

Međunarodna znanstvena i umjetnička konferencija
Suvremene teme u odgoju i obrazovanju – STOO

International Scientific and Art Conference
Contemporary Themes in Education - CTE

Knjižica sažetaka / Book of abstracts



Sveučilište u Zagrebu, Učiteljski fakultet
University of Zagreb, Faculty of Teacher Education



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Plenarna predavanja:

Elsbeth Stern, Institute for Research on Learning and Instruction, Zürich, Švicarska:
What Exactly Makes the Difference? The Impact of Intelligence on Academic Learning

Willibald Ruch, Psychologisches Institut – Persönlichkeitspsychologie und Diagnostik, Universität Zürich, Švicarska:
Humor and Other Character Strengths and Fulfilments in Life

Majda Rijavec, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska:
Pozitivna psihologija u obrazovanju: Najbolji trenutci u našem životu

Milan Matijević, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska:
Od reformne do suvremene konstruktivističke didaktike i neurodidaktike

Pozvani predavači po simpozijima:

Vlatka Domović, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska
Simpozij: Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina

Michael George, Religious Studies Department, St. Thomas University, Fredericton, Kanada
Simpozij: Bioetika i izazovi suvremenog odgoja i obrazovanja

Katja Bakija, Odjel za komunikologiju Sveučilišta u Dubrovniku, Hrvatska
Simpozij: Metodički pristupi odgoju i obrazovanju

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Simpozij: Metodički pristupi odgoju i obrazovanju

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Simpozij: P(r)oučavanje hrvatskoga jezika, književnosti, dramske i medijske kulture

Janez Skela, Filozofska fakulteta, Univerza v Ljubljani, Slovenija
Simpozij: Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika

Vatroslav Zovko, Učiteljski fakultet, Sveučilište u Zagrebu
Simpozij: Uloga i mogućnosti informacijske i komunikacijske tehnologije (IKT) u predškolskom i osnovnoškolskom obrazovanju te obrazovanju učitelja

Edith Schneider, Institut für Didaktik der Mathematik, Alpen-Adria Universität Klagenfurt, Austrija
Simpozij: Novi izazovi u nastavi matematike

Ivan Prskalo, Marko Badrić, Marija Lorger, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska
Simpozij: Kineziološki trendovi u odgoju i obrazovanju

Rolf Laven, Pädagogische Hochschule Wien, Austrija
Simpozij: Istraživanje odnosa likovnih i vizualnih umjetnosti u odgoju i obrazovanju

Katarina Zadnik, Akademija za glasbo Univerze v Ljubljani, Slovenija
Simpozij: Perspektive suvremenoga glazbenog odgoja i obrazovanja

Ivana Paula Gortan-Carlin, Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli, Hrvatska
Simpozij: Perspektive suvremenoga glazvenog odgoja i obrazovanja

Okrugli stol na temu Uloga bioetike u izgradnji modelâ suvremenog obrazovanja:

Okrugli stol organizira se u okviru simpozija Bioetika i izazovi suvremenog odgoja i obrazovanja, a u suradnji sa Znanstvenim centrom izvrsnosti za integrativnu bioetiku.

Sudionici:

Amir Muzur, Medicinski fakultet Sveučilišta u Rijeci, Hrvatska,
Hrvoje Jurić, Filozofski fakultet Sveučilišta u Zagrebu, Hrvatska,
Bruno Ćurko, Filozofski fakultet Sveučilišta u Splitu, Hrvatska,
Ivica Kelam, Fakultet za odgojne i obrazovne znanosti Sveučilišta Josipa Jurja Strossmayera u Osijeku, Hrvatska
Moderator: Tomislav Krznar, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska

Plenary speakers:

Elsbeth Stern, Institute for Research on Learning and Instruction, Zurich, Switzerland:
What Exactly Makes the Difference? The Impact of Intelligence on Academic Learning

Willibald Ruch, Department of Psychology – Personality and Assessment, University of Zurich, Switzerland:
Humor and Other Character Strengths and Fulfilments in Life

Majda Rijavec, Faculty of Teacher Education, University of Zagreb, Croatia:
Positive Psychology in Education: The Best Moments of Our Lives

Milan Matijević, Faculty of Teacher Education, University of Zagreb, Croatia:
From Reform to Contemporary Constructivist Didactics and Neurodidactics

Keynote speakers at symposia:

Vlatka Domović, Faculty of Teacher Education, University of Zagreb, Croatia
Symposium: Pedagogy and Psychology: From Amending Drawbacks to Enhancing Personal Strengths and Virtues

Michael George, Religious Studies Department, St. Thomas University, Fredericton, Canada
Symposium: Bioethics and the Challenges of Contemporary Education

Katja Bakija, Department of Communicology, University of Dubrovnik, Croatia
Symposium: Methodical Approaches to Education

Ante Bežen, Faculty of Teacher Education, University of Zagreb, Croatia
Syposium: Methodical Approaches to Education

Igor Saksida, Faculty of Education, University of Ljubljana, Slovenia
Symposium: Education and Research in the Croatian Language, Drama and Media Culture

Janez Skela, Faculty of Arts, University of Ljubljana, Slovenia
Symposium: Trends and Challenges in FL Education and Research

Vatroslav Zovko, Faculty of Teacher Education, University of Zagreb, Croatia
Symposium: The Role and Scope of ICT in Preschool and Primary Education and Teacher Education

Edith Schneider, Institute for Didactics of Mathematics, Alpen-Adria University Klagenfurt, Austria
Symposium: New Challenges in Mathematics Teaching

Ivan Prskalo, Marko Badrić, Marija Lorger, Faculty of Teacher Education, University of Zagreb, Croatia
Symposium: Kinesiological Trends in Education

Rolf Laven, University College of Teacher Education Vienna, Austria
Symposium: Research of the Relations in Fine and Visual Arts in Education

Katarina Zadnik, Academy of Music, University of Ljubljana, Slovenia
Symposium: The Perspectives of Contemporary Music Education

Ivana Paula Gortan-Carlin, Faculty of Educational Sciences, Juraj Dobrila University of Pula
Symposium: The Perspectives of Contemporary Music Education

Roundtable: The Role of Bioethics in Creating the Model of Contemporary Education:

This roundtable is organized as a part of the symposium Bioethics and the Challenges of Contemporary Education, in collaboration with the Centre of Excellence for Integrative Bioethics.

Participants:

Amir Muzur, Faculty of Medicine, University of Rijeka, Croatia,
Hrvoje Jurić, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia,
Bruno Ćurko, Faculty of Humanities and Social Sciences, University of Split, Croatia,
Ivica Kelam, Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia
Moderator: Tomislav Krznar, Faculty of Teacher Education, University of Zagreb, Croatia

Uvodno slovo

Učiteljski fakultet Sveučilišta u Zagrebu sa zadovoljstvom predstavlja međunarodnu znanstvenu i umjetničku konferenciju Suvremene teme u odgoju i obrazovanju – STOO kojom obilježava 100 godina svojega djelovanja. Sudionici Konferencije mogu sudjelovati na jednom od deset simpozija koji pokrivaju teme iz pedagogije i psihologije, filozofije, metodike, učenja i poučavanja hrvatskoga jezika, učenja i poučavanja stranoga jezika, ulogi informacijskih i komunikacijskih tehnologija u osnovnoškolskom obrazovanju, poučavanju matematike, kineziologije, likovnih i vizualnih umjetnosti te glazbenog odgoja i obrazovanja.

U okviru znanstvenog dijela programa, Konferencija STOO sudionicima nudi četiri plenarna predavanja dvaju vrhunskih stručnjaka Učiteljskog fakulteta Sveučilišta u Zagrebu, prof. emer. Milana Matijevića i prof. dr. sc. Majde Rijavec, te dvaju stranih stručnjaka, prof. dr. sc. Elsbeth Stern s Instituta za istraživanja učenja i poučavanja u Zürichu i prof. dr. sc. Willibalda Rucha sa Sveučilišta u Zürichu. Osim toga, sudionici Konferencije imaju priliku poslušati deset pozvanih predavanja domaćih i stranih stručnjaka u okvirima pojedinih simpozija. U sklopu Konferencije održava se i okrugli stol na temu Bioetike i izazova suvremenog odgoja i obrazovanja na kojem gostuju pozvani govornici s četiriju sveučilišta u Republici Hrvatskoj.

Konferenciju prati i bogat umjetnički program u obliku Izložbe likovnih i teorijskih djela profesora likovnog odgoja i obrazovanja Učiteljskog fakulteta Sveučilišta u Zagrebu od 1919. do 2019. te Koncerta studenata i djelatnika Fakulteta.

Učiteljski fakultet Sveučilišta u Zagrebu najstarija je institucija posvećena obrazovanju učitelja i odgojitelja u Republici Hrvatskoj. Program međunarodne znanstvene i umjetničke konferencije Suvremene teme u odgoju i obrazovanju – STOO odražava tradiciju posvećenosti Učiteljskog fakulteta odgoju i obrazovanju, koju njegovi djelatnici ostvaruju i ostvarivali su vrijednom znanstvenom i umjetničkom djelatnošću te bogatom suradnjom s domaćim i stranim stručnjacima tijekom jednog stoljeća.

U ime Organizacijskog odbora STOO
doc. dr. sc. Kristina Cergol, predsjedateljica Konferencije

Introductory remarks

Faculty of Teacher Education of the University of Zagreb is proudly announcing the International Scientific and Art Conference Contemporary Themes in Education – CTE, which marks a hundred years of its functioning. Conference participants can take part in one of the ten symposia covering various themes in pedagogy and psychology, philosophy, teaching methodology, mother tongue acquisition and teaching, foreign language learning and teaching, the role of information and communication technologies in primary education, mathematics teaching, kinesiology education, fine and visual arts, as well as music education.

As part of the scientific program, Conference participants will be offered four keynote lectures given by two experts from the Faculty of Teacher Education of the University of Zagreb; Professor emeritus Milan Matijević and Professor Majda Rijavec, and two international experts; Professor Elsbeth Stern, Institute for Research on Learning and Instruction, Zurich, Switzerland, and Professor Willibald Ruch, University of Zurich, Switzerland. Within ten symposia, Conference participants will be able to attend ten invited lectures by both domestic and foreign experts. The Conference will present a roundtable on the cutting-edge topic of the Role of Bioethics in Creating the Model of Contemporary Education, with speakers from four Croatian Universities.

The Conference also offers an exciting arts program: the Exhibition of artwork and theory produced by the art education professors at the Faculty of Teacher Education, University of Zagreb in the hundred years of the Faculty (1919 – 2019) and the Concert performed by the Faculty students and staff.

Faculty of Teacher Education of the University of Zagreb is the oldest institution dedicated to the education of teachers in the Republic of Croatia. The program of the International Scientific and Art Conference Contemporary Themes in Education – CTE reflects the Faculty's 100-year-long dedication to teacher education through its scientific and art activity, as well as the strong international associations its staff has maintained over the years.

On behalf of the Organizing Committee,
Asst. Prof. Kristina Cergol, Conference Chair

Plenarna predavanja / Plenary speakers

What Exactly Makes the Difference? The Impact of Intelligence on Academic Learning

Elsbeth Stern

Institute for Research on Learning and Instruction, Zurich, Switzerland

Abstract

In its beginnings, psychometric intelligence was closely intertwined with institutionalized learning. The need for intelligence tests emerged as a consequence of compulsory school education, which raised concerns about selective placement. It took researchers several decades to recognize that intelligence does not solely characterize an individual's cognitive capability, but has to be seen in the light of the environmental and cultural background. The attempt to create culture-free intelligence tests to allow valid statements about the cognitive capacities of unschooled or illiterate individuals appears quite arrogant and presumptuous from today's perspective. Intelligence, as we measure it with IQ-tests, can only emerge in the context of literacy and schooling. Richard Snow stated in 1982: "Psychology now recognizes intelligence as education's most important product, as well as its most important raw material."

In spite of common roots, research on intelligence and research on education has somehow grown apart from one other. In educational studies, individual differences are sometimes considered a flaw, marginalizing the role of intelligence for learning outcomes. Intelligence researchers, on the other hand, tend to overlook the capacity for learning that all individuals have, and they often ignore the importance of deliberate practice for acquiring domain-specific knowledge in order to develop expertise. A closer look at how the raw-material "intelligence" is transformed into meaningful knowledge at school seems to be worthwhile. In my talk I will address two topics:

1) Intelligence and educational trajectories

Intelligence and academic achievement show significant but nonetheless medium correlations, which are – by definition – reduced by overachievers and underachievers. If decisions on educational trajectories (schools, universities, vocational training) are based on achievement, a substantial number of people appear misplaced when taking intelligence into account. To what extent this is the case in German-speaking countries with school systems based on early tracking, will be shown by considering several data sets. It will be discussed whether intelligence nonetheless indirectly triggers the choice of educational trajectories.

2) Intelligence and learning paths

Academic learning does not only encompass the accumulation of knowledge but especially in mathematics and science-related subjects, conceptual restructuring is the trigger for the development of competencies. Learners experience the challenge of switching from characteristic to defining features of concepts. Independent of an individual's intelligence, this process of conceptual change needs instructional support. More and less intelligent learners may differ in the kind of mistakes they make and the learning paths they take. Data on the effects of intelligence on exploiting learning opportunities in Science and Mathematics will be presented.

Keywords: conceptual restructuring; educational trajectories; intelligence; mathematical reasoning; scientific reasoning

Humor and Other Character Strengths and Fulfilments in Life

Willibald Ruch

Department of Psychology – Personality and Assessment, University of Zurich, Switzerland

Abstract

Twenty years ago, positive psychology started and with it the study of what makes life most worth living. The early think tanks sketched the field and looked into the enabling factors of a good life, characteristics hypothesized to relate to a positive life, and various subjective and objective outcome variables. The rest is history. A model of character was proposed that distinguished between twenty-four character strengths and six core virtues; several models of well-being have been developed, and interventions (PI) to raise well-being were tested. Criteria for identifying character strengths were developed and they facilitated the distinction between positive traits in general and character strength (e.g., love of learning, bravery, kindness, fairness, forgiveness, or appreciation of beauty). The most important criterion is that strengths contribute to various fulfilments that comprise the good life, for the self and for others. Indeed, character strengths are predictive of a variety of life outcomes and well-being, and their use is related to phenomena like calling at work, work or school satisfaction. A variety of studies converge on the list of school strengths, i.e., strengths that facilitate performance at school and well-being, most importantly love of learning and perseverance, but also zest, prudence, self-regulation, gratitude, and hope. Humor is not among them, it is not perceived as very desired in school by students, and is typically unrelated to school achievement and well-being at school – even though humor typically goes along with the experience of positive affect. However, when also considering relationships at school – in particular, peer relationships – the character strength of humor is an important predictor for being well-liked and having friendships of high quality. Children with humor as a signature strength, i.e., a character strength highly typical of them, are more likely to identify as class clowns. Class clown behavior, in turn, goes along with lower school satisfaction and achievement, as well as less positive relationships with teachers. On the other hand, it is related to being well-accepted by one's peers and having many friends in the classroom. These findings converge to the notion that school might lack opportunities to display the character strength of humor, resulting in a mismatch of humorous students with the demands of schooling. There is growing evidence that teachers' humor is relevant for teaching quality and student outcomes, with humor related to instructional content being highly functional. This was confirmed by studies at the elementary level, but also university teaching (e.g., Daumiller, Bieg, Dickhäuser, & Dresel, 2019). While humor is an asset for teachers, different forms of humor styles need to be distinguished as some might be beneficial to classroom climate, students' mood, and motivation, while others are detrimental. A model of comic styles will be presented, showing that benevolent humor, fun, wit, nonsense, irony, corrective humor/satire, sarcasm, and cynicism have different effects on well-being and interaction. More recently, training in humor was developed and has proven to be successful (including groups of teachers). Future trainings will need to be sensitive to different humor styles and tailored to school settings.

Keywords: character strengths; class clowns; humor; teaching; virtues

Positive Psychology in Education: The Best Moments of Our Lives

Majda Rijavec

Faculty of Teacher Education, University of Zagreb

Abstract

The start of the 21st century witnessed the emergence of positive psychology, one of the most important developments in the field of psychology. It resulted in an increasing number of studies dealing with positive states, positive characteristics, and positive communities. Within positive psychology, the concept of well-being (or "happiness") is generally considered to be a valuable and worthy life goal. Is it the same for our students? Should they be happy during their studies at the university? And if so, why and how?

A contemporary approach to well-being conceptualizes well-being as a flourishing combination of subjective well-being (including experiences of pleasure and satisfaction) and psychological well-being (including meaningful goal pursuits, positive relations, and self-realization). Flourishing is seen by many as being congruent with the goals of higher education, but has been rarely researched. Academic performance

and graduation rates are important, but it is also reasonable to expect students to flourish or thrive, in other words, to be fully engaged intellectually, socially, and emotionally in the college experience.

Studies with college students found that flourishing is related to various positive academic outcomes including superior grades, more commitment to college life, and lower procrastination. If flourishing has such positive consequences for students, it would be helpful to understand what helps them to flourish. Recent studies suggest that flow may be one of the important factors contributing to students' flourishing. Flow is a highly enjoyable experience in which a person is so involved in the activity at hand, completely loses track of time, and nothing else seems to matter. The necessary conditions for flow experience to occur include perceived high opportunities for action (challenges) balanced with high personal skills.

Research has shown that flow in academic activities is less frequent than flow in other areas of college students' life (such as leisure, maintenance or part-time job). However, the relationship between flow in the academic domain and flourishing is the strongest. One of the reasons for such a relationship is that flow makes students happy, and flourishing in activities they perceive as meaningful, important and useful for their future life goals and development of their social identity. Also, it was found that flow in academic activities reduces stress and burnout.

