant determination of educators'

attitudes on the transition practices quality by their personality traits, what should be considered not only in future studies but also in educational practice organization of transition periods of children. Therefore, important practice implications regarding study results are discussed in the framework of ensuring higher level of children's well-being during their transition periods from home to kindergarten.

SOFIA TSATSOU-NIKOLOULI

**STUDENTS' VIEWS ON THE ENHANCEMENT
OF EMOTIONAL INTELLIGENCE THROUGH
THE CREATIVE READING AND WRITING
WORKSHOP: THE CASE OF THE
DEPARTMENT OF EARLY CHILDHOOD
EDUCATION OF THE UNIVERSITY OF
THESSALY**

This paper explores the enhancement of emotional intelligence through creative reading and writing activities inspired by literary texts. The sample consisted of 112 students of the 2nd and 3rd year of the Department of Early Childhood Education of the University of Thessaly divided into two groups: the Intervention Group consisting of 74 students who implemented 13 creative reading and writing workshops and the Control Group consisting of 38 students who did not participate in these workshops. The emotional intelligence of all students was assessed using the Wang & Law (2002) Emotional Intelligence Scale after completing the 13 creative reading and writing workshops in the framework of the course: "Creative writing: writing techniques and applications in education". The survey questions are as follows: Through creative reading and writing activities, did students enhance their ability to: a) understand their emotions? b) understand the emotions of other people? c) use their emotions? d) regulate their emotions? The analysis of the data showed that students who took part in the creative reading and writing workshops showed a higher ability in expressing, understanding, using and

managing their emotions than students who did not participate in such activities. Through this research creative reading/writing emerges as a valuable educational tool to enhance emotional well-being, empathy, but also those skills that ensure the harmonious coexistence of the individual with others.

**ASSIMINA TSIBIDAKI, GAVRIELA
SPINGOU**

**PERSPECTIVES ON DISABILITY, EDUCATION,
FAMILY, AND SOCIETY IN ARISTOTLE'S
WORK**

The theories of the ancient philosophers greatly influenced the understanding of disability, education, family, and society in antiquity. Aristotle addressed the diverse issues and challenges of human existence. This paper attempts to study Aristotle's views on persons with disabilities, their education, and the role of the family and society towards persons with disabilities. This paper constitutes a qualitative study. The methodological approach is documentary analysis, particularly of the following works of Aristotle: POLITICS, ON THE SOUL, ON THE PARTS OF ANIMALS, and RHETORIC. The analysis denotes that Aristotle taught that every human being was created with individual differences, both physical and mental. He was particularly concerned with the blind, the hearing impaired, people with problems with speech, and dwarfism. He suggested that all children should be educated in a common school. Aristotle argued that for a city to achieve perfection, the legislator should primarily set laws concerning marriage and the couple's relationship. In particular, the legislature should also choose the couple and the time of marriage so that they bear a child with a strong body that will be beneficial to society in the future. He also laid special emphasis on the good mental and physical health of the parents and the hereditary characteristics of disabilities. As far as society is concerned, Aristotle argued that every

individual deserves to be a member of human society and advised citizens not to ridicule people with disabilities but to protect them. The study of Aristotle's work reveals that Aristotle offered innovative views on disability as well as the role of the family, education, and society.

**ASSIMINA TSIBIDAKI, AIKATERINI
VRACHNA**

**THE SOFT SKILL OF RESILIENCE IN GENERAL
AND SPECIAL EDUCATION TEACHERS: A
SYSTEMATIC LITERATURE REVIEW**

In modern schools, the soft skills of the teacher play an important role in his work. One of the soft skills that has been closely studied in recent years is resilience. Resilience refers to an individual's ability to adapt to adverse situations, yielding positive results. As a concept, it has been studied in relation to adverse living conditions, family and environmental factors, stress, demographic characteristics, etc. Both in Greece and internationally, research focuses on the resilience of primary and secondary school teachers. This study aims to explore the soft skill of resilience. More specifically, it seeks to examine whether teachers understand the importance of resilience and to what extent they possess it. Furthermore, to highlight its contribution, especially its use for teachers' individual and professional development and the development of the educational process, Finally, to suggest ways of cultivating the skill of resilience, The study constitutes qualitative research, particularly a systematic literature review. The sample consisted of 19 articles published between 2012 and 2022. Data analysis was performed using thematic analysis. The findings indicated that most research focuses on the fact that the skill of resilience is valued as significant by general and special education teachers. In most studies, it is reported that teachers' resilience is influenced by the heavy workload, school climate, support from students' families, etc. In addition,

teachers mention further training and the support required from the school environment. The general conclusion of the study is that teachers, overall, perceive the skill of resilience as highly assessable.