Keeping in mind the positive outcomes of flow, it would be of great importance for university teachers and education authorities to have a better understanding of the specific characteristics of flow-inducing academic activities. Studies show that students' involvement is crucial for a flow state to emerge. Flow it is the least frequent during lectures, and the most frequent while preparing for seminars, preparing for exams, and during practical activities related to students' interest and future profession. Academic activities should be designed to offer students the possibility to use and develop their skills in these kinds of activities. Such challenging and meaningful activities would encourage intrinsic motivation, the quality of students' academic experiences, and consequently, their well-being.

Keywords: academic flow; college students; flourishing; positive psychology; well-being

Pozitivna psihologija u obrazovanju: Najbolji trenutci u našem životu

Majda Rijavec

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Sažetak

Početkom 21. stoljeća pojavila se pozitivna psihologija, jedno od najznačajnijih novih područja u psihologiji. To je dovelo do povećanog broja istraživanja pozitivnih stanja, pozitivnih osobina i pozitivnih zajednica. Unutar pozitivne psihologije, pojam dobrobiti (ili sreće) općenito se smatra vrijednim životnim ciljem. Vrijedi li isto i za naše studente na fakultetu? Trebaju li i oni biti sretni za vrijeme studiranja? I ako da, zašto i kako?

Suvremeni pristup istraživanju dobrobiti konceptualizira dobrobit kao psihološki procvat (eng. flourishing), kombinaciju subjektivne dobrobiti (koja uključuje iskustva ugođe i zadovoljstva) i psihološke dobrobiti (koja uključuje smislene ciljeve, pozitivne odnose i samoostvarenje). Mnogi autori psihološki procvat smatraju sukladnim sa svrhom visokog obrazovanja, ali su istraživanja psihološkog procvata razmjerno rijetka. Akademski uspjeh i završetak studija sigurno su važni ciljevi, ali je razumno i očekivati da studenti tijekom studija psihološki napreduju, drugim riječima, da u svoje studiranje budu potpuno intelektualno, socijalno i emocionalno uključeni.

Istraživanja provedena sa studentima pokazuju da je psihološki procvat povezan s različitim pozitivnim akademskim ishodima, uključujući bolje ocjene, veću posvećenost studiranju i manju sklonost odlaganju obveza. Ako psihološki procvat ima pozitivne posljedice za studente, bilo bi važno znati što im pomaže u tome da ga dožive. Novija istraživanja ukazuju na to da zanesenost (eng. flow) može biti važan faktor koji pridonosi psihološkom procvatu. Zanesenost je izrazito ugodno iskustvo kad je osoba toliko zaokupljena aktivnošću kojom se trenutačno bavi da gubi osjećaj za vrijeme i nesvjesna je svega oko sebe. Nužni uvjeti za stanje zanesenosti jesu percipirane visoke mogućnosti za aktivnost (izazovi) koje su u ravnoteži s visoko razvijenim osobnim vještinama.

Nažalost, zanesenost se u akademskim aktivnostima javlja rjeđe nego u drugim područjima studentskog života (kao što su slobodne aktivnosti, svakodnevni rutinski poslovi ili honorarni poslovi). No, iznenađujuće, povezanost je između zanesenosti u akademskim aktivnostima i psihološkog procvata najjača. Jedan je od razloga takve povezanosti u tome što zanesenost čini studente sretnima ako je doživljavaju u aktivnostima koje su im smislene, važne i korisne za njihove buduće životne ciljeve i razvoj socijalnog identiteta. Također,

pronađeno je i da zanesenost u akademskim aktivnostima smanjuje stres i sagorijevanje.

Kad se uzmu u obzir navedene pozitivne posljedice zanesenosti, za sveučilišne nastavnike i obrazovne vlasti bilo bi od velike važnosti razumjeti specifične karakteristike akademskih aktivnosti koje dovode do zanesenosti. Istraživanja pokazuju da je studentska uključenost ključni faktor da bi se pojavilo stanje zanesenosti. Zanesenost se najrjeđe javlja za vrijeme predavanja a najčešće za vrijeme priprema za seminare, priprema za ispite i za vrijeme praktičnih aktivnosti povezanih sa studentskim interesima i budućim profesijom. Akademski aktivnosti trebale bi biti tako dizajnirane da omogućuje studentima da koriste i razvijaju svoje vještine u takvim vrstama aktivnostima. Takve smislene i izazovne aktivnosti će poticati intrinzičnu motivaciju, kvalitetu studentskih akademskih iskustava a time i njihovu dobrobit.

Cljučne riječi: akademska zanesenost; pozitivna psihologija; psihološki procvat; studenti

Od reformne do suvremene konstruktivističke didaktike i neurodidaktike

Milan Matijević

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Sažetak

Početkom dvadesetog stoljeća današnja je Republika Hrvatska bila podijeljena u pokrajine koje su bile u sastavu Austrougarske Monarhije. Školski je sustav bio ustanovljen prema propisima Monarhije sa sjedištem u Beču. Osnovna je obvezna škola trajala četiri godine, kao i niža srednja škola u vidu četiriju razreda organiziranih prema programu niže gimnazije te građanske ili obrtničke škole. Škole su bile organizirane kao jednorazredne s 40 do 50 učenika. Sve je učenike poučavao u jednoj učionici/razredu jedan učitelj. Učitelji su školovani u četverogodišnjim učiteljskim školama u koje su upisivani učenici koji su završili nižu gimnaziju ili koji su se upisivali na temelju prijemnog ispita za upis u četverorazrednu učiteljsku školu (preparandiju) na temelju neke druge niže srednje škole. Zbog manjka učitelja bilo je i onih koji su završili samo neku obrtničku školu te položili skraćene tečajevе s trajanjem od nekoliko mjeseci. Naravno, sa skromnom pedagoškom i metodičkom kulturom, imali su velikih problema s poučavanjem i održavanjem radne discipline u učionici, pa je većina učitelja na stolu imala dva ili tri štapa koji su korišteni za kažnjavanje učenika zbog raznih vrsta prekršaja, ali i zbog neznanja. Znanje se tada stjecalo uglavnom učenjem napamet rečenica koje su učitelji diktirali te poučavanjem skromnim pedagoškim metodama i kulturom. Radikalnije promjene u školstvu dogodile su se nakon završetka Prvoga svjetskog rata.

Početkom prošlog stoljeća na području Europe i SAD-a jača pedagoški pokret reformne pedagogije (više učenja – manje poučavanja). Nositelji glavnih ideja za didaktičke promjene tijekom prvih triju ili četiriju desetljeća u proteklom stoljeću bili su Dewey, Montessori, Kerschensteiner, Gaudig, Decroli, Kilpatrick, Parkhurst, Feriere, Claparede, Steiner, Petersen, Freinet, Blonski i Krupska.

Na području današnje Republike Hrvatske početkom 20. stoljeća glavni je autor didaktičke literature za učitelje bio Basariček, ali su već tijekom dvadesetih ili tridesetih godina zapaženi kao nositelji ideja za didaktičke promjene u školi Matičević, Defrančeski, Higy-Mandić, Ljubunčić, Stein-Ehrlich, Demarin, Pataki.

Utjecaj sovjetske pedagogije na hrvatsku pedagogiju i didaktiku posebno je vidljiv sredinom dvadesetog stoljeća, odnosno nakon završetka Drugoga svjetskog rata. Glavni nositelji ideja za didaktičke i pedagoške promjene na području Sovjetske Rusije bili su Gruzđev, Gončarov, Danilov, Jesipov, Ivanov. Nakon političkih nesporazuma i potpunoga političkog razlaza Tita i Staljina javlja se veći broj didaktičara i pedagoga koji zagovaraju vlastiti i novi koncept nastave i didaktike. Na popisu nositelja didaktičkih promjena na području Hrvatske početkom druge polovine proteklog stoljeća bili su Pataki, Pregrad, Šimleša, Koletić, Poljak, Petančić, Mužić, Švajcer, Jurić i dr. U didaktičkoj literaturi najviše su se citirali sovjetski te njemački i francuski didaktičari.

Krajem protekloga i početkom ovog stoljeća prevode se strani autori te se objavljuju radovi domaćih didaktičara u kojima su posebno uočljive ključne riječi: didaktičke strategije, konstruktivistička didaktika, multimedijaska didaktika te neurodidaktika i obrazovna neuroznanost. Javlja se više novih hrvatskih didaktičara koji objavljuju didaktičku literaturu koja donosi nove didaktičke paradigme i didaktičke teorije. No i pored te nove didaktičke literature, u školama i danas dominira frontalna predavačka nastava.

Od sredine proteklog stoljeća učitelji su na području Hrvatske učili didaktičke teorije i nove paradigme iz sveučilišnih didaktičkih udžbenika koji su odobreni od Sveučilišnog senata te su doživjeli dva ili više izdanja, a napisali su ih Pataki i suradnici, Šimleša i suradnici, Poljak, zatim Bognar i Matijević te Miljković, Strugar i Cindrić.

Cljučne riječi: didaktičke strategije; multimedijaska didaktika; obrazovna neuroznanost; obrazovna

tehnologija; reformne pedagogije

From Reform to Contemporary Constructivist Didactics and Neurodidactics Milan Matijević

Faculty of Teacher Education, University of Zagreb

Abstract

During the early twentieth century, today's Republic of Croatia was divided into constituent provinces of the Austro-Hungarian Monarchy. The education system was organized under the regulations of the Monarchy of which Vienna was the capital city. The compulsory primary school lasted four years, as well as the lower secondary school consisting of four grades organized as lower grammar schools or vocational schools. All schools comprised a single class of 40 to 50 students. One teacher taught all the students in one classroom. Teachers were educated in 4-year teacher schools (Cro. preparandija) attended by the students who completed lower grammar school, or who were admitted after passing an entrance exam required after completing a different lower secondary school. Due to the lack of teachers, some individuals completed one of the vocational schools and then took brief courses in teaching subjects. Unsurprisingly, with inadequate pedagogy and teaching methodology culture, they would have serious teaching difficulties, along with work discipline problems, so most teachers would keep two or three wooden sticks on their desks that were used as punishment tools for both misdemeanors and poor knowledge. Knowledge was gained mostly by memorizing sentences dictated by teachers, and by the teaching process materializing in modest pedagogical methods and culture. More radical changes in education occurred after World War I.

At the beginning of the twentieth century, the reform pedagogy movement was gaining momentum in Europe and the USA (more learning – less teaching). The most prominent proponents of the didactic change during the initial three or four decades were Dewey, Montessori, Kerschensteiner, Gaudig, Decroli, Kilpatrick, Parkhurst, Feriere, Claparede, Steiner, Petersen, Freinet, Blonski, and Krupska.

In the today's Republic of Croatia, in the early 20th century, the leading author of didactic literature for teachers was Basariček, but during the twenties and thirties, other prominent advocates of the didactic change in schools joined the movement: Matičević, Defrančeski, Higy-Mandić, Ljubunčić, Stein-Ehrlich, Demarin, Pataki.

The influence of Soviet pedagogy to Croatian pedagogy and didactics is particularly obvious during the mid-20th century, i.e., after World War II. The main promoters of the ideas for didactic and pedagogical change in Soviet Russia were Gruzdev, Goncharov, Danilov, Osipov, Ivanov. Following the political misunderstandings and complete political separation of Tito and Stalin, the number of experts in didactics and pedagogy increased, and they promoted their own concepts of teaching and didactics. The representatives of such experts in Croatia, during the second half of the 20th century, were Pataki, Pregrad, Šimleša, Koletić, Poljak, Petančić, Mužić, Švajcer, Jurić, and others. Soviet, French, and German experts were most cited in didactic literature.

During the late 20th, and early 21st century, foreign authors were translated into Croatian, and domestic experts in didactics started publishing their work using eye-catching keywords: didactic strategies, constructivist didactics, multimedia didactics, neurodidactics, and educational neuroscience. More and more Croatian experts in didactics publish new didactic paradigms and theories. However, most contemporary school teaching is delivered using traditional methods (e.g., frontal instruction, lectures) in spite of the availability of contemporary literature.

Since the mid-20th century, teachers in Croatia have been learning about new didactic theories and paradigms from university textbooks in didactics approved by the University Senate. These textbooks have been re-issued, and their authors are Pataki et al.; Šimleša et al.; Poljak; Bogнар and Matijević; Miljković, Strugar, and Cindrić.

Keywords: didactic strategies; educational neuroscience; educational technology; multimedia didactics; reform pedagogies

Simpozij Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina

Symposium Pedagogy and Psychology: From Amending Drawbacks to Enhancing Personal Strengths and Virtues

Sažetke simpozija pripremile su voditeljica simpozija Dubravka Miljković i tajnica simpozija Irena Klasnić. The abstracts were prepared by the chair of the symposium, Dubravka Miljković, and the secretary of the symposium, Irena Klasnić.

Pozvano predavanje / Keynote lecture

Izazovi profesionalizacije učitelja – Hrvatska u europskom kontekstu

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Sažetak

Do kraja osamdesetih i početka devedesetih godina prošlog stoljeća obrazovanje učitelja bilo je uglavnom shvaćano kao „nacionalno pitanje“ ili „nacionalni problem“ (Zgaga, 2011), stoga u tom području nije bilo značajnije međunarodne suradnje ni komparativnih istraživanja. Međutim, naglašavanjem doprinosa obrazovanja ekonomskom, socijalnom, političkom i kulturnom razvoju, to jest razumijevanje europskog prostora kao „društva znanja“, što je najpoznatiji slogan Lisabonske strategije (2000), obrazovanje učitelja postaje važno međunarodno istraživačko i političko pitanje. Početkom 21. stoljeća značajno je počeo rasti interes za unapređivanjem sustava obrazovanja učitelja unutar pojedinih država, ali i za harmonizacijom i europeizacijom pristupa u tom području. Osim promjena u političkom kontekstu, interesu za profesionalizacijom učiteljskog zanimanja na međunarodnoj razini pridonijeli su i nalazi istraživanja koji upućuju na to da je kvaliteta učitelja značajno i pozitivno povezana s učeničkim postignućima te da predstavlja najznačajniji školski činitelj kojim se objašnjava uspješnost učenika (Barber i Mourshed, 2007; EC, 2007; Hattie, 2008; Mourshed, Chijiokke, Barber, 2010).

Danas se pri promatranju razvoja učiteljske profesije uzima u obzir pet ključnih područja: odabir i zadržavanje učitelja u profesiji, učiteljske kompetencije i profili, inicijalno obrazovanje učitelja, uvođenje učitelja u profesiju i njihov trajni profesionalni razvoj te osiguravanje kvalitete učitelja. U ovom radu posebna pažnja bit će posvećena glavnim trendovima razvoja u inicijalnom obrazovanju učitelja primarnog obrazovanja u Europi i analizi trendova promjena u inicijalnom obrazovanju učitelja u Republici Hrvatskoj. Razmotrit će se promjene u obrazovanju učitelja koje su potaknute uvođenjem Europskog prostora visokog obrazovanja (Bolonjski proces) te će se problematizirati koliko je univerzitacija u području obrazovanja učitelja bila administrativna promjena, odnosno koliko je doprinijela stvarnoj implementaciji novih obrazovnih paradigmi, kao što su kurikuli temeljeni na ishodima učenja i poučavanje usmjereno na studenta. Nadalje, bit će analizirani policy trendovi i preporuke na razini Europe i njihova implementacija u hrvatskom kontekstu obrazovanja učitelja primarnog obrazovanja. Zaključno će biti analizirani rezultati istraživačkih i stručnih projekata koji se odnose na standarde zanimanja i kvalifikacija za učitelje, kao i njihovi doprinosi razvoju inicijalnog obrazovanja učitelja.

Ključne riječi: inicijalno obrazovanje učitelja; kompetencije učitelja; profili; učiteljska profesija

The Challenges of Teacher Professionalization - Croatia in the European Context

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Abstract

By the late eighties and early nineties of the twentieth century, teacher education had been regarded as a “national matter” or a “national problem” (Zgaga, 2011), and consequently, this area was deficient in both international cooperation and comparative research. However, by emphasizing the contribution of education to the economic, social, political and cultural development, that is, the understanding of the European area as “the society of knowledge”, which is a well-known catchphrase of the Lisbon Strategy (2000), teacher education became an important matter in terms of international research and politics. In the early 21st century, the interest in education system improvement began to rise within separate countries, but also in the harmonization and Europeanization of approaches to this area. Apart from the changes in political context, professionalization of the teaching profession at the international level was supported by the research results that identify the significant positive relation of teacher quality to student achievements, where quality teacher represents the central school factor explaining student success (Barber & Mourshed, 2007; EC, 2007; Hattie, 2008; Mourshed, Chijiokke, Barber, 2010).

Nowadays, five key areas are considered when observing the development of teacher profession: selecting and keeping teachers within the profession, teacher competencies and profiles, initial teacher education, introducing teachers to the profession and their permanent professional development, and ensuring teacher quality. In this paper, special attention will be given to the main development trends in initial primary teacher education in Europe, as well as the analysis of the trends in changes occurring in initial teacher education in Croatia. The changes in teacher education initiated by the implementation of the European Higher Education Area (Bologna Process) will be considered, and it will be discussed whether the universitization of teacher education was an administrative change, i.e., how much it contributed the actual implementation of new educational paradigms such as curricula based on teaching outcomes and student-centered teaching. Furthermore, policy trends will be analyzed, along with the European-level recommendations and their implementation in the Croatian context of primary teacher education. Finally, the results of research and professional projects will be analyzed, referring to the occupation standards and teacher qualifications, as well as their contributions to the development of initial teacher education.

Keywords: initial teacher education; teacher competencies; teacher profession

Međukulturne kompetencije u predškolskim ustanovama – empirijsko istraživanje u Montessori vrtiću

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Sažetak

Već od malih nogu, posebice unutar odgojno-obrazovnih ustanova, djeca se susreću s pripadnicima različitih kulturnih skupina. Dok neka djeca pozitivno reaguju na izloženost novim kulturama, druga u istoj situaciji iskazuju negativne reakcije. Kako bi prevladale pozitivne reakcije te se razvilo društvo koje će se temeljiti na tolerantnoj interakciji različitih kultura, pojavila se potreba za razvojem međukulturnih kompetencija kod djece već od najranije dobi, a s ciljem primjerene i uspješne komunikacije u međukulturnim situacijama na temelju vlastitoga međukulturnog znanja, vještina i stavova (Deardorff, 2008). Pritom se postavlja pitanje optimalne dobi u kojoj je poželjno integrirati razvoj međukulturnih kompetencija u odgoj i obrazovanje djece.

Stoga je cilj ovoga rada bio ispitati potencijal djece predškolske dobi za razvoj međukulturnih kompetencija. Istraživanje je provedeno s djecom u dobi od tri do sedam godina, uključenom u program ranog i predškolskog odgoja u Montessori vrtiću (N = 51). Uzimajući u obzir razvojnu dob djece, u istraživanju su korištene sljedeće kvalitativne istraživačke metode: metoda persona doll, metoda vinjete, metoda fokus grupe. Navedenim se metodama ispitivao način na koji djeca predškolske dobi reaguju pri susretu s pojedincima različitih kultura te kako promišljaju u i o tim situacijama.

Dobiveni rezultati pokazuju kako djeca predškolske dobi u kontaktu s pojedincima različite boje kože ili fizionomije lica iskazuju otvorenost i interes. U pravilu ne uočavaju različitosti između sebe i drugih temeljene na specifičnom izgledu. Ako uočavaju razlike, one za njih neće predstavljati prepreku u socijalizaciji i interakciji s drugom djecom. Takvi nalazi ukazuju na načelnu otvorenost djece prema stranome i nepoznatome (njem. Weltoffenheit, prema Leopold-Mudrack, 1998) te u tom smislu na potencijal djece predškolske dobi za razvoj međukulturne kompetencije. Taj je potencijal važno iskoristiti tako da se već u predškolske ustanove sustavno

integriraju aktivnosti i sadržaji s ciljem promicanja međukulturnih kompetencija. Takav bi pristup mogao biti temelj za ostvarenje kvalitetnog suživota pojedinaca različitih kultura s naglaskom na toleranciju, prihvaćanje i poštovanje.

Cljučne riječi: međukulturne kompetencije; metoda persona doll; metoda vinjete; Montessori vrtić; rani i predškolski odgoj

Intercultural Competences in Pre-school Institutions – Empirical Research in a Montessori Kindergarten

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Abstract

From an early age, especially within educational institutions, children meet members of different cultural groups. While some children react positively to exposure to new cultures, others show negative reactions in the same situation. In order to foster positive reactions and develop a society based on tolerant interaction between different cultural groups, developing intercultural competences in children from the earliest age is needed. Thus, the main objective of the development is appropriate and successful communication in intercultural situations based on one's intercultural knowledge, skills, and attitudes (Deardorff, 2008). This raises the question of the optimal age in which it is desirable to integrate the development of this competence in the upbringing and education of children.

Therefore, this paper aims to examine the potential of pre-school children for the development of intercultural competence. The research involved children between three and seven years of age enrolled in pre-school education in one Montessori kindergarten (N=51). Considering the developmental age of children, the following qualitative research methods were used in the research: the persona doll method, the vignette method, and the focus group method. The above-mentioned methods examined how children of pre-school age react to individuals from different cultures and how they perceive these situations.

The obtained results show that pre-school children show openness and interest in contact with individuals of different skin color or facial physiognomy. They mostly do not notice the differences between themselves and others based on specific appearance. If children notice any differences, these do not represent an obstacle to socialization and interaction with other children. Such findings point to the principle openness of children to the foreign and unknown (so-called Weltoffenheit, Leopold-Mudrack, 1998), and, consequently, to the potential of pre-school children for developing intercultural competence. It is important to use this potential through systematic integration of appropriate activities and contents into pre-school institutions to promote intercultural competence. Such an approach could form the basis for achieving a high level of quality coexistence between individuals from different cultures with an emphasis on tolerance, acceptance, and respect.

Keywords: intercultural competences; Montessori kindergarten; persona doll method; pre-school education; vignette method

Analiza razvoja (kurikula) Građanskog odgoja i obrazovanja u hrvatskoj perspektivi

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Sažetak

Građanski odgoj i obrazovanje obvezna je međupredmetna tema u hrvatskome školskom obrazovnom sustavu. U ovome su radu analizirana i komparirana četiri kurikula – iz 2012. u izdanju Agencije za odgoj i obrazovanje, iz 2016. godine u izdanju Stručne radne skupine za Građanski odgoj i obrazovanje u okviru Cjelovite kurikularne reforme, iz 2017. godine u izdanju Ministarstva znanosti i obrazovanja te iz 2018. u izdanju Ministarstva znanosti i obrazovanja.

Matricom analize ustanovljene su i komparirane relevantne kategorije kurikula potrebne za cjelovitu analizu i komparaciju. Matrica komparacije uključuje sljedeće kategorije prema kojima je urađena analiza: naziv – naziv promatranog dokumenta; struktura – satnica i način izvođenja predmeta; satnica – opterećenje učenika u školskim satima; vrednovanje – odnosi se na način praćenja i ocjenjivanja učenika; obveznost – je li obavezan i kako je predmet uključen u odgojno-obrazovni proces; sadržaj – kako je definiran i određen sadržaj predmeta; viđenje učenika – kategorija u kojoj se objašnjava položaj učenika iz perspektive kurikula; ishod – razina i način definiranosti ishoda; međupredmetna povezanost – korelacija s ostalim nastavnim predmetima. Cilj je istraživanja utvrditi nastojanja i (pozitivne) odmake postignute različitim konceptualizacijama. Praćen je razvoj prema kategorijama te su uočene značajne promjene. Nastoji se uočiti jesu li promjene rezultat prijašnjih nastojanja ili se ipak događa odmak od prijašnjih konceptualizacija i uspostavljaju se novi smjerovi. Utvrđeno je da se konačna verzija kurikula podudara u značajnoj mjeri s prethodnom, a čini značajne odmake od prijašnjih verzija, što označava pozitivan kontinuitet razvoja i dobar temelj budućemu kurikulu usklađenomu s obrazovnim politikama.

Kako bi se postigao što bolji smjer razvoja aktivnih građana potrebno je i dalje kontinuirano razvijati kurikulum, pazeći pri tome da se prate (i usporedno razvijaju) i obrazovne politike u skladu s potrebama i aktualnostima suvremenoga društva u kojemu živimo te budućnosti za koju pripremamo učenike. Važno je istaknuti smjer razvoja kurikula, što je u svakom slučaju pozitivan čimbenik, ali kako kontinuiteti promjena variraju, svaki bi novi kurikulum trebao predstavljati značajne pomake.

Ključne riječi: aktivni građanin; konceptualizacija kurikula; matrica analize; obrazovanje u Europi; obrazovne politike

Development Analysis (of the Curriculum) of Citizenship Education in the Croatian Perspective

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Abstract

Citizenship education is a compulsory cross-curricular topic in the Croatian education system. This paper analyzes and compares the four curricula: the 2012 edition of the Education and Teacher Training Agency, the 2016 edition of the Professional Working Group on Citizenship and Education under The Integral Curricular Reform, issued in 2017 by the Ministry of Science and Education, and the 2018 edition of the Ministry of Science and Education.

The analysis matrix established and compared the relevant categories of curricula needed for complete analysis and comparison. The comparison matrix included the following categories according to which the analysis was performed: Name - the name of the observed document; Structure - hours and way of teaching a subject; Schedule - student workload in school hours; Evaluation - the way students were monitored and evaluated; Requirement - whether it was compulsory and how the subject was involved in the educational process; Content - how the content of the subject was defined and specified; Student view - a category explaining the position of students from the perspective of the curriculum; Outcome - the level and the way of defining the outcomes; Cross-curricular relations - correlations with other subjects. The research aims to determine the efforts and (positive) advancements achieved by different conceptualizations. Development by categories has been followed and significant changes have been observed. The intention was to determine whether changes had occurred as a result of past efforts, or whether there had been a shift from previous conceptualizations and new directions. It was found that the final version of the curriculum corresponded significantly to the previous one, but significant shifts from the earlier versions were evident, which demonstrates positive continuity and a good foundation for the future curriculum that would be aligned with education policies.

In order to find the best direction for the development of active citizens, it is necessary to continually develop the curriculum, making sure that we follow (and develop) educational policies following the needs and actualities of the contemporary society, and the future, for which we prepare our students. It is important to indicate the direction of the curriculum development, which is, in any case, a positive factor, but such changes vary in continuity, so each new change should represent a significant advancement.

Keywords: active citizen(ship); conceptualization; education in Europe; educational policies; analysis matrix

Alternativne pedagogije u predškolskim ustanovama

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Sažetak

Početak dvadesetog stoljeća obilježen je pokretom reformne pedagogije iz kojeg su proizašli brojni pedagoški koncepti. Najznačajniji među njima su Waldorf, Montessori, Reggio i Agazzi. Pristupi tih pedagogija pomalo se razlikuju, ali svi imaju isti cilj, a to je dobrobit djeteta i njegov cjeloviti razvoj. Sve su alternativne pedagogije usmjerene na dijete, pružaju mu slobodu i samostalnost u radu, potiču ga na učenje istraživanjem i učenje putem vlastitog iskustva koje stječe u interakciji s okolinom. Kod djece je vrlo važno razvijati stvaralaštvo kako bi se u budućnosti mogli odgovorno odnositi prema svijetu i aktivno sudjelovati u njegovu stvaranju. Cilj je ovoga rada analizirati temeljne karakteristike alternativnih pedagogija. Naglasak se stavlja na usporedbu Montessori i Waldorf pedagogije kao dviju najraširenijih alternativnih pedagogija, kako u svijetu tako i u Hrvatskoj. Najznačajnija dodirna točka im je središnja pozicija djeteta kojem se pruža sloboda. Maria Montessori zagovarala je djetetovu slobodu od najranije dobi, uz neizravnu pomoć odraslih, dok je Rudolf Steiner smatrao kako dijete tek nakon puberteta može samostalno odlučivati. Oboje svoj odgoj i obrazovanje temelje na potrebama djeteta i smatraju da se njihovim zadovoljenjem mogu zadovoljiti i potrebe cijelog društva. Zajedničko im je i to što odrasle smatraju uzorom djeci koja se ugledaju na njihovo ponašanje, izgled, mimiku i odabir riječi. Maria Montessori smatra da odrasli trebaju djetetu pružiti pomoć za samopomoć, a za Rudolfa Steinera odrasli su model koji dijete treba oponašati. Obje pedagogije naglasak stavljaju na upotrebu prirodnih materijala i povezivanje djece s prirodom.

Ključne riječi: alternativne pedagoške koncepcije; Montessori pedagogija; programi usmjereni na dijete; Waldorf pedagogija

Alternative Pedagogies in Preschool Institutions

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Abstract

The beginning of the twentieth century was marked by a pedagogical reform that has resulted in numerous pedagogical conceptions. The most significant of them are Waldorf, Montessori, Reggio, and Agazzi. These pedagogies have slightly different approaches, but they all have the same goal, which is the well-being of the child and the child's overall development. All alternative pedagogies are focused on the child, giving him freedom, autonomy in work, encouraging him to learn by his own experience in interaction with the environment. Children need to develop creativity so that they would be able to treat the world with responsibility and actively participate in its creation. This paper aims to analyze the fundamental characteristics of alternative pedagogies. The emphasis is on the comparison of Montessori and Waldorf pedagogies, as the two most widely used alternative pedagogies in the world, and Croatia as well. In both pedagogies, the child is in the central position. Maria Montessori gives the child freedom from a young age, with adults giving him indirect help. On the other hand, Steiner believes that the child can make his own decisions only after puberty. Both base their education on the needs of the child, believing that this would lead to meeting the needs of society as a whole. What they have in common is that they consider adults to be role models for children who imitate adults' behaviors, appearances, mimicry, and word choice. Montessori believes that adults need to offer children guidance for self-help, and Steiner believes adults are the role model that children should emulate. Both pedagogies stress the importance of natural materials and keeping in touch with nature.

Keywords: alternative pedagogical conceptions; child-focused programs; Montessori pedagogy; Waldorf pedagogy

Samoregulirano učenje, akademska samoefikasnost i perfekcionizam kao prediktori školskog uspjeha i ispitne anksioznosti učenika srednje škole

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Sažetak

Cilj istraživanja bio je ispitati kojim se strategijama učenici koriste pri učenju te jesu li samoregulirano učenje, akademska samoefikasnosti i perfekcionizam statistički značajni prediktori školskog uspjeha i ispitne anksioznosti učenika srednje škole. U istraživanju je sudjelovalo 174 učenika prvoga (N = 18), drugoga (N = 58), trećega (N = 29) i četvrtoga (N = 69) razreda srednje škole, od čega 128 djevojaka i 46 mladića.

Korištena je Skala strategija učenja (Lončarić, 2013), Skala akademske samoefikasnosti (Lončarić, 2013), Skala ispitne anksioznosti (Lončarić, 2013) i Upitnik perfekcionizma (Miljković i Rijavec, 2001). Rezultati su pokazali kako se učenici najčešće koriste površnom kognitivnom strategijom memoriranja, strategijom kontrole tijeka i ishoda učenja i strategijom dubinskoga kognitivnog procesiranja primjenom sadržaja. Povremeno se koriste strategijom površnoga kognitivnog procesiranja usmjerenosti na minimalne zahtjeve, strategijom kontrole učenja ponavljanjem i vježbom te strategijom organiziranja sadržaja, a najrjeđe se koriste strategijama kritičkog mišljenja te elaboracije. Dubina kognitivnog procesiranja i akademska samoefikasnost pozitivni su prediktori školskog uspjeha. Također, perfekcionizam i dubina kognitivnog procesiranja statistički su značajni pozitivni prediktori, dok je akademska efikasnost statistički značajan negativni prediktor ispitne anksioznosti. Rezultati su pokazali kako se djevojke u odnosu na mladiće više koriste strategijom metakognitivne kontrole prilikom učenja, ali se i više koriste strategijom površnoga kognitivnog procesiranja. Također, djevojke pokazuju više ispitne anksioznosti u usporedbi s mladićima. Učenici četvrtog razreda imaju veću akademsku samoefikasnost od učenika prvog razreda.

Ključne riječi: akademska samoefikasnost; ispitna anksioznost; perfekcionizam; samoregulirano učenje; školski uspjeh

Self-Regulated Learning, Academic Self-Efficacy and Perfectionism as Predictors of Academic Achievement and Test Anxiety of High School Students

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Abstract

The research aimed to examine the strategies that students use in learning and whether self-regulated learning, academic self-efficacy, and perfectionism were statistically significant predictors of academic achievement and test anxiety of high school students. The study involved 174 students of first (N=18), second (N=58), third (N=29) and fourth (N=69) grade of secondary school; 128 girls and 46 boys.

The Scale of Learning Strategies (Lončarić, 2013), Scale of Academic Self-Effectiveness (Lončarić, 2013), Test Anxiety Scale (Lončarić, 2013) and Perfectionism Questionnaire (Miljković & Rijavec, 2001) were used. The results showed that students mainly used the superficial memory strategy, the course and outcomes control strategy and the strategy of deep cognitive processing using application. They occasionally used the strategy of superficial cognitive processing that focuses on minimum requirements, the strategy of learning control by repeating and exercising, and the strategy of content organization. They rarely used critical thinking and elaboration strategies. The depth of cognitive processing and academic self-efficacy were positive predictors of academic achievement. Also, perfectionism and depth of cognitive processing were statistically significant positive predictors, while academic self-efficacy was a statistically significant negative predictor of test anxiety. The results showed that girls used more metacognitive control strategies and more superficial cognitive strategies than boys. Also, girls demonstrated more test anxiety. Fourth-grade students had higher academic self-efficacy than first-grade students.

Keywords: academic achievement; academic self-efficacy; perfectionism; self-regulated learning; test anxiety

Model potpore učenicima s problemima u ponašanju

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Sažetak

Problemi u ponašanju učenika među najzastupljenijim su posebnim odgojno-obrazovnim potrebama koje imaju nepovoljan učinak na njihova obrazovna postignuća i socijalni razvoj. U literaturi se nailazi na opći konsenzus o nepovoljnim posljedicama problema u ponašanju na proces i ishode učenja i socijalizacije. Iskustva učenika s problemima u ponašanju čvrsto su povezana s njihovim međusobnim odnosima i s mogućnostima koje im se pružaju u obiteljima, školi i vršnjačkim grupama. Istraživanja dokumentiraju pozitivne učinke pravovremenog prepoznavanja problema u ponašanju na koje se nadovezuje primjerena intervencija u školskom okruženju. Međutim, učitelji kao presudni čimbenici rane intervencije u pravilu ukazuju na nesnalaženje i nesprijetnost za odgoj i obrazovanje učenika s problemima u ponašanju, što je često popraćeno izostankom organiziranog i planiranog programa potpore tim učenicima.

Poster je usmjeren predstavljanju modela potpore učenicima s problemima u ponašanju koji je razvijen u okviru projekta „Razvoj modela socijalnopedagoških intervencija u osnovnoj školi“. Projekt se provodio uz potporu hrvatske Agencije za odgoj i obrazovanje (2015. – 2018.). Model obuhvaća individualne i grupne oblike rada s učiteljima, roditeljima i učenicima. Osnovni je cilj modela doprinos razvoju komunikacijskih vještina, vještina rješavanja problema, samopouzdanja, organizacijskih vještina i drugih kompetencija učenika koje su važne za njihov socijalni i akademski razvoj.

Model je temeljen na pokazateljima uspješnosti. To znači da uključuje:

- odluke temeljene na najboljim dostupnim dokazima (istraživanje o potrebama i problemima učenika s problemima u ponašanju u hrvatskim školama, N = 3000 učenika i roditelja iz 43 hrvatske škole)
- sustavno korištenje podataka i informacija (povezanost potreba i problema učenika s primjerenom potporom)
- primjena okvira za planiranje programa (razvoj i provedba programa potpore među učenicima s problemima u ponašanju) i
- evaluacija primijenjenih aktivnosti.