MIRJAM VAN DER SPRONG, EDDIE
DENESSEN AND CHRISTINE ESPIN

TEACHER DECISION MAKING FOR
INSTRUCTIONAL PRACTICES, TEACHER
PEDAGOGICAL REASONING AND THE ROLE
OF THE STUDENT IN THE DIFFERENTIATION
PROCESS

This research investigates based on which information teachers differentiate, how they do it, and whether they engage in dialogue with the students regarding their differentiation practices. Managing differences in the classroom is complex for teachers worldwide. By gaining better insight into the pedagogical reasoning of the teacher, this can contribute to teacher training regarding managing differences in the classroom. Based on sources of information, teachers make decisions to differentiate. Differentiated education implies a proactive alignment of instruction and activities. Additionally, teachers utilize adaptive education based on diagnostics of affective, cognitive, motivational, and socio-cultural variables of students. Therefore, it is essential for teachers to carefully gather and analyze the knowledge they acquire about students. This research utilizes a mixed methods design to examine the decision-making processes of teachers in primary education. Participants are 26 teachers teaching students age 8-12, with teaching experience ranging from novice to 35 years. Data collection includes two main instruments: an online survey questionnaire for all 26 teachers and semi-structured interviews with a subset of thirteen teachers. Analysis employs different methods for each instrument. The online survey questionnaire is analyzed using frequency calculations to measure the use of information sources. Semi-

structured interviews are thematically analyzed using a coding scheme based on the topics of the questionnaire. This research indicates that teachers use various sources of information to varying degrees and combinations in different stages of lessons for differentiation decisions. Although teachers express a desire to use the information source 'teacher-student dialogue' more often, practical constraints such as time, group size, curriculum, materials, and space hinder its implementation. By gaining a better understanding of what teachers do, teachers can be better trained and supported to provide education to all their students and to recognize risks associated with deriving educational needs based on a limited number of information sources.

PIKRIA VARDOSANIDZE

THE POLICY OF INTERNATIONALIZATION
OF HIGHER EDUCATION IN THE POST-
SOVIET SPACE (CASE STUDY GEORGIA)

There are many different opinions when defining the concept of internationalization. Despite many studies over the years, the concept of internationalization has not yet reached a **concluding** definition that would be universally acceptable to everyone. This variety of definitions of the concept, **however**, do not contradict each other, on the contrary, **they** complements each other, because the concept itself is comprehensive, and, therefore, this variety of definition may be natural, because different authors pay attention to different aspects of the concept. The issue of internationalization of teaching and research has become more and more relevant **in our world** recently. Our country, Georgia, naturally cannot ignore news or challenges that are taking place globally. The modern educational space of Georgia, as a part of the common space, faces many challenges: a number of international projects are implemented to improve the quality of education and teaching,

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educational programs are constantly updated. All of this is accompanied by its disadvantages and/or obvious shortcomings in implementation, which may be caused by the clear specificity of the post-Soviet space. Among the other important topics for higher education, I have chosen for this research the issue of planning, implementation and evaluation of internationalization policy in higher education (which is especially important for Georgia as a soviet county). The subject of the research is planning, implementation and evaluation of the policy of internationalization of higher education in the higher education state institutions of Georgia in the post-Soviet space (on the example of Georgia). The purpose of the research is to study the policy of internationalization in higher education institutions. For the research quantitative (Collecting quantitative information) and qualitative (Individual and group interviews) methods have been selected and employed. The data was processed by thematic analysis. According to the information obtained from the universities selected for the quantitative research, it was established that a) all the selected universities offer Erasmus+ exchange programs funded by the European Commission to doctoral students. Within the framework of the same program, the universities carry out the mobility of administrative personnel, thereby promoting the internationalization of the university. and b) institutions of higher learning, by default, admit students at the doctoral level every year. The number of doctoral students is determined by the specific program and faculty, that is, the larger the faculty and the more academic staff it has, the more doctoral students it receives. However, it should be noted that there is a very big difference between the doctoral students received in a particular year and the candidates who have defended their doctoral degree, that is, HEI accepts much larger number of doctoral students and defends much smaller number within the set deadlines. On the basis of qualitative studies, it was determined that as much as universities clearly write about