Primjena modela među učenicima s problemima u ponašanju učenicima daje priliku da ostvare svoje pravo na primjerenu potporu, a školama da ispune svoje odgojne obveze.

Ključne riječi: model potpore temeljen na pokazateljima uspješnosti; potrebe i problemi učenika; problemi u ponašanju učenika; rezultati evaluacije modela

The Model of Support for Pupils with Behavioural Problems

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Abstract

Pupils' behavioural problems are among the most common special educational needs that also produce an unfavourable effect on the pupils' educational attainment and social development. Literature finds a consensus concerning the unfavourable consequences of behavioural problems on learning and socialization outcomes. The experience of pupils with behavioural problems is strongly connected with relationships and opportunities which they have in their families, school and peer groups. Previous research documented positive effects of timely recognition of behavioural problems that are followed by appropriate interventions within the environment of the school. However, teachers typically display disorientation and unwillingness to engage with the pupils exhibiting behavioural problems, which is often accompanied by the lack of an organized and planned support program for these pupils.

The poster presents the model of support for pupils with behavioural problems that were developed within the frame of the project “Development of the Models of Social-Pedagogic Interventions in Primary School”. The project was conducted with the support of Croatia's Education and Teacher Training Agency (2015-2018). The model includes individual and group counselling or workshops with teachers, parents, and

pupils. The main objective of the model is a contribution to the development of pupils' communication skills, problem-solving skills, self-confidence, organizational skills and other competencies that are important for their social and academic development.

The model is evidence-based. It means that the model involves:

- (a) decisions based on the best scientific evidence available (research regarding the needs and problems of pupils with behavioural problems in Croatian schools, n = 3.000, pupils and parents from 43 Croatian schools)
- (b) using data and information systems systematically (the connection between the needs and problems of pupils with appropriate support)
- (c) applying program-planning frameworks (development and implementation of programs that support pupils with behavioural problems), and
- (d) evaluation of implemented activities.

Implementation of the model provides pupils with behavioural disorders with an opportunity to exercise their right to appropriate support, while schools get an opportunity to fulfill their educational duties.

Keywords: behavioural problems of pupils; evidence-based model of support; needs and problems of pupils; results of a model evaluation

Stavovi studenata nastavnčkih studija prema korelacijskoj nastavi

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Sažetak

Unazad stotinu i više godina promicatelji pedagoških ideja zalagali su se, u okviru tzv. reformskih pedagogija, za znatnije usmjeravanje na djetetove potrebe, veću aktivnost i holistički razvoj. Parcijalno zahvaćanje svijeta (u odgojno-obrazovnom kontekstu bila bi to podjela na nastavne predmete) postaje neodrživo te se sve više naglašava interakcija, integracija, povezivanje s iskustvom. Korak naprijed k integraciji, a sa svrhom aktivnog učenja i poučavanja, mogla bi biti korelacijska nastava. Pod pojmom korelacijska nastava podrazumijevamo neposredni odgojno-obrazovni rad koji izvodi dvoje nastavnika različitih nastavnih predmeta ili nastavnih područja (npr. jezičnoga i društveno-humanističkoga).

U istraživanju je sudjelovalo pedeset dvoje od ukupno pedeset šest studenata koji su u ljetnom semestru akademske godine 2018./2019. pohađali nastavu iz kolegija Korelacijske vježbe predmetne metodike nastave. Svi su sudionici u trenutku ispunjavanja upitnika bili studenti diplomskih studija nastavnčkog smjera na Hrvatskim studijima Sveučilišta u Zagrebu. Cilj istraživanja bio je ispitati upoznatost i stavove studenata, budućih nastavnika, o korelacijskoj nastavi. Istraživanje je bilo longitudinalno, provedeno je u dvjema vremenskim točkama kako bi se usporedili stavovi o korelacijskoj nastavi na početku i na kraju pohađanja kolegija. U prvom valu, na početku ljetnoga semestra, studenti su tek bili upisali spomenuti kolegij te su se njihovi odgovori temeljili na individualno stečenom predznanju. U drugom valu, nakon odslušane nastave na kolegiju, svoje procjene temeljili su na iskustvu stečenom tijekom pohađanja istoga. Za potrebe ovog istraživanja osmišljen je upitnik koji se sastojao od 14 čestica. Ispitanici su slaganje s tvrdnjama procjenjivali na ljestvici Likertova tipa od pet stupnjeva.

Rezultati prvog vala istraživanja ukazuju na to da su sudionici izrazili potrebu boljeg poznavanja sadržaja nastavnog predmeta i metodike kao preduvjet uspješne pripreme i izvedbe korelirane nastavne jedinice. U drugom su valu istraživanja najizraženiji preduvjeti upoznatost s pojmom korelacijske nastave i samoprocijenjena sposobnost pripreme korelirane nastavne jedinice. Usporedbom rezultata prvoga i drugog vala istraživanja, najveća razlika dobivena je u samoprocjeni stečenoga znanja o organizaciji i izvedbi korelacijske nastavne jedinice.

Dobiveni rezultati ukazuju na opravdanost izvođenja kolegija kojim se studenti, budući nastavnici, pripremaju za izvođenje korelacijske nastave u školama. Daljnja bi istraživanja trebala ići u smjeru usporedbe ishoda ostvarenih koreliranom nastavom i nastavom izvođenom na tradicionalan način.

Ključne riječi: budući nastavnici; korelacijska nastava; longitudinalno istraživanje; reformske pedagogije; tradicionalna nastava

Pre-service Teachers' Attitudes Towards Correlated Teaching

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Abstract

Over the past hundred years, promoters of pedagogical ideas within the so-called reform pedagogy have advocated focusing on the child's needs, more activities, holistic development. Partial understanding of the world (in the educational context, it would be the distribution to teaching subjects) becomes unsustainable, which results in more emphasis on interaction, integration, connecting with the experiential. A step closer towards integration, with the purpose of enabling active teaching and learning, could be correlated teaching. The concept of correlated teaching implies direct educational work conducted by two teachers of different subjects or areas (for instance, linguistic area, and social sciences and humanities).

52 out of 56 students enrolled in Correlation Practicum in the Methodology of Teaching during the second semester of the 2018/2019 participated in the research. During the research, all of the participants were students of the final year attending teaching training at the Centre for Croatian Studies in Zagreb. The objective was to determine the pre-service teachers' attitudes and familiarity with the concept of correlated teaching. The research was longitudinal and was carried out in two phases, so the attitudes before and after attending the Correlation Practicum could be compared. During the first phase at the beginning of the second semester, the students had only just enrolled in the course, so their answers were based on previously acquired foreknowledge. During the second phase, which took place after the course had ended, the students could base their assessments on the experience gained through the course. The questionnaire, designed for this research, contained 14 items. The participants marked their answers on a five-point Likert scale.

The results of the first phase show that the participants feel there is a need for a better understanding of the content of the teaching subject, as well as the methodology which is a prerequisite of successful preparation and execution of a correlated lesson. In the second phase, the most prominent is familiarity with the concept of the correlated teaching, and the self-assessment of the ability to prepare for a correlated lesson. After comparing the two phases, the most significant difference is visible in self-assessment of the knowledge required for successful organization and performance of a correlated lesson.

The results of the present study justify the existence of a course which enables the students, future teachers, to prepare for the correlated teaching method in school. Further studies should aim to compare the outcomes achieved by teaching correlated lessons and those achieved by teaching traditional lessons.

Keywords: correlated teaching; future teachers; longitudinal research; reform pedagogy; traditional teaching

Trendovi i dinamika vršnjačkog nasilja u osnovnoj školi – mišljenja učitelja, učenika i roditelja

Zdenka Brebrić

I. Osnovna škola Bjelovar

Sažetak

Cilj je ovoga rada ispitivanje mišljenja učenika, učitelja, roditelja i stručnih suradnika o pojavnosti i trendovima vršnjačkog nasilja te o dinamici pojavnosti i trendova tijekom desetogodišnjeg razdoblja u I. osnovnoj školi Bjelovar, dok je u školama iz kojih dolaze stručni suradnici Bjelovarsko-bilogorske županije ispitivana dinamika pojavnosti i učestalost prijavljivanja vršnjačkog nasilja u drugim ustanovama. Ovo kvalitativno istraživanje temelji se na konstruktivističkoj i sudjelujućoj paradigmi u dijelu koji se odnosi na analize promišljanja učenika, učitelja, stručnih suradnika i roditelja o tematici vršnjačkog nasilja, a u drugom dijelu, koji se odnosi na objektivnu dinamiku prijavljenog nasilja, istraživanje se temelji na postpozitivističkoj paradigmi.

Rezultati pokazuju da su mišljenja sudionika različita, ali i jedinstvena u dvama bitnim segmentima: prijavljivanje nasilja daje rezultate i problem vršnjačkog nasilja nije samo školski problem, već je i problem cijele zajednice. Analiza pojavnosti vršnjačkog nasilja u zadnjih 10 godina u I. osnovnoj školi Bjelovar pokazuje trend smanjivanja nasilja, što se može dovesti u vezu s pojačanim preventivnim aktivnostima u školi, ali i s

uključivanjem suradnih ustanova putem obavijesti o nasilju i prijave nasilja. Što se tiče analize o prijavljenom vršnjačkom nasilju iz svih osnovnih škola Bjelovarsko-bilogorske županije, prema podacima Ureda državne uprave Bjelovarsko-bilogorske županije, čak 80 % prijava odnosi se na I. osnovnu školu Bjelovar, a 20 % otpada na prijave ostalih 16 škola iz Županije. Taj rezultat i razlozi za nj mogu biti motiv za daljnja istraživanja utjecaja sinergijskog djelovanja škole i ustanova koje joj pružaju podršku u prevenciji nasilja.

Ključne riječi: pojavnost nasilja; prijavljivanje nasilja; škola; trend nasilja; vršnjačko nasilje

Trends and Dynamics of Peer Violence in Primary Schools – Opinions of Teachers, Parents, and Pupils

Zdenka Brebrić

1st Primary School Bjelovar

Abstract

The primary aim of this paper is to gauge the opinion of pupils, teachers, parents, and school counsellors regarding the dynamics, occurrences, and trends of peer violence in a ten-year period in 1st Primary School Bjelovar. For other schools in Bjelovar-Bilogora County, this paper aims to gauge the dynamic and the occurrence of peer violence in other primary education institutions. This qualitative research is based on the constructivist and participative paradigm when analysing opinions of pupils, teachers, parents, and school counsellors regarding peer violence. When dealing with the objective dynamics of reported cases of peer violence, this paper employs research in the context of the postpositive paradigm.

The results demonstrate varying opinions of the participants that are however aligned in two crucial segments: that reporting violence yields positive results, and that peer violence is not only a problem of primary education institutions but the community as a whole. The analysis of the occurrence of peer violence in the past 10 years in 1st Primary School Bjelovar shows a decreasing trend of peer violence that correlates with the increase in preventive activities undertaken, including the engagement of the supporting institutions through the reporting of peer violence. The results the analysis of the reported cases of bullying to the Bureau of State Administration of Bjelovar-Bilogora County show that 80 percent of the reports in Bjelovar-Bilogora County are attributed to 1st Primary School Bjelovar, while the remaining 16 schools of Bjelovar-Bilogora County account for the 20 percent of the reports. The results and the discrepancy between one school and the rest of the schools in the Bjelovar-Bilogora County can be a motive for further research of the influence of synergetic actions of schools and supporting state and local institutions in preventing peer violence.

Keywords: occurrence of violence; peer violence; reporting violence; school; trends of violence

Stručno-pedagoška praksa studenata Odsjeka za učiteljske studije Učiteljskog fakulteta u Zagrebu

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Sažetak

Temeljna je zadaća stručno-pedagoške prakse na Učiteljskom studiju da studenti upoznaju organizaciju rada škole, nastavne i izvannastavne aktivnosti te da se neposredno uključe u nastavni proces. Ona ima važnu ulogu u obrazovanju budućih učitelja jer pruža praktično iskustvo i doticaj sa školskom stvarnošću. Promatranje nastave učitelja mentora, povezivanje teorijskih spoznaja s konkretnim primjerima nastavne prakse i samostalno izvođenje nastave omogućavaju studentima stjecanje kompetencija za buduću samostalnu odgojno-obrazovni rad.

Studenti Odsjeka za učiteljske studije svake akademske godine odlaze s uputnicom Učiteljskog fakulteta u Zagrebu na stručno-pedagošku praksu u osnovnu školu, koju sami odaberu, u Republici Hrvatskoj. Voditeljica stručno-pedagoške prakse upoznaje studente sa zadaćama i obvezama tijekom prakse. Studenti pišu zapažanja

o nastavi, izvannastavnim aktivnostima i organizaciji škole u dnevnik prakse. Na temelju vođenih bilješki sastavljaju izvješće u kojem iznose zaključake i dojmove o provedenoj praksi. Voditeljica stručno-pedagoške prakse pregledava i ocjenjuje dnevnik prakse i izvješće te organizira susrete na kojima se raspravlja o ostvarenim zadaćama prakse i dojmovima studenata.

Rad prikazuje rezultate istraživanja o promišljanju studenata (N = 519) od prve do pete godine Odsjeka za učiteljske studije Učiteljskog fakulteta u Zagrebu o organizaciji i provedbi stručno-pedagoške prakse u akademskoj godini 2018./2019. Za prikupljanje podataka korištena je anketa u elektroničkom obliku. Pitanja su se odnosila na opće podatke o školi i razredu u kojemu su bili na praksi te o organizaciju prakse. Studenti su praksu ostvarili u 439 matičnih i 80 područnih škola. U podjednakom su postotku bili u svim razredima primarnog obrazovanja. Čak 98,8 % studenata izjasnilo se kako je moglo izvršiti svoje obveze tijekom prakse i 99,2 % da im je na praksi bilo ugodno. Studenti su iskazali zadovoljstvo odgojno- obrazovnom klimom i suradnjom s učiteljima mentorima, a nezadovoljstvo materijalnim uvjetima škola. Procijenili su potrebu za dužim i aktivnijim periodom stručno-pedagoške prakse. Prijedlozi studenata za promjene u organizaciji prakse pružaju mogućnost unaprjeđenja organizacije i provedbe stručno-pedagoške prakse slijedeće akademske godine.

Ključne riječi: buduću učitelji primarnog obrazovanja; mišljenje studenata; obrazovanje učitelja; organizacija prakse; unaprjeđenje prakse

Professional-Pedagogical Practice at The Department of Teacher Studies At the Faculty of Teacher Education in Zagreb

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Abstract

The fundamental objective of the professional-pedagogical practice at the Department of Teacher Studies is to familiarize students with the organization of the school, teaching and extra-curricular activities, and for them to get directly involved in the teaching process. This plays an important role in the education of future teachers as it provides practical experience and first-hand contact with the school reality. Observation of teaching by a teacher-mentor, connecting theoretical knowledge with concrete examples of the teaching practice and self-teaching all allow students to acquire competencies for future independent educational work.

Each academic year, the students of the Department of Teacher Education attend their teaching practice in a primary school of their choice. The supervisor of the professional-pedagogical practice introduces students to the tasks and duties which make up the practice. Students write their observations in a diary: notes about teaching, extracurricular activities, and the school's general organization. Based on these notes, they then compile a report with their own conclusions and impressions. The supervisor of the professional teaching practice examines and evaluates each diary and report, and then organizes meetings at which the students analyze and discuss the accomplished tasks, impressions, and proposals.

This paper presents the opinions of students (N=519) from first through the fifth year of studies at the Department of Teacher Education at the Faculty of Teacher Education regarding their professional pedagogical practice in the academic year 2018/2019. The survey was administered in the electronic form. The questions referred to the general information about the school and the classroom in which the students had attended their teaching practice, as well as the organization of the teaching practice. The students completed their practice in 439 stem and 80 regional schools. They observed classroom activity in all four primary grades in an equal percentage. 98.8 percent of the students said that they were able to fulfill all their assignments, and 99.2 percent mentioned that they felt comfortable during the practice. The students were satisfied with the educational climate and cooperation with their teacher-mentors but were dissatisfied with the material conditions of schools. They recognized the need for a longer and more active period of professional-pedagogical practice. Students' suggestions regarding the organization of practice help improve the organization and realization of the professional-pedagogical practice in the following academic year.

Keywords: advancement of practice; future teachers of primary education; organization of practice; student opinion; teacher education

Studentska samoprocjena razvoja kompetencija na diplomskom studiju ranog i predškolskog odgoja i obrazovanja

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Sažetak

Diplomski studij ranog i predškolskog odgoja i obrazovanja na Učiteljskom fakultetu Sveučilišta u Zagrebu pokrenut je 2013. godine, s ciljem da unaprijedi kompetencije stečene na prvostupničkoj razini, razvije dodatne, složenije kompetencije i otvori mogućnost nastavka školovanja na poslijediplomskim studijima. Na taj način omogućen je važan preduvjet profesionalizacije odgojiteljskog zanimanja, odnosno transformacije zanimanja u profesiju (Domović, 2011). Pri razvoju programa definirani su ishodi učenja (kompetencije) na razini programa koje opisuju očekivano znanje, razumijevanje, usvojene profesionalne vrijednosti i praktične vještine koje studenti mogu demonstrirati po završetku studija. Taj pristup u skladu je s teorijskim modelom planiranja u visokom obrazovanju, koji se najčešće naziva konstruktivno poravnanje ili povezivanje (eng. constructive alignment) (Biggs, 1999, 2003), a odnosi se na pristup u kojem planiranje programa započinje jasnom slikom o ishodima učenja koji su usklađeni i kongruentni horizontalno i vertikalno u studijskom programu. Pri procjeni kurikula i ostvarenosti njegovih ishoda valja voditi računa o njegovim razinama – od službenoga, izvedenoga, procijenjenoga, naučenoga, do skrivenoga (Glathorn, 2000). To znači, kurikulum je ostvaren ako su rezultati službenoga, napisanoga i procijenjenog kurikula sukladni (Domović, 2009). Jedna je od mjera ostvarenosti kurikula i studentska procjena razvijenosti kompetencija na razini programa, koje su i dio dodatka diplomi. Drugim riječima, pitanje je u kojoj se mjeri studenti na kraju studija zaista osjećaju spremnima za primjenu kompetencija definiranih u službenom kurikulumu, odnosno postoje li, prema njihovoj percepciji, razlike između službenoga, izvedenoga i naučenog kurikula.

Cilj istraživanja bio je utvrditi kako studenti procjenjuju razinu ovladanosti kompetencijama koje se razvijaju na diplomskom studiju te u kojoj su mjeri različiti kolegiji doprinijeli razvoju kompetencija navedenih u programu diplomskog studija. Istraživanje je provedeno na uzorku od 68 studenata završne godine redovitoga diplomskog studija ranog i predškolskog odgoja i obrazovanja te 78 studenata završne godine izvanrednoga diplomskog studija ranog i predškolskog odgoja i obrazovanja.

Rezultati pokazuju da postoji konzistentnost u razini procjene ovladanosti određenim kompetencijama. Potvrđeno je da program diplomskog studija ne pridonosi razvoju svih predviđenih kompetencija, već da se neke sustavno razvijaju većim brojem kolegija, dok se neke zanemaruju na razini čitavog studija. Dodatno, uočene su razlike u samoprocjenama ovladanosti kompetencijama između studenata redovitoga i izvanrednog studija.

Ključne riječi: diplomski studij; kompetencije; konstruktivno poravnanje; kurikulum; rani i predškolski odgoj

Student Self-Assessment of Competency Development at Graduate Study of Early and Preschool Education

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Abstract

Graduate study of early and preschool education at the Faculty of Teacher Education, University of Zagreb, started in 2013 intending to enhance competences acquired at bachelor level, to develop additional competencies that are more complex, and to provide an opportunity for the continuation of education at postgraduate studies. That enabled the crucial precondition for the professionalization of preschool teaching (Domović, 2011). During the master's program development, learning outcomes (competencies) at the program level were defined as expected knowledge, understanding, acquired professional values, and practical skills that students can demonstrate at the end of the study. This approach is in accordance with the theoretical model of planning in higher education that is most commonly known as constructive alignment (Biggs, 1999, 2003). Constructive alignment is an approach in which program planning starts with a clear vision of learning outcomes that are aligned and congruent both horizontally and vertically in the study program. During curriculum assessment and assessment of its learning outcomes, one must take into consideration all its levels

– from official, estimated, learned to the hidden ones (Glathorn, 2000). That means that curriculum goals are achieved if the results of official, written and estimated curricula are in accordance (Domović, 2009). One of the measures of curriculum achievement is student assessment of acquired competencies at the program level that is a part of the diploma supplement. That is why the next question is raised: “To what extent do students at the end of the studies really feel ready for applying the competences defined in the official curriculum, or whether there are, according to their perception, differences among official, derived, and learned curricula?”

The aim of this research is to investigate how students assess the level of acquired competencies that are developed during graduate study, and to determine to what extent have different courses contributed to the development of competencies written in the study program. The research was conducted on a sample of 68 full-time students, and 78 part-time students of the final year of the graduate study of Early childhood and preschool education.

The results show that there is a consistency within the level of assessment of some acquired competences. It is confirmed that the graduate program does not contribute to the development of all expected competences. Some competencies are systematically developed through numerous courses, while some are being neglected at the level of an entire study program. Additionally, differences between self-assessment in competence acquisition between full-time and part-time students have been detected.

Keywords: competencies; constructive alignment; curriculum; early and preschool education; graduate study

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Ovo je prva studija slučaja djeteta s Tourettovim sindromom provedena u Hrvatskoj. Ovim se istraživanjem htjelo pokazati život djeteta s Tourettovim sindromom u obiteljskoj okolini i u školi te kako se škola suočava s ovim poremećajem i koje su tehnike i strategije kojima se koriste roditelji i učitelji kako bi djetetu olakšali svakodnevno funkcioniranje.

U ovom je istraživanju korištena kvalitativna metoda kojom je proučavan određeni slučaj. Studija slučaja bila je jedina metoda kojom su se mogle istražiti specifičnosti sindroma s obzirom na rijetkost njegove pojave. U istraživanju su korišteni otvoreni intervjui s djetetovom majkom i defektologinjom iz osnovne škole koju ono pohađa. Tako se dobio presjek djetetova ponašanja u obiteljskom i školskom okruženju.

Tourettov je sindrom poremećaj u ponašanju koji karakteriziraju motorički i vokalni tikovi. Tikovi su prisilne i ponavljajuće radnje na koje ne utječe volja. Tikovi Tourettova sindroma mogu se podijeliti na jednostavne i složene motoričke i vokalne tikove. Tikovi mogu biti kronični i prolazni. Etiologija Tourettova sindroma još nije dovoljno istražena i zasada se pripisuje nasljednom faktoru ili promjeni u dopaminergičnom sustavu.

Najčešće je Tourettov sindrom u komorbiditetu s hiperaktivnim poremećajem, opsesivno-kompulzivnim poremećajem, depresijom i poremećajima u učenju. Tourettov sindrom vrhunac dostiže u desetoj godini djetetova života, iako roditelji znakove mogu primijetiti i ranije. Važno je pravovremeno reagirati kako bi se djetetu moglo odrediti liječenje i psihološka pomoć, ako su potrebni. Liječenje može biti medikamentno, što uključuje lijekove koji ublažuju, ali ne uklanjaju tikove. Uz lijekove, preporučuje se i terapijsko liječenje koje može pomoći i djetetu i roditeljima da im se ukaže na to kako se nositi s Tourettovim sindromom. Djeca s Tourettovim sindromom nailaze na velike zapreke upisom u školu. Zbog prisilnih radnji koje ne mogu obuzdati, događa se da teško prate nastavu i ometaju svoje vršnjake te postižu slabiji akademski uspjeh. S obzirom na to da ovaj poremećaj nije čest, događa se da učitelji i odgojitelji nisu dovoljno educirani za pravilno postupanje u slučaju da im se dijete s Tourettovim sindromom nađe u razredu.

Ključne riječi: komorbiditet; liječenje; škola; tikovi; Tourettov sindrom

Tourette Syndrome Suzana Filipović¹, Siniša Opić²

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Abstract

This is the first case study of a child with Tourette syndrome conducted in Croatia. This research shows how the child with Tourette syndrome behaves in the family environment and how the school is dealing with this disorder, and what techniques and strategies are used by parents and teachers to make it easier for a child to function daily.

In this research, a qualitative methodology was used to study this specific case. The case study was the only method to research the specificity of the syndrome due to the rare occurrence of Tourette syndrome. Throughout the research, open interviews with the boy's mother and defectologist from his elementary school were used. Thus was given a cross-section of the boy's behavior in the family and school environment.

Tourette syndrome is a behavioral disorder characterized by motor and vocal tics. Tics are forced and repetitive actions not affected by our will. Tourette syndrome's tics can be divided into simple and complex motor and vocal tics. Ticks can be chronic and temporarily. The etiology of Tourette syndrome has not yet been sufficiently researched and so far, it is attributed to the hereditary factor or change in the dopaminergic system.

It is most commonly in comorbidity with hyperactivity disorder, obsessive-compulsive disorder, depression, and learning disorders. Tourette syndrome reaches its peak in the tenth year of a child's life, although parents can notice signs before. It is important to respond on time so that the child can be given treatment and psychological help, if necessary. Treatment can be medical, which includes medications that alleviate but do not remove the tics. In addition to medication, therapeutic treatment is also recommended, which can help both the child and parents to find out how to deal with Tourette syndrome. Children with Tourette syndrome face the biggest obstacle when enrolling at school. Because of the forced actions from which they cannot refrain, they find it difficult to follow the curriculum, and often disturb their peers and because of this, they achieve poor academic success. Given that this disorder is not so common, it happens that teachers and educators are not sufficiently educated for proper treatment in case a child with Tourette syndrome is in the classroom.

Keywords: comorbidity; school; tick; treatment; Tourette syndrome

Pedagoško savjetovanje i obrazovne perspektive učenika

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Sažetak

Savjetovanje kao pedagoški fenomen pomoć je u učenju na području samoodgoja i slijedi postulat čovjekova (samo)obrazovanja (Hechler, 2012, str. 42). Pedagoški se razgovori uglavnom smještaju u kontekst razvojno-pedagoškoga i savjetodavnog rada škole, stručnih suradnika, pedagoga i psihologa (Pažin-Ilakovac, 2015), no najveći je potencijal pedagoškog savjetovanja, u sferi obrazovnih perspektiva učenika, u odgojnom radu nastavnika i učitelja. Naime, učitelji i nastavnici provode najviše vremena s djecom te, uz pretpostavku zdrava autoriteta, imaju mogućnost zadobiti povjerenje i poštovanje djece potrebno za kvalitetnu odgojnu nastavu.

U ovome radu predstaviti će se obrazovni aspekti pedagoškog savjetovanja učenika srednjoškolske dobi te će se dati osvrt na trenutačno stanje i neke buduće perspektive u našem odgojno-obrazovnom sustavu. S time u vezi, pobliže će se razmatrati stavovi, uvjerenja i akademsko samopoimanje učenika, što često nije u skladu s njihovim objektivnim znanjem i sposobnostima (Marsh, 1987) ni s njihovim potencijalima koji kroz burno razdoblje srednjoškolskog obrazovanja često prolaze neopaženo, a djeca zahtijevaju pomoć i stručnu pedagošku podršku kako bi donijela ispravne odluke po završetku srednje škole i kasnije u životu. Pritom se poseban naglasak stavlja na kompetencije nastavnika, s naglaskom na pedagoške, socijalne i emocionalne dimenzije njihova rada s učenicima te na njihov osobni i profesionalni identitet.

Autor propituje suvremene obrazovno-političke trendove i kompetencijski pristup obrazovanju

te kritički razmatra odnos pozicioniranja nastavnika i učitelja od strane obrazovnih politika nasuprot onih karakterističnih za pedagošku znanost. Također se analiziraju distinkcije u savjetodavnom radu pedagoga i nastavnika, naročito u pogledu predmetnih didaktika i disciplina u okviru kojih nastavnici mogu pedagoškim razgovorom kao integralnim dijelom rada znatno povećati motivaciju učenika, samosvijest i opće obrazovne aspiracije koje neće biti ograničene nedostatkom samopouzdanja i/ili neprepoznavanja potencijala pojedinaca od strane stručnih osoba.

Ključne riječi: akademsko samopoimanje; autoritet nastavnika, obrazovne aspiracije učenika; pedagoško savjetovanje

Pedagogical Counseling and Students' Educational Perspectives

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Abstract

Counseling, as a pedagogical phenomenon, is the help in learning in the field of self-education and follows the postulate of self-education in the academic sphere (Hechler, 2012, p. 42). Pedagogical discussions are mostly discussed in the context of developmental pedagogical and counseling work of the school of expert associates of pedagogues and psychologists (Pažin-Ilakovac, 2015), but the greatest potential of pedagogical counseling in the field of educational perspectives of students is in the work of teachers. Namely, teachers spend most of their time with children and on the assumption of healthy authority, have the opportunity to gain the trust and respect of the children they need for quality teaching.

This paper presents the educational aspects of pedagogical counseling of high school students and gives an overview of the current situation and some future perspectives in our educational system. The attitudes, beliefs, and academic self-concept are often incompatible with their knowledge and abilities (Marsh, 1987), and even less with their potentials, which often go unnoticed through a hectic period of secondary education, which requires all possible help and pedagogical support to make the right decisions at the end of secondary school, but also later in life. Special accent is placed on the teacher competencies, with emphasis on the pedagogical, social and emotional dimensions of their work with students and their personal and professional identity.

The author questions current educational-political trends and competency-based approach to education, and critically considers the relation of teacher positioning from education policies as opposed to the characteristics of pedagogical science. Analyzing the distinctions in the counseling work of pedagogues and teachers, and in particular with regard to the didactics and disciplines in which teachers can, by means of pedagogical discussion, as an integral part of their work, increase the motivation of students, self-awareness and general educational aspirations, which will not be limited by lack of confidence and/or lack of detection of students' potential by experts.

Keywords: academic self-concept; pedagogical counseling; students' educational aspirations; teacher authority

Uloga nastavnika u suvremenom obrazovanju

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Sažetak

Promjena, modernizacija, povećanje kvalitete i učinkovitosti sustava obrazovanja česte su teme suvremenih znanstvenih istraživanja, ali i medijskih izvještaja, političkih kampanja i svakodnevnih razgovora. Sudionici obrazovnog procesa suočeni su s problemom prilagodbe sustava obrazovanja brzim promjenama na tržištu rada i još bržem razvoju tehnologije, razvoju informatičke pismenosti od ranog djetinjstva, sveprisutnosti informacija i znanja, intenzivnoj mobilnosti. Inovacije inkorporirane u sustave obrazovanja ukazuju na

nužnost sustavnih promjena kako bi se optimalno iskoristila primjenjivost i učinkovitost suvremene znanosti i tehnologije. Kako transformirati ulogu učitelja u svijetu u kojem se svakodnevno skraćuje put do traženih informacija? Što to učitelji mogu i trebaju pružiti svojim učenicima?

Odgovore na pitanja današnjice često možemo pronaći u povijesnim mislima teoretičara obrazovanja društveno-humanističke tradicije. Od povratka ciljevima klasičnog obrazovanja – razvoju autonomije i individualnosti, preuzimanju odgovornosti, integraciji stečenih znanja i vještina u razvijenu ličnost – do teoretičara dvadesetog stoljeća koji naglašavaju važnost razmjene znanja, uvažavanja suprotstavljenih argumenata i samostalnog učenja, kritizirajući istovremeno institucionalizaciju i privatizaciju znanja.

Stoga je ovo istraživanje za cilj imalo ispitati stavove javnosti o određenim aspektima zanimanja nastavnika. Tehnikom snježne grude, pozivom na ispunjavanje e-upitnika, prikupljeni su odgovori korisnika društvenih mreža iz Hrvatske, različite dobi i stupnja obrazovanja, od studentske populacije do umirovljenika.

Rezultati su pokazali visok stupanj povjerenja u odgovornost zanimanja nastavnika i u njihov doprinos ostvarivanju napretka društva i bolje budućnosti. Sudionici su izrazili povjerenje u opravdanost obveze stjecanja pedagoških kompetencija i trajnog stručnog usavršavanja nastavnika, a kao najveći izazovi istaknuti su problemi u komunikaciji i suradnji s učenicima i roditeljima. Stavovi izraženi u ovom istraživanju opravdavaju potrebu razvoja nastavničkih vještina: motiviranja, objašnjavanja, pomoći u usvajanju i povezivanju obrazovnih sadržaja, organizacije i usmjeravanja različitih oblika zajedničkog učenja, interakcijama potaknutog učenja komunikacijskih i socijalnih vještina, mentoriranja, vođenja u različitim načinima rješavanja problema, majeutike, uvažavanja sugestija, argumentiranja povratnih informacija, provjere, mjerenja i vrednovanja stečenih znanja. Uloga nastavnika nikada nije bila svedena na puko prenošenje znanja, a filozofsko-pedagoški temelji, iako često nepravedno zaboravljeni ili zanemareni, daju vrijedne odgovore na pitanje što je potrebno za ostvarenje ciljeva suvremenog obrazovanja.

Ključne riječi: nastavničke kompetencije; stavovi o obrazovanju; sustav obrazovanja; suvremeno obrazovanje; zanimanje nastavnika

The Role of Teachers in Contemporary Education Dunja Jurić Vukelić¹, Petar Vukelić²

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Abstract

Increasing the quality and efficiency of education systems is a common topic of contemporary scientific research, but also of media reports, political campaigns, and daily conversations. The education system is faced with the problem of adaptation to fast changes in the labor market and even faster development of technology, and the omnipresence of information and knowledge. Innovations incorporated in educational systems point out the necessity of systematic changes to optimally utilize the applicability and effectiveness of contemporary science and technology. How to transform the role of a teacher in the world where the path to the required information is shortened daily?

The answers to contemporary questions can often be found in the historical thoughts of theoreticians of the education of the socio-humanist tradition. From the return to the goals of classical education – the development of autonomy, individuality, and responsibility, the integration of acquired knowledge and skills into a developed personality – to the 20th-century theorists who emphasize the importance of knowledge exchange, independent learning, criticizing institutionalization and privatization of knowledge.

Therefore, this research aimed to examine public attitudes about certain aspects of the teaching profession. Using snowball sampling, by inviting to fill in an online questionnaire, the answers of users of social networks from Croatia, the different age and level of education were collected.

The results showed a high degree of trust in the responsibility of teachers' profession and trust that teachers contribute to achieving social progress and a better future. The participants expressed confidence in the justification of the obligation to acquire pedagogical competences and continuous professional training of teachers. The results justify the need to acquire and develop teaching skills: motivating, organization and guidance of various forms of group learning, communication and social skills learning, mentoring, mediating in problem-solving, maieutics; argumentation of feedback, verification, measurement and evaluation of acquired knowledge. The role of teachers has never been reduced to mere transfer of knowledge, and the philosophical-

pedagogical foundations, though often unfairly forgotten or neglected, provide valuable answers to the question of what is needed to achieve the goals of contemporary education.

Keywords: attitudes toward education; contemporary education; education system; teacher's competences; teaching profession

Što je (ne)suvremeno u suvremenom školstvu?

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Sažetak

Svaki odgojno-obrazovni sustav, osim znanstvenih, sadržava tradicijske i promiče individualne, gospodarske, kulturne, religijske, političke i druge društvene vrijednosti. U tom smislu brojni teoretičari odgojno-obrazovnih sustava ističu da je uloga školstva, uz aktualni odgoj i obrazovanje, progresivno pridonositi daljnjem razvoju pojedinca i društva. U razdoblju kada školstvo nije u mogućnosti pratiti društvene i gospodarske promjene s jedne strane, ali ni potrebe pojedinca s druge, dolazi do krize odgojno-obrazovnih sustava koja u najboljem slučaju rezultira dobro isplaniranim, organiziranim i realiziranim reformama.