internationalization in their strategic plans or missions, it can be assumed about their organizational approach to internationalization, however, there are no detailed implementation mechanisms and/or detailed forms and criteria for checking. Without this, the diverse process of internationalization acquires only a formal tone. The formality in the implementation and evaluation/development part is highlighted. Expected Results: If Georgian higher education institutions use this model in the evaluation of internationalization, it would make the important and diverse process of internationalization more systematic, there would be an in-depth understanding of the term and the chaos of the process would be minimized. When the input, process, implementation, methods, means, and expected outcomes, or outputs, are precisely defined, it is systematically possible for universities to see how effectively they are performing the process, or to see shortcomings and to correct them effectively.

CHRYSANTHI XANTHOPOULOU

SELF PERCEPTION IN ADOLESCENTS WITH ADHD

The purpose of this research is to investigate how adolescents with Attention Deficit Hyperactivity Disorder (ADHD) perceive themselves and their behavior in their interpersonal relationships. Theoretically, on the one hand, the four forms of identity proposed by Marcia were used (Identity achievement, Suspension of identity or Moratorium, Foreclosure identity and Diffusion of identity) and, on the other hand, the three dimensions of the self (Ideal, Real, Must) of Higgins. 16 semi-structured interviews were conducted with adolescents aged 15-17 with ADHD (12 boys and 4 girls), on topics about the perception of the self and the relations developing in the social environments they get involved. From the results, it emerged that adolescents with ADHD: a) represent their

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"Real" self through the symptoms of their disorder- hyperactivity and attention deficit- which they recognize in their emotions and behavior b) classify themselves by their representations basically in the forms of Moratorium, where they explore alternative identities without committing, and Forclosure, where they commit without having explored alternative perspectives, c) recognize "Ideal" and "Ought to" selves c) use humour to be accepted in their interpersonal relations and to socialize.

AYNUR YÜREKLI

INCLUSIVE EDUCATION AT UNIVERSITIES

Diversity of students may cause huge problems in the classrooms for teachers who are not ready or equipped with enough knowledge and experience on how to deal with students from different ethnic, and cultural backgrounds, or who have different sexual preferences and/or disabilities. When compared to the last 50 years, it is possible to see the change from mono-cultural to multicultural campuses, which suggest that there are some barriers for instructors in terms of organizational and curricular issues. It is therefore, a necessity for the teacher to cope with all these differences. Not being able to deal with these challenges also creates some social conflicts within the society in terms of equal opportunities that every citizen deserves. The EU and its Member States play a key role in ensuring that no-one is left behind, wherever people live and regardless of ethnicity, gender, age, disability, religion or beliefs, sexual orientation and gender identity, migration status or other factors. Not to leave anyone behind, we have to train our teachers as it is them who provide students with an environment that is conducive to learning. If a student feels uncomfortable or unsafe, their chances of success dramatically decrease, which hinders these young people's ability to fully participate in society as independent and responsible citizens. To offer

an alternative for such a training, this session will detail the results of an EU project (JoinMe2) that aims at promoting inclusive education in higher education institutions and introduce the training portal designed for teachers.

MARIA ZAFEIRIOU, THANASIS DARADOUMIS, EVANGELIA SAMPANIKOU AND EVANGELIA KAVAKLI

LOCAL HISTORY, GAMIFICATION AND EDUCATION: A SYSTEMATIC LITERATURE REVIEW

The highlighting of local history as an integral part of the total, but also the necessity of teaching it in modern inclusion classes, is an educational imperative for the modern Greek secondary school. The gap in the scholasticization of local history comes to be investigated by this research work in an attempt to become "visible" from "invisible". The aim of the systematic literature review is to examine the educational benefits that gamified teaching local history can bring to inclusive classrooms in Secondary Education. Consequently, the following three research questions are formulated for the needs of this particular study:

1. What is the importance of gamification in the teaching of history in education (edutainment) and in the development of students' historical thinking?
2. Which are the results from investigating the multifaceted concept of local history and its didactic utilization with the help of gamification in inclusion classes in Secondary Education?
3. Which teaching practices of history (local and general) support gamified learning environments and reshape students' dialectical relationship in time and space?