Republika Hrvatska promjenama u odgojno-obrazovnom sustavu i školstvu pokušava odgovoriti na potrebe suvremenog društva, pri čemu se analizom dokumenata na razini obrazovne politike, ali i stručnih i znanstvenih radova, mogu izdvojiti preporuke kako suvremena nastava treba biti usmjerena na učenika i aktivno učenje te poticati na samostalno istraživanje, primjenu inovativnih nastavnih strategija poput projektnog i problemskog učenja, učenja otkrivanjem, suradničkog učenja. Suvremena nastava treba razvijati kreativnost i cjelovit razvoj ličnosti, ona treba biti nastava utemeljena na učenikovu iskustvu i praktičnom radu, treba podržavati individualizirani pristup učenju i poučavanju, interdisciplinarnost, inicijativnost i drugo. Navedene preporuke predstavljene su kao inovacije koje prije nisu postojale ili nisu bile dovoljno zastupljene u nastavnom procesu. Cilj je ovoga rada analizom kurikula u proteklih pola stoljeća (1964., 1972., 1988., 1993., 1999., 2006., 2011., 2019.) utvrditi jesu li navedene značajke suvremenoga nastavnog procesa doista novina. Rezultati dobiveni na temelju analize dokumenata pokazali su da su humana i mnogostrano razvijena ličnost, inovativnost, stvaralaštvo, individualizacija, uvažavanje interesa, sposobnosti i individualnih razvojnih mogućnosti učenika te poimanje učenika kao aktivnog subjekta odgoja i obrazovanja zastupljeni i istaknuti u gotovo svim analiziranim dokumentima. Ipak, uočljivo je da na razini implementacije nisu u potpunosti ostvarivana ta očekivanja. Odnosno, vrijednosti, načela ciljevi i didaktičke preporuke propisane u dokumentima nisu u punom potencijalu ostvareni u odgojno-obrazovnoj praksi. Stoga bi se suvremeni reformski procesi trebali usmjeriti na preveniranje sruza teorije i prakse.

Ključne riječi: kurikul; nastava usmjerena na učenika; odgojno-obrazovni sustav; reforma školstva

What Is (Non)Contemporary in Contemporary Schooling?

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Abstract

Apart from scientific values, each educational system contains traditional and promotes individual, economic, cultural, religious, political and other social values. In this regard, numerous educational theorists emphasize that the function of schooling, along with current education, progressively contributes to further development of the individual and society. In a period when schooling is unable to keep up with social and economic changes on the one hand, and the needs of the individual on the other, there is a crisis of educational systems that at best results in well-planned, organized and implemented reforms.

The Republic of Croatia attempts to respond to the needs of modern society through changes in the educational system and schooling. The analysis of documents on the level of education policy, as well as the recommendations of professional and scientific papers state that modern teaching should focus on students and active learning, research, application of innovative teaching strategies such as project and problem learning, learning by discovery, collaborative learning. Contemporary teaching should develop creativity, complete personality development, teaching based on student experience and practical work, support an individualized approach to learning and teaching, interdisciplinary, initiative and more.

These recommendations are presented as innovations that did not exist before or were not adequately represented in the teaching process. This paper aims to determine whether the features of the contemporary teaching process are really innovation by analyzing the curriculums in the previous half-century (1964, 1972, 1988, 1993, 1999, 2006, 2011, 2019). The results obtained based on the analysis of the documents have shown that human and multifaceted personality, innovation, creativity, individualization, appreciation of the interests, abilities and individual developmental possibilities of the students, the perception of students as active subjects of teaching process are represented and highlighted in almost all analyzed documents. However, one can notice, that at the implementation, expectations are not fully met. In other words, values, principles, goals and didactic recommendations laid down in the documents are not fully realized in educational practice. Modern reform processes should, therefore, focus on the prevention of clash between theory and practice.

Keywords: curriculum; education; educational system; school reform

ADHD – Što učenici osnovne škole znaju o njemu?

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Sažetak

ADHD je pokrata engleskog naziva Attention deficit / hyperactivity disorder nastala krajem osamdesetih godina 20. stoljeća, nakon što su razriješene brojne dvojbe vezane za kategorizaciju i simptome tog poremećaja. U hrvatskom se jeziku taj naziv prevodi kao pomanjkanje pažnje / hiperaktivni poremećaj. Već sam naziv ističe glavne simptome poremećaja uz koje se gotovo uvijek javlja i impulzivnost. Teorijski dio ovog rada obuhvaća pojašnjenje prirode ADHD-a, tri različita tipa ADHD-a i simptome koji ih karakteriziraju, postupak dijagnosticiranja te vrste moguće terapije koja se preporučuje osobama s dijagnosticiranim ADHD-om. Kako osobe s ADHD-om imaju teškoće u svakodnevnom životu, bitno je govoriti o njihovu funkcioniranju u obiteljskom i školskom okruženju te u vršnjačkim odnosima. Učenici s ADHD-om uključeni su u redovite škole te je za rad s njima nužno sastaviti programe po kojima će moći pratiti nastavu i koji će se usmjeriti na njihove jake strane i potencijale.

Cilj istraživanja bio je provjeriti koliko učenici u osnovnoj školi znaju o ADHD-u i o načinima na koji se taj poremećaj manifestira. U empirijskom dijelu ovog rada predstavljaju se rezultati istraživanja provedenoga u lipnju 2018. godine. U istraživanju je sudjelovalo ukupno 288 učenika iz dviju osnovnih škola u Zagrebu, Osnovne škole Remete i Osnovne škole Jordanovac. Ispitani učenici polaznici su četvrtih (N = 109), šestih (N = 118) i osmih (N = 61) razreda, od čega je ukupno 135 (47 %) dječaka i 153 (53 %) djevojčica. Za potrebe istraživanja sastavljen je upitnik kojim se ispitala upoznatost učenika s pojmom ADHD-a i s oblicima ponašanja tipičnima za taj poremećaj. Ispitivani su i stavovi te mišljenja učenika o osobama s tim poremećajem. Rezultati pokazuju kako su učenici djelomično upoznati s pojmom ADHD-a te prepoznaju samo neke oblike ponašanja karakteristične za taj poremećaj. Ispitanici su izrazili visoku razinu empatije i razumijevanja prema učenicima s ADHD-om.

Sveukupnost dobivenih rezultata ukazuje na potrebu za dodatnom edukacijom djece o ADHD-u jer se mnogi od njih svakodnevno susreću s djecom kojoj je taj poremećaj dijagnosticiran.

Ključne riječi: ADHD poremećaj; hiperaktivnost; impulzivnost; pažnja; učenici

ADHD – What Do Primary School Students Know About It?

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Abstract

ADHD (Attention Deficit/Hyperactivity Disorder) is a neurodevelopmental disorder. Typical behavior of children with ADHD includes short attention span, excessive activity, forgetfulness, disorganization, inadequate self-regulation, difficulties in resolving social problems, impatience, and impulsivity. Three types of ADHD are distinguished according to the symptoms that appear in child behavior: inattentive type, hyperactive-impulsive type, and combination type. ADHD is often diagnosed only when children begin school; teachers are thus the first people to recognize behavior typical of this disorder in children. It is common for ADHD to present along with other disorders, thus requiring an interdisciplinary approach. To ameliorate the symptoms of ADHD, the most effective solution currently considered is a multimodal approach that unifies psychosocial and psychoeducational techniques with the use of medication. This paper presents the current insight into typical behaviors of children and youths with ADHD in various social contexts – family, school, and peer groups.

The basic goal of this paper is to ascertain how much elementary school students know about ADHD and the ways this disorder manifests. The research involved 288 students from two primary schools in Zagreb – Remete Primary School and Jordanovac Primary School. The students surveyed were in the fourth (N=109), sixth (N=118), and eighth (N=61) grade, of whom a total of 135 (47%) were boys and 153 (53%) were girls. The research was carried out in June of 2018. For the purposes of this research, a questionnaire was developed to inquire into how familiar students were with the concept of ADHD, as well as behaviors typical of the disorder and students' opinions about people with this disorder. The results show that students are partially aware of the concept of ADHD and that they recognize only some behaviors typical of this disorder. Furthermore, the respondents expressed a high level of empathy and understanding towards students with this disorder.

The obtained results point to the need to additionally educate students about ADHD since many of them interact daily with children who suffer from this disorder; this would significantly intensify and improve the quality of their relationships and functioning within the scholastic context.

Keywords: ADHD; attention; hyperactivity; impulsivity; students

Osnivanje odgojiteljske komore – unapređenje profesionalnog identiteta odgojitelja

Kristina Ljubić Nežić

Dječji vrtić Vrbovec, Vrbovec

Sažetak

Ovaj rad ima svrhu ukazati na nužnost osnivanja odgojiteljske komore kao tijela koje će unaprijediti profesionalni identitet odgojitelja. Profesionalni identitet obuhvaća osobne stavove o profesiji te stav o važnosti svoje uloge unutar sektora djelatnosti, ali i u društvenom kontekstu. Termin profesija pretpostavlja djelatnost koja ima temeljnu ulogu u društvu, a njezini pripadnici ostvaruju ugled i poštovanje zajednice. Formiranje pravila profesije, vrijednosti i granica, kao i autonomno djelovanje i stvaranje zajedničkog jezika, imaju svrhu jačanja profesionalnog identiteta odgojitelja. Od kraja devedesetih godina sve se više raspravlja o nužnosti podizanja kvalitete sustava ranog i predškolskog odgoja i obrazovanja, kao temelja cjeloživotnog učenja. Odgojno-obrazovni djelatnici, odnosno u hrvatskom sustavu odgojitelji, ključni su čimbenici kvalitetnoga ranog i predškolskog odgoja i obrazovanja. Jačanje profesionalnih kompetencija odgojitelja u ranom i predškolskom odgoju i obrazovanju putem inicijalnog obrazovanja, ali i kontinuiranoga profesionalnog razvoja, nužne su pretpostavke stvaranja, održavanja i poboljšanja u kvaliteti odgojitelja i cijelog sustava. Svrha je pregleda značajki sustava ranog i predškolskog odgoja i obrazovanja u Europskoj uniji, te njihove komparacije s hrvatskim sustavom, prikaz bitnih odrednica kvalitetnih profesionalaca te njihova statusa u odnosu na opća određenja profesije. Unapređenje profesionalnog identiteta odgojitelja kontinuiran je proces koji pretpostavlja stalnu kritičku i refleksivnu ulogu te nužnost prilagodbe na globalne, političke, društvene, ekonomske i tehnološke promjene. Profesionalni identitet odgojitelja nužno je zato razvijati prema konceptu konstruiranja nove profesije, u kojoj je

ključni čimbenik stalna samorefleksija odgojitelja i sukonstruiranje znanja temeljenoga na refleksiji, a zajedno sa svim čimbenicima uključenima u sustav ranog i predškolskog odgoja i obrazovanja – djecom, roditeljima, zajednicom i kolegama profesionalcima. Formiranje profesionalnog identiteta obaveza je pripadnika profesije. Odgojitelji magistri s novim spoznajama imaju obavezu i odgovornost osnovati odgojiteljsku komoru, formirati pravila i zajedničku komunikaciju prema svim čimbenicima te kontinuirano podizati svijest pripadnika o važnosti svoje uloge, ali i surađivati s različitim nositeljima interesa i aktivno sudjelovati u kreiranju obrazovnih politika i podizanju društvenog statusa odgojitelja.

Ključne riječi: kvaliteta; nova profesija; odgojitelj; odgojiteljska komora; profesionalni identitet

Establishing a Preschool Teacher Association - Improving the Professional Identity of a Preschool Teacher

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Abstract

The purpose of this paper is to explain why there is a need for establishing the Preschool Teacher Association as a body which would improve the professional identity of a preschool teacher. Professional identity encompasses personal attitudes about the profession and an attitude towards its importance in both the education sector and society. The term profession includes the activities which hold a fundamental role in the society; its members, the professionals, are respectable and often highly appreciated in their communities. Establishing the rules of a profession, values, limits, autonomous work, and creating a common language, all have a purpose to strengthen the professional identity of a preschool teacher. Since the end of the nineties, there have been numerous discussions about the necessity of raising the quality of early childhood and education care systems, as a foundation for lifelong learning. Strengthening the professional competencies of the education staff in early childhood education and care is necessary for the initial education, but also in continuous professional development, as a healthy base for creating, maintaining and improving the preschool teacher profession, as well as the entire systems. An overview of elements in early childhood education and care systems in Europe, definitions of quality and their comparison with the Croatian system has the purpose to show the main characteristics of qualified professionals and their status concerning the profession in general. Strengthening the professional identity of a preschool teacher is a continuous process that assumes constant critical and reflective thinking, and the necessity for adjustment to global, political, social, economic and technological changes. Professional identity, thereby, necessarily needs to be developed through the concept of constructing a new profession whose key proposals are permanent self-reflection of a preschool teacher and construction of knowledge based on the reflection with all the participants involved in early childhood education and care systems: children, parents, community and other colleagues. Establishing a professional identity is an obligation for the members of a profession. Preschool teachers holding an MA degree have a duty and obligation to form an Association with its own rules and unified communication, to raise awareness about the importance of the profession, to collaborate with various stakeholders and to actively participate in the creation of educational policies and improving the social status of preschool teachers.

Keywords: Association; new profession; preschool teacher; professional identity; quality

Aktivno učenje kao preduvjet cjelovitog razvoja učenika

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Sažetak

Tradicionalni razredno-predmetno-satni sustav već dugi niz godina ne zadovoljava potrebe učenika niti potiče njihov cjelovit razvoj. U njemu je naglašen intelektualni aspekt djetetova razvoja dok su u velikoj

mjeri zapostavljena sva druga razvojna područja. Velikom zastupljenošću formalnih znanja ne potiče se cjelovit razvoj učenika. Učenik je na nastavi uglavnom pasivan, a u znanjima koja stječe ne vidi smisao ni mogućnost praktične primjene u svakodnevnom životu. Najveći izazov današnjice jest približiti školu učenicima i omogućiti im razvoj svih njihovih potencijala. Jedan je od preduvjeta rješavanja toga kompleksnog problema promjena načina školskog poučavanja, tj. poticanje aktivnog učenja. Aktivnim učenjem holistički se gleda na učenika te nastava postaje izazovna i zanimljiva, a znanja koja se stječu dugotrajna, smislena i upotrebljiva.

Cilj ovog istraživanja bio je ispitati koliko učitelji u školama potiču aktivno učenje učenika. Istraživanje je provedeno tijekom školske godine 2016./2017. u 12 osnovnih škola na području Republike Hrvatske na uzorku od 280 ispitanika (učitelja). Rezultati istraživanja ukazuju na to da se učitelji od aktivnih metoda učenja najviše koriste igrom u nastavi (M = 3,62), a najmanje učenicima dopuštaju korištenje pametnim telefonima tijekom nastavnog sata, a u svrhu traženja potrebnih informacija. Statistički značajne spolne razlike u korist ženskih ispitanika utvrđene su na četirima varijablama: V2 – U nastavi koristim kvizove, V6 – Moji učenici sami izdvajaju ključne riječi ili sažetak, V9 – Moji učenici glume određene prizore i V10 – Koristim se olujom ideja u nastavi. Također, utvrđena je i statistički značajna povezanost godina radnog staža i varijabli: V3 – Organiziram razredne debate, V7 – Na satove dovođim goste (stručnjake, znanstvenike i sl.) i V8 – Posjećujemo ustanove (muzeje, galerije, arhive, knjižnice i sl.) u korist ispitanika s više godina radnog staža. Na većem broju varijabli postoji statistički značajna razlika s obzirom na završeni fakultet ispitanika, tj. u poticanju aktivnog učenja postoji razlika među ispitanicima koji su završili učiteljski fakultet ili fakultet s nastavničkim usmjerenjem u odnosu na predmetne učitelje koji su završili neki drugi fakultet uz naknadnu pedagoško-psihološku i didaktičko-metodičku izobrazbu.

Ključne riječi: aktivno učenje; škola; učenik; učitelj

Active Learning as A Precondition for Complete Development of Student

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Abstract

The traditional class-subject-lesson system for many years in a row does not meet the needs of the students nor does it encourage their overall development. It emphasizes the intellectual aspect of child development, while all other areas of development are largely neglected. The great representation of formal knowledge does not encourage the full development of students. In the class, the student is mostly passive, and he is not able to see the meaning in the knowledge he acquires, along with the possibility of practical application in everyday life. The biggest challenge today is to bring the school closer to the students and to enable them to develop all of their potentials. One of the prerequisites for solving this complex problem is to change the way teaching is performed in schools, i.e. to encourage active learners' learning. Active learning offers a holistic view of students, teaching becomes challenging and interesting, and the knowledge gained is long-lasting, meaningful and useful.

This study aimed to examine how many teachers in schools encourage the active learning of students. The research was conducted during the school year 2016/2017 in 12 primary schools in the Republic of Croatia, on a sample of 280 respondents (teachers). The results indicate that, of all active learning methods, teachers use game-based learning most often (M=3,62), whereas they allow smartphone usage the least during class, and to seek out necessary information only. Statistically significant gender differences that favoured female respondents were found in four variables (V2 - I use quizzes in class, V6 – My students identify keywords or write summaries by themselves, V9 – My students act out certain scenes and V10 – I use brainstorming in class). Furthermore, statistically significant relationship was found between years of work experience and variables: V3 – I organize class debates, V7 – I bring guests [experts, scientists, etc.] into class, and V8 – We visit institutions [museums, galleries, archives, libraries, etc.], in favour of respondents with more years of experience. There is a statistically significant difference in the number of variables concerning the faculty from which the participants graduated. In other words, there is a difference between the respondents who graduated from a faculty of teacher education or a faculty with a teacher orientation compared to the subject teachers who graduated from some other college with subsequent pedagogical-psychological and didactic-methodical training.

Keywords: active learning; school; students; teachers

Kompetencije odgojitelja u poticanju dječjega jezičnog razvoja

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Sažetak

Sposobnost jezične komunikacije jedna je od djetetovih ključnih kompetencija i od velikog je značaja za njegov kognitivni, socijalno-kognitivni, emocionalni i obrazovni razvoj te cjeloživotno učenje (Weinert, Doil i Frevert, 2008). U razvoju jezičnih vještina djece osobito se ističe uloga odgojitelja (Strohmer i Mischo, 2016; ECCE Study Group, 1997). Iznimno je važno da odgojitelji imaju znanja, vještine i sposobnosti koje će im omogućiti da u radu s djecom rane i predškolske dobi budu kompetentni u prepoznavanju urednog razvoja govora i jezika, kao i u prepoznavanju onoga što ne slijedi razvojnu liniju u skladu s kronološkom dobi djeteta. Naputci Europske komisije (2011, 2012) naglašavaju obvezu osiguravanja visoke kvalitete obrazovanja i skrbi u ranom djetinjstvu kako bi se omogućilo osnaživanje sve djece u ostvarenju razvojnih potencijala. Već bi samim detektiranjem odstupanja od urednog razvoja djeci bilo omogućeno pravovremeno upućivanje na adrese stručnjaka te rana intervencija i rehabilitacija prije polaska u školu. Stoga je cilj ovog rada ispitati kod odgojitelja znanja o dječjem jezičnom razvoju i poticanju jezičnih vještina. U istraživanju je sudjelovalo 157 odgojitelja s područja Republike Hrvatske. Korišten je mjerni instrument Fragebogen zum Wissen über Sprache (Strohmer i Mischo, 2015) – Upitnik za procjenu znanja o razvoju jezika i govora. Rezultati ukazuju na to da je razina znanja ispitanika na korištenoj mjernoj ljestvici oko 60 %. Sveukupno, rezultati upućuju na nezadovoljavajuću razinu stručnosti ispitanika u naobrazbi o jezičnom razvoju i njegovu poticanju, što je znanstveno i politički poželjno prema ECCE Study Group (1997). Naime, na devet varijabli ispitanici nisu prešli prag od 50 % točnih odgovora usprkos relativno velikom broju ispitanika s visokom stručnom spremom i s dodatnom edukacijom iz područja razvoja jezika i govora. U svrhu dublje analize kvantitativnog dijela istraživanja, provedeni su polustrukturirani intervjui. Rezultati istraživanja upućuju na potrebu pravovremenoga inicijalnoga, kao i kontinuiranoga profesionalnog usavršavanja odgojitelja za stjecanje specifičnih kompetencija. Također je moguće razmotriti potrebu za uvođenjem dodatnih sadržaja (kolegija) ove tematike na studijima za obrazovanje odgojitelja u Republici Hrvatskoj.

Ključne riječi: odgojitelji; razvoj govora; razvoj jezika; uočavanje odstupanja u razvoju jezika i govora; znanje odgojitelja o razvoju jezika i govora

Competence of Preschool Education Teachers in the Promotion of Language and Speech of Children

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Abstract

The development of language can be considered a key competence, which is of great importance for a child's cognitive, social-cognitive, emotional and educational development, as well as lifelong learning (Weinert, Doil, & Frevert, 2008). The role of the early educator is particularly emphasized in the development of children's language skills (Strohmer & Mischo, 2016; ECCE Study Group, 1997). It is of the utmost importance that educators possess the knowledge, skills, and abilities that enable them to work with early-aged and preschool children, in recognizing the proper development of speech and language, as well as in recognizing the issues which are not following the developmental line in accordance with the chronological age of a child. The European Commission's guidance (2011, 2012) emphasizes the obligation to ensure a high quality of early childhood education and care, enabling all children to empower their development potentials. By detecting issues and divergence from proper development, children would be given a timely referral to specialist addresses and early intervention and rehabilitation, before entering the school system. Therefore, the purpose of this

paper is to examine the knowledge about the development, and the stimulation of language and language skills development in early education experts. "Fragebogen zum Wissen über Sprache" (Strohmer & Mischo, 2015) – Questionnaire for assessment of language and speech development was used as a measuring instrument. The participants in the study were 157 early educators from the Republic of Croatia. The overall level of knowledge of the respondents is about 60 percent, which suggests that our participants might not meet the level of expertise in language development, which is scientifically and politically desirable according to the ECCE Study Group (1997). At nine variables, respondents did not cross the threshold of 50% of correct answers, despite a large number of respondents with higher education, and those with additional education in language and speech development. In order to perform a deeper analysis of the quantitative part of the research, semi-structured interviews were conducted. The results presented in this paper point out the need for continuous professional training to acquire specific competence of the early educators or even the need for introducing a course that would deal exclusively with this topic during their college education.

Keywords: detecting speech and language difficulties; early education teacher; knowledge of language and speech development; language development; speech development

Mali kućni vrtić – buberovski, waldorfski, šumski

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Sažetak

Rad donosi prikaz koncepta novoosnovanoga odgojno-obrazovnog oblika za djecu rane i predškolske dobi. Radi se o malom vrtiću, osnovanom u zakonskoj formi obrta za čuvanje djece, koji može primiti najviše dvanaestoro djece u skupinu miješane dobi od jedne do sedam godina. Obrazlaže se iz kojih je razloga vrtić smješten u kontekst vlastitog domaćinstva odgojiteljice, na selu nadomak prirodne divljine. Vrtić o kojem je riječ autorski je projekt autorice ovoga rada. Koncept vrtića i način rada u njemu utemeljeni su na filozofiji i pedagogiji Martina Bubera pa rad donosi ključne Buberove teze koje se odnose na pedagogiju i koje, prema autoričinu mišljenju, predstavljaju ultimativne filozofske koordinate za svakog odgojitelja odnosno učitelja. Budući da autorica u Buberovim postulatima prepoznaje postulate waldorfske pedagogije, nakon svake izložene buberovske teze opisuje kako je zamišljeno odnosni Buberov postulat oživotvoriti u svakodnevnom odgojnom radu slijedeći načela i načine rada waldorfske pedagogije. Kao uporišne ovdje su izložene sljedeće Buberove teze: stav prema djetetu kao primarnoj potenciji i fenomenu jedinstvenosti, razvoj kreativnih snaga, instinkt stvaranja, instinkt zajedništva, poredak za razliku od uređenja opredmećenog svijeta, življenje strasti, odgojitelj kao posrednik svijeta i svekoliki uzor, poniznost, samosvijest i odgovornost odgojitelja, cjelovito življenje odnosno cjelovita životnost, učenje u pratnji činjenja, činjenje sukladno univerzalnim vrijednostima, izbjegavanje instruiranja, neizravno učenje, izbjegavanje gomilanja znanja i vještina, posredovanje društvenih ciljeva, kulture i civilizacije, interes za cjelovitu osobu djeteta, primat odgoja tzv. velikog karaktera, tj. moralno-etički odgoj, povjerenje, izbjegavanje propagande u odgoju i obrazovanju. Sve navedeno Buber utemeljuje u svojoj filozofiji susreta, odnosa dijaloga, što također autorica pronalazi kao temelj i u filozofiji waldorfske pedagogije.

Ključne riječi: cjeloviti odgoj i obrazovanje; Martin Buber; neizravno učenje; odgoj kreativnosti; waldorfska pedagogija

A Little Home Kindergarten – Buberistic, Waldorf, Forestal

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Abstract

The author presents the concept of a newly founded form of care and education for children of early and preschool age. It is a small kindergarten founded in the statutory form of a small childcare facility with the capacity of enrolling a maximum of twelve children of mixed age ranging from one to seven years. The author explains the reasons for placing a kindergarten in the context of her own household located in the countryside and close to woodlands, partly for personal reasons since she is the founder of the kindergarten, but mostly for pure pedagogical reasons. She describes why it can be considered that the concept of this type of a kindergarten and the modalities of its functioning are based on the philosophy and pedagogy of Martin Buber. His crucial pedagogical theses are also given, which, according to the author, are to be viewed as the ultimate philosophical coordinates for any early childhood and pre-school educator and/or a teacher. Since the author recognizes the main ideas of Waldorf pedagogy in Buber's postulates, his every thesis is followed by the author's description of her vision of how to daily shape particular Buber's postulates by following the main principles and methods of Waldorf pedagogy. The fundamental Buber's theses referred to in the text are the following: an educator's attitude towards a child as the primary potential and the phenomenon of uniqueness, the development of creative powers, the child's instinct for origination and the instinct for communion, the inherent order as opposed to a utilitarian organization of the world of objects, a passionate way of living, the educator as the mediator of the world and the overall role-model, humbleness, self-awareness and responsibility of the educator, the attitude of overall liveliness, the learning accompanied by doing and the doing in line with universal values, avoidance of instruction, prevalence of indirect learning, avoidance of mere accumulation of knowledge and skills, the importance of societal goals mediation, culture and civilization, the focus on the overall personality of the child, the primary postulate of the education of the "great character", i.e. the education of morality and ethics, the issue of trust, avoidance of propaganda in education. Buber derives all the aforementioned postulates from his philosophy of encounters, relationships, and dialogue, which the author also sees as the anchor values of the philosophy of Waldorf pedagogy.

Keywords: creativity education; holistic education; indirect learning; Martin Buber; Waldorf pedagogy

Uloga motivacijskih uvjerenja u procesu samoregulacije učenja matematike

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Sažetak

Samoregulirano učenje definira se kao aktivan i konstruktivan proces u kojem učenici postavljaju ciljeve učenja te nastoje nadgledati, regulirati i kontrolirati vlastite kognicije, motivaciju i ponašanje (Pintrich, 2004) kako bi ih ostvarili. Suprotno od toga, akademsko odlaganje (prokrastinacija) podrazumijeva odgađanje početka ili završetka aktivnosti koje su potrebne za ostvarenje akademskih ciljeva, što predstavlja deficit u samoregulaciji učenja (Steel, 2007) te rezultira psihološkim stresom kao i postizanjem lošijih akademskih rezultata. Kako samoregulacija motivacije ima središnju ulogu u samoregulaciji učenja (Wolters, 2011), možemo pretpostaviti da motivacijska uvjerenja značajno utječu i na sklonost učenika akademskom odlaganju. Stoga je cilj ovog istraživanja bio ispitati ulogu motivacijskih uvjerenja u procesu samoregulacije učenja matematike, odnosno utvrditi motivacijske mehanizme koji dovode do akademskog odlaganja u području matematike. Kao teorijski okvir za istraživanje učeničkih motivacijskih uvjerenja odabrana je teorija očekivanja i vrijednosti (Wigfield i Eccles, 2000). Prema toj teoriji, na obrazovne ishode utječu uvjerenja o vlastitoj kompetentnosti te subjektivna vrijednost onoga što se uči. Uvjerenja o kompetentnosti (samoefikasnost) odnosi se na procjenu vlastitih sposobnosti da se organizira i izvrši niz aktivnosti koje su potrebne da bi se ostvario željeni cilj, dok se subjektivna vrijednost odnosi na uvjerenja o razlozima zbog kojih se učenik uključuje u neku aktivnost, a uključuje komponente interesa, važnosti, korisnosti i cijene truda. Kako je cijena truda vrlo rijetko ispitivana komponenta iz teorije očekivanja i vrijednosti, imala je središnju ulogu u pretpostavljanom modelu. U istraživanju

je sudjelovalo 600 učenika srednjih škola iz 7 gimnazija u Hrvatskoj. Prikupljeni su podatci o subjektivnoj vrijednosti matematike, cijeni truda za učenje matematike, samoefikasnosti u matematici, samoefikasnosti u samoregulaciji učenja matematike, i akademskom odlaganju. Za analizu podataka primijenjena je metodologija strukturalnog modeliranja. Rezultati istraživanja pokazali su da samoefikasnost u samoregulaciji matematike kao i dvije komponente cijene truda (procjena gubitka vremena i energije te emocionalna) imaju medijatornu ulogu u odnosu između subjektivne vrijednosti matematike (interes za matematiku te procjena važnosti i korisnosti matematike) i samoefikasnosti u matematici s jedne strane, i akademskog odlaganja s druge. Ovo istraživanje doprinosi produblivanju razumijevanja motivacijskih uvjerenja u istraživanju samoregulacije učenja matematike.

Cljučne riječi: akademsko odlaganje; samoefikasnost u matematici; samoregulacija; subjektivna vrijednost matematike

The Role of Motivational Beliefs in the Process of Self-Regulation of Learning Mathematics

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Abstract

Self-regulated learning is defined as an active and constructive process through which students set their learning goals and strive to monitor, regulate and control their cognition, motivation, and behaviour (Pintrich, 2004) to achieve those goals. On the other hand, academic procrastination is defined as delaying the start or end of the activities needed to achieve academic goals. Academic procrastination can be seen as a deficit in self-regulation of learning (Steel, 2007) that results in psychological stress, as well as achieving inferior academic results. As self-regulation of motivation plays a central role in self-regulated learning (Wolters, 2011), we can assume that students' motivational beliefs have a significant effect on their tendency to procrastinate. Therefore, this study aimed to examine the role of motivational beliefs in the process of self-regulation of learning mathematics. As a theoretical framework for studying student beliefs, we chose the expectancy-value theory (Wigfield & Eccles, 2000). According to the expectancy-value theory, competence beliefs and subjective value beliefs have a significant effect on different educational outcomes. Competence beliefs (self-efficacy) are an assessment of one's own ability to organize and perform a series of activities needed to achieve the desired goal, while the subjective value refers to beliefs about the reasons why a student engages in some activity and includes the components of interest, attainment, utility, and cost. As cost is a largely underresearched component of the expectancy-value theory, it had a central role in our model. The participants of this study were 600 students from 7 grammar schools in Croatia. The data on the subjective value of mathematics, perceived cost of learning mathematics, self-efficacy in mathematics, self-efficacy in self-regulation, and academic procrastination was collected. The structural equation modeling methodology was applied for data analysis. The research results have shown that self-efficacy in self-regulation, as well as two components of cost (effort and emotional cost), have a mediational role in the relationship between the subjective value (interest, attainment, and utility) and self-efficacy in mathematics on one side, and academic procrastination on the other side. This research deepens the understanding of motivational beliefs in the self-regulation of learning mathematics.

Keywords: academic procrastination; self-efficacy in mathematics; self-regulation; subjective value of mathematics

Usporedba stručno-pedagoške prakse studenata učiteljskih studija u Hrvatskoj i Austriji

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Sažetak

U radu se govori o stručno-pedagoškoj praksi studenata kao važnom aspektu učiteljskih studija tijekom kojeg studenti dolaze u kontakt sa svojim budućim zanimanjem. Stručno-pedagoška praksa obavezan je dio

obrazovanja svakoga budućeg učitelja i nastavnika. Rad će istaknuti razlike u organizaciji stručno-pedagoške prakse među fakultetima na kojima se obrazuju učitelji razredne nastave. Daje se prikaz komparativnog pregleda stručno-pedagoške prakse studenata učiteljskih studija u Hrvatskoj (Učiteljski fakultet Sveučilišta u Zagrebu i Fakultet za odgojne i obrazovne znanosti Sveučilišta J. J. Strossmayera u Osijeku) i Austriji (Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau i Pädagogische Hochschule Kärnten, Viktor Frankl Hochschule Klagenfurt). Analizom sadržaja usporedit će se nazivi i statusi kolegija, godine studija na kojima se provodi stručno-pedagoška praksa, sadržaji, ciljevi, zadatci i trajanje stručno-pedagoške prakse.

Cilj je stručno-pedagoške prakse omogućiti studentu neposredni uvid u odgojno-obrazovni rad škole i rad učitelja mentora. Nadalje, cilj je i samostalno ostvarivanje svrhe i zadaća nastave u nižim razredima osnovne škole, primjena različitih teorijskih znanja u nastavi i izvannastavnim aktivnostima i praćenje rada učenika s posebnim potrebama s naznakom stvaranja kompetentnih učitelja u u svim mogućim radnim situacijama. Analizom programa stručno-pedagoških praksi uočena je neusklađenost stručno-pedagoške prakse sa stvarnim potrebama studenata i škole te nedovoljna suradnja između fakulteta i odgojno-obrazovnih ustanova. Iskustva koja studenti stječu tijekom stručno-pedagoške prakse izuzetno su vrijedna, ali su često u suprotnosti s njihovim inicijalnim obrazovanjem zbog nepovezanosti teorijskih znanja i praktičnih vještina. Navedeni su problemi objašnjeni, potkrijepljeni literaturom, ali i mogućim rješenjima percipiranima u dosadašnjoj praksi.

U općem se obrazovanju učitelja i nastavnika vrlo malo pažnje posvećuje organizaciji adekvatne prakse tijekom studiranja. Pogled na trenutačnu situaciju izravno govori o neusklađenosti društvenih potreba i obrazovanja učitelja, kako u teorijskom tako i u praktičnom dijelu. Upravo će zbog toga glavna tema ovoga rada biti usporedba obrazovanja učitelja u dvjema europskim državama koje su geografski blizu, ali idejama daleko.

Ključne riječi: analiza sadržaja; Austrija; Hrvatska; stručno-pedagoška praksa; učiteljski studij

Comparison of Professional-Pedagogical Practice Attended by the Faculty of Teacher Education Students in Croatia and Austria

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Abstract

This paper deals with the teaching practice of students as an important element of teacher education study programmes in the course of which the students get to know their future profession. It gives a comparative overview of the professional-pedagogical practice of teacher education study programmes in Croatia (Faculty of Teacher Education, University of Zagreb and Faculty of Education in Osijek) and Austria (Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau and Pädagogische Hochschule Kärnten, Viktor Frankl Hochschule Klagenfurt). The contents of the study programmes have been analyzed regarding the title and status of the subjects, the study year in which the professional-pedagogical practice is usually attended, their contents, outcomes, and aims, as well as duration.