The literature search and review followed the fundamental methodological steps:

- Demarcation
- Search
- Choice
- Analysis

International Perspectives in Education Mytilene, 24-25 of May, 2024

- Composition
- Report

The key finding of this work show that 73% of research studies concern the benefits of gamified learning in inclusion classes of Secondary Education, while 18% represent threats that gamification in history lessons poses to historical events that constitute "black pages" in the history of the place. Only 9% of research studies includes both advantages and disadvantages of gamification in students' historical literacy. In conclusion, the combination of gamified teaching practices is capable of imparting historical knowledge in a learning-effective manner both in the field of academia and in the development of student's historical empathy. The connection of gamification with the multifaceted local history is even weaker as the schooling of the subject is still an optional activity in the "Skills Workshops" course of the 3rd year of High School.

**CHRISTINA ZOURNA, IOANNA
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DRAMA IN EDUCATION IN CAREER GUIDANCE: A BIBLIOMETRIC REVIEW OF INTERVENTIONS FOR 21ST CENTURY CAREER SKILLS DEVELOPMENT

Drama in Education is an experiential method initially used in schools for teaching the curriculum. Nevertheless, its value in developing personal, social, and professional skills in teenagers, students and adults has been proven over the years. In this systematic literature review of all relevant publications since 2012, a categorization of interventions using Drama in Education followed the analysis based on Bibliometrix and VOSviewer software tools, and the PRISMA Statement meta-analysis framework. Produced through computer supported quantitative and qualitative analysis methods the findings include: annual production, rate and trend topics, citations per

article, years of publication, most relevant authors and sources, author production over time, collaboration networks of authors, affiliations and countries, most cited authors and papers locally and globally, co-citation networks, source dynamics and impact, thematic maps, trend topics, and word dynamics based on titles, abstracts, and keywords. Firstly, a targeted search through Scopus database using "Drama in Education" as a keyword alongside its variants "Educational Drama", "Process Drama", and "Creative Drama" in conjunction with "Career Skills" yielded 765 documents over a span of 12 years. These documents found in 583 distinct sources were authored by 1650 researchers either independently or in diverse collaborations across 52 different countries. Secondly, the described interventions in a targeted selection of articles were categorized based on three criteria: target population, type of intervention, and outcomes; among them Drama in Education interventions for enhancing children's learning skills and strategies, teenagers' critical thinking and transferable career skills, students' creativity and decision making skills, professionals' multicultural, leadership and communication skills etc. The present paper summarizes the most important outcomes of the above mentioned interventions and suggests that teachers, career counselors, psychologists, and other professionals study and use these results in further research about integrating Drama in Education experiential method in 21st century life and career skills development.

MARIJANA ŽUPANIĆ BENIĆ

INFORMATION AND COMMUNICATION
TECHNOLOGY IN TEACHING VISUAL ART

We live in a time when the use of ICT is present in all areas of life, whereby it has become inevitable in the planning and implementation of the teaching process. The realisation of art instruction itself entails the change in methodological approaches, and e-learning is implemented and incorporated in various forms. The era of the ever-present Internet and information society has adhered the learning theories to its needs as well, and the Theory of Connectivity, first suggested by George Simmons, has taken the stage. Within this research, the extent of the changes in art teaching brought on by the use of ICT has been examined based on the qualitative approach and purposive sample of class teachers in primary schools (grades one to four). The participants' opinions and standpoints on the integration of ICT alongside the traditional teaching methods in art classes have been investigated via a questionnaire with open-type questions. The analysis of the participants' answers brings an interesting insight into different art teaching, where the possibilities of ICT are successfully implemented in class and the advantages of its use are considered, especially with newer generations of students. However, the teacher's role is emphasised as irreplaceable, as they converse with students, which motivates two-way communication and discussion.