The professional-pedagogical practice aims to give students direct insight into the educational-teaching operation of the school, and work of teacher-mentors. Moreover, the aim is to independently exercise the goals and tasks of teaching at lower levels of primary education, to implement theoretical knowledge in teaching and extracurricular activities, as well as monitoring the learning of pupils with special needs, specifying the creation of competent teachers in every way and thus preparing them to work in all possible situations. The results of the analysis of professional-pedagogical practice programmes show that the professional-pedagogical practice programmes are not in compliance with the actual needs of the students and the school and that there is insufficient cooperation between faculties and educational institutions such as primary schools. The experiences that students acquire during professional-pedagogical practice are extremely valuable but are often in contravention of their initial education due to the lack of theoretical knowledge and practical skills.

In general teacher education, very little attention is devoted to the organization of adequate practice during the study. An insight into the current situation is directly related to the disagreement between social needs and the education of teachers, both in theoretical and practical terms. That is why the main topic of this paper will be to compare the advantages and disadvantages of the two European countries geographically close but far away in approaches.

Keywords: Austria; content analysis; Croatia; professional-pedagogical practice; teacher education

Specifična obilježja razlika u samoprocjenama podložnosti vršnjačkom pritisku studenata Pule i Petrinje

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Sažetak

Vršnjački odnosi zauzimaju ključnu ulogu u razdoblju adolescencije, što često ima za posljedicu potrebu za činjenjem onoga što zahtijevaju vršnjaci, a što je vidljivo po odlukama koje adolescenti donose, kao i po načinu na koji se ponašaju (Lerner i Steinberg, 2004; Lebedina-Manzoni, Lotar i Ricijaš, 2008; Allen, Chango, Szewedo, Schad i Marston, 2012). Istraživanja pokazuju da je otpornost adolescenta na utjecaj vršnjaka viša što je veća njegova autonomija, a to ovisi o zrelosti pojedinca i povećava se s dobi. Podložnost utjecaju skupine ovisi i o međusobnoj bliskosti i kvaliteti prijateljstva te asertivnom odbijanju (Glaser, Shelton i Bree, 2010).

Temeljem toga, cilj je ovoga istraživanja utvrditi specifična obilježja razlika u podložnosti vršnjačkom pritisku između studenata Fakulteta za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli i Učiteljskog fakulteta Sveučilišta u Zagrebu, Odsjeka u Petrinji. Postavljena je hipoteza da postoje statistički značajne razlike u specifičnim obilježjima podložnosti vršnjačkom pritisku između studenata Fakulteta za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli i Učiteljskog fakulteta Sveučilišta u Zagrebu, Odsjeka u Petrinji (N = 440). Rezultati dobiveni diskriminacijskom analizom i univarijatnom analizom varijance pokazuju da postoje razlike u specifičnim obilježjima podložnosti vršnjačkom pritisku između studenata dvaju fakulteta koje se odnose na izbjegavanje osobe u društvu koja mu ne pripada, kao i u odabiru načina ponašanja zbog potrebe prihvaćanja od strane skupine. U skladu s takvim tumačenjima, rezultati upućuju na činjenicu da se očigledni procesi utjecaja vršnjaka mogu ublažiti individualnim, kontekstnim i okolinskim čimbenicima u životu studenata, posebice onima koji su povezani s razvojem autonomije adolescenata, te da utjecaji vršnjaka nisu uvijek usmjereni poticanju rizičnih i negativnih oblika ponašanja.

Znanstveni doprinos rada očituje se u sagledavanju specifičnih obilježja u podložnosti pritisku vršnjaka studenata s dvaju srodnih fakulteta, a s obzirom na područja dviju hrvatskih županija u kojima se oni nalaze, u okviru čega se rezultati mogu sagledati s obzirom na prediktivnu vrijednost doživljaja pritiska kao subjektivnog osjećaja zbog očekivanja vršnjaka. U tom smislu, važno je unapređivati programe intervencija u promicanju zdravlja studenata, a koji se trebaju odnositi na važnost i pozitivnu ulogu koju vršnjaci mogu imati u usvajanju zdravog načina i kvalitete života.

Ključne riječi: adolescenti; samoprocjena; specifična obilježja; studenti; vršnjački pritisak

Specific Characteristics of the Difference Between the Cities of Pula and Petrinja: Students' Self-Assessment of Susceptibility to Peer Pressure

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Abstract

Relationships with peers have a key role in adolescence, the consequence of which is often the need to do what peers demand, which can be understood with regard to the decisions made by adolescents, as well as to the way they behave (Lerner & Steinberg, 2004; Lebedina-Manzoni, Lotar & Ricijaš, 2008; Allen, Chango, Szewedo, Schad, & Marston, 2012). Research shows that the higher the adolescent's autonomy from peers, the higher the capability to resist their pressure, which depends on the young one's maturity and is increased with age. Susceptibility to group influence also depends on their common closeness, the quality of friendship, and assertive rejection (Glaser, Shelton, & Bree, 2010).

Based on these foundations, this paper aims to determine the specific characteristics in susceptibility to peer pressure among the students at the Faculty of Educational Sciences of the Juraj Dobrila University of Pula and the Faculty of Teacher Education of the University of Zagreb, Sub-Department of Petrinja. The hypothesis has been set stating that there are statistically significant differences in the specific characteristics

of susceptibility to peer pressure among the students at the Faculty of Educational Sciences of the Juraj Dobrila University of Pula and the Faculty of Teacher Education of the University of Zagreb, Sub-Department of Petrinja (N=440). The results obtained by the discriminant analysis and the univariate analysis of variance show that there are differences in the specific characteristics of susceptibility to peer pressure among the students coming from both faculties relating to the avoidance of the person who does not belong to their company, as well as in the choice of behaviour types due to the need to be accepted by the group. In line with such interpretations, the results indicate the fact that the obvious processes of peer influence can be alleviated by individual, contextual and environmental factors in the students' lives, especially those connected to the development of adolescents' autonomy, and that peers influence is not always directed at the encouragement of risky and negative behaviours.

The scientific contribution of this paper lies in the consideration of specific characteristics of the susceptibility to peer pressure in the students from both faculties, with regard to the location of the two Croatian counties where the students are situated. Having that in mind, the results can be observed with respect to the predictive value of the experience of pressure as a subjective feeling due to peer group expectations. In this sense, it is important to advance intervention programmes of health promotion directed toward students who have to deal with the importance and positive role peers can have for the adoption of a quality and healthy lifestyle.

Keywords: adolescents; peer pressure; self-evaluation; specific characteristics; student

Odnos samopoimanja, subjektivne dobrobiti i školskog uspjeha tijekom adolescencije

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Sažetak

Cilj ovog istraživanja bio je utvrditi odnos samopoimanja, subjektivne dobrobiti i školskog uspjeha kod adolescenata. U istraživanju je sudjelovalo ukupno 480 adolescenata (180 učenika i 301 učenica) u dobi od 10 do 17 godina (M = 12,45 godina, SD = 2,66) iz dvije osnovne i dvije srednje škole u Splitu.

U istraživanju su primijenjeni sljedeći upitnici: Upitnik općih podataka, Upitnik samoefikasnosti za djecu i adolescente (Vulić Prtorić i Sorić, 2006), Skala zadovoljstva vlastitom obitelji (Vulić Prtorić, 2004), Kratki oblik UCLA skale usamljenosti (Russell, 1996) te Skala općeg samopoštovanja (Rosenberg, 1965).

Rezultati su pokazali kako pokazatelji subjektivne dobrobiti opadaju s dobi sudionika (zadovoljstvo obitelji, zadovoljstvo životom) slično kao i samopoimanje (samopoštovanje, akademska, socijalna i emocionalna samoefikasnost). Taj trend prati i školsko postignuće, što je vidljivo iz općega školskog uspjeha, postignuća iz matematike te ocjene vladanja. Rezultati regresijskih analiza pokazuju kako su viša akademska samoefikasnost i niža emocionalna samoefikasnost najznačajniji prediktori školskog postignuća. S druge strane, pokazatelji školskog postignuća i akademska samoefikasnost nisu se pokazali značajnim prediktorima za samopoštovanje ili zadovoljstvo životom adolescenata.

Rezultati upućuju na zaključak kako subjektivna dobrobit adolescenata ne doprinosi njihovom školskom postignuću, kao i da školsko postignuće nema značajnu ulogu u subjektivnoj dobrobiti adolescenata. Takvi, dijelom neočekivani, rezultati interpretirani su u kontekstu razvojnih promjena u adolescenciji te suvremenog odrastanja s modificiranom ulogom škole i školskog postignuća.

Ključne riječi: adolescencija; samopoimanje; subjektivna dobrobit; školski uspjeh

The Relations Between Self-Concept, Subjective Wellbeing and School Achievement During Adolescence

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Abstract

The aim of this study was to explore the relations between self-concept, subjective wellbeing and school achievement during adolescence. A total of 480 adolescents (180 males and 301 females), aged 10 to 17 (M=12.45 years, SD=2.66) from two elementary and two high schools from the city of Split participated in the study. The general data questionnaire, Self-efficacy Questionnaire for Children and Adolescents (Vulić Prtorić & Sorić, 2006), Family Satisfaction Scale (Vulić Prtorić, 2004), a short form of UCLA (Russell, 1996) and General Self-esteem Scale (Rosenberg, 1965) were administered to the participants.

The results indicated that subjective wellbeing decreased with age (satisfaction with family and life satisfaction), similarly as self-concept (self-esteem, academic self-efficacy, social self-efficacy, emotional self-efficacy). School achievement also followed the same trend, which was found for Grade Point Average (GPA), mathematics grades, and school behaviour. Regression analyses showed that higher academic self-efficacy and lower emotional self-efficacy were the strongest predictors of school achievement. In addition, school achievement and academic self-efficacy did not emerge as significant predictors for adolescent self-esteem, nor their life satisfaction.

The results suggest that adolescents' subjective wellbeing does not contribute to their school achievement. Furthermore, it was shown that school achievement bears no significance in explaining individual differences in adolescents' wellbeing. These partially unexpected results were interpreted within the context of developmental changes and the modern ecology perspective, where the role of school and school achievement has changed immensely.

Keywords: adolescence; self-concept; subjective wellbeing; school achievement

Jedan ili dva slatkiša u dobi od šest godina: Je li to važno za kasniji školski život i zašto?

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Sažetak

Dječja sposobnost regulacije (samoregulacije ili samokontrole) u predškolskoj dobi jedan je od najvažnijih čimbenika za kasnije različite akademske ishode tijekom života. Ovo istraživanje fokusira se na kvalitetu školskog života i zadovoljstvo životom kao pokazatelje akademskih ishoda, a ne na akademsko postignuće.

U ovom radu istražili smo kako odgoda zadovoljstva mjerena kod predškolske djece od 6 godina predviđa njihovu emocionalnu inteligenciju, kvalitetu školskog života i zadovoljstvo životom u kasnijim razredima osnovne škole. Osim toga, ispitana je medijacijska uloga emocionalne inteligencije u odnosu odgode zadovoljstva u predškolskoj dobi i kasnije kvalitete školskog života i zadovoljstva životom.

Uzorak se sastojao od 141 učenika (48,2 % djevojčica). Mjera odgode zadovoljstva primijenjena je kod njih u dobi od šest godina, a mjere emocionalne inteligencije, kvalitete školskog života i zadovoljstva životom u sedmom odnosno osmom razredu. Odgoda zadovoljstva mjerena je klasičnim zadatkom: djeca mogu pojesti jedan slatkiš odmah ili mogu dobiti više slatkiša ako odluče na njih pričekati neko vrijeme. Druge mjere uključivale su Skalu emocionalne inteligencije (Wong i Low, 2002), Upitnik kvalitete školskog života (Leonard, 2002; Raboteg Šarić i sur., 2009) i Skalu učeničkog zadovoljstva životom (Huebner, 1991).

Učenici koji su bili uspješni u odgodi zadovoljstva u predškolskoj dobi, u kasnijoj dobi imali su veće zadovoljstvo životom, veću percipiranu školsku uspješnost i veću emocionalnu inteligenciju (korištenje emocija za samomotivaciju i bolju regulaciju svojih emocija). U svrhu testiranja predloženih modela provedene su dvije analize traga, s emocionalnom inteligencijom kao medijatorom u odnosu odgode zadovoljstva i kvalitete školskog života, odnosno odgode zadovoljstva i zadovoljstva životom. Pokazalo se da je sveukupna emocionalna inteligencija medijator odnosa između odgode zadovoljstva i zadovoljstva životom. Osim toga, komponenta

emocionalne inteligencije – Korištenje emocija za samomotivaciju – pokazala se značajnim medijatorom u odnosu između odgode zadovoljstva i percipirane školske uspješnosti.

Može se zaključiti da bi naglašavanje prevencije u smislu osnaživanja regulatornih mehanizama u predškolskoj dobi moglo biti korisno za zadovoljstvo životom i percipiranu školsku uspješnost u višim razredima osnovne škole.

Ključne riječi: emocionalna inteligencija; kvaliteta školskog života; odgoda zadovoljstva; zadovoljstvo životom

One Candy or Two at the Age of Six: Does It Matter for Later School Life and Why?

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Abstract

Children's regulatory abilities (i.e., self-regulation or self-control) at preschool age are one of the most important factors predicting various academic outcomes later in life. However, this study is focused on the quality of school life and life satisfaction, rather than academic achievement, as indicators of academic outcomes.

The study explored whether a delay of gratification measured in 6-year-old preschool children predicts their subsequent emotional intelligence, quality of school life, and life satisfaction in higher grades of elementary school. Also, the mediational role of emotional intelligence in the relationship between the delay of gratification at preschool age and subsequent quality and school life and life satisfaction was examined as well.

The sample included 141 students (48.2 percent girls). The measure of delay of gratification (DoG) was taken at the age of 6, and the measures of emotional intelligence, quality of school life and life satisfaction in seventh and eighth grade. DoG was measured by a classical DoG task: children may eat a tempting treat immediately or they may earn a larger serving by waiting for an unspecified amount of time. Other measures included the Emotional Intelligence Scale (Wong & Low, 2002), the Quality of School Life Questionnaire (Leonard, 2002; Raboteg Šarić et al., 2009) and the Students' Life Satisfaction Scale (Huebner, 1991).

It was found that the students who succeeded in delaying gratification at preschool age subsequently experienced higher life satisfaction, a higher sense of school achievement, and higher emotional intelligence (use of emotions to facilitate performance and regulation of emotions in the self). Two path analyses were performed to test the model we proposed, with emotional intelligence as a mediator in the link between DoG and quality of school life, as well as between DoG and life satisfaction. It was found that the overall emotional intelligence mediates the relationship between DoG and life satisfaction. Also, the component of emotional intelligence called Use of emotions to facilitate performance was a significant mediator between DoG and a sense of school achievement.

It can be concluded that more emphasis on prevention efforts to strengthen the regulatory mechanisms in preschool age may be beneficial for both life satisfaction and a sense of academic achievement in higher grades of elementary school.

Keywords: delay of gratification; emotional intelligence; life satisfaction; quality of school life

Parent Attachment - An Important Influence on Adolescence Self-Esteem

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Abstract

Attachment is an essential aspect of the development and growing of a child's personality, affecting their internal working models. It refers to the ability of an individual to form an emotional and physical connection to another person giving a sense of stability and security, a high level of self-esteem and a positive cognitive function.

In this study, we are focused on the relationship between parental attachment and the self-esteem of adolescents from Shkodra District. Five hundred sixty adolescents aged 16-18 (322 females and 239 males) from the municipalities of Shkodra, Malesi e Madhe, and Puka completed the survey questionnaire assessing their parent attachment and self-esteem.

To assess parent attachment, the Inventory of Parent and Peer Attachment (IPPA) (Armsden & Greenberg, 1987) was used, namely, the scale of Parent Attachment, and for self-esteem, the Rosenberg self-esteem scale (RSES) was used, to measure the global self-worth by measuring both positive and negative feelings about the self (Rosenberg, 1965).

The adolescents aged 17-18 reported higher self-esteem as compared to those aged 16-17 ($p < 0.01$). The adolescents with high self-esteem were securely attached to their parents, while those with low self-esteem achieved low scores at the trust, communication, and alienation subscales on parent attachment questionnaire.

Secure attachment relationship is a protective factor during adolescence, influencing a high level of attachment, while the opposite is for insecure attachments influencing low self-esteem. Parents should pay attention to the quality of the relationship they create with their children as this relationship would affect the entire child development.

Keywords: development; education; relationship; working models

Autonomija škole, učiteljska profesija i reforme školskih sustava

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Sažetak

Reforme školskih sustava ne proširuju autonomiju škole i učiteljske profesije, iako protagonisti takvih reformi tvrde suprotno. Socijalno-politička doktrina koja dominira u društvu značajno utječe na shvaćanje autonomije škole i učiteljske profesije. Školi i učitelju trebaju: programska, kadrovska, financijska, stručno-metodička, voditeljska, profesionalna i evaluacijska autonomija (Silov, 2003).

Nazivlje, ciljevi, zadatci, metodologija i vrednovanje učinaka najčešći su predmet sporenja zagovornika i kritičara reformi u društvu. Problem su prevelika očekivanja od reformi školskih sustava. U konzervativnim društvima postoji protivljenje promjenama, odnosno povratak na prevladane modele ustroja škole i ograničavanje autonomije. U našim uvjetima autonomiju škole i učiteljske profesije ograničavaju raznovrsne udruge, političke stranke, vjerske zajednice, proizvođači obrazovne tehnologije i dr. Teorija kurikula neće značajno poboljšati naš školski sustav. Kurikulski pristup i teorija obrazovnih standarda u funkciji su upravljanja i kontrole školskih sustava. Nije u pitanju „pedagoški motiviran i pedagojski utemeljen znanstveni pristup u reformama obrazovanja“ (Palekčić, 2007, str. 35). Ne postoji suglasnost u definiranju pojma kurikul u odgoju i obrazovanju. Autor izražava mogućnost da kurikulski pristup u reformi školskog sustava može ograničiti autonomiju učiteljske profesije. Autonomiju učitelja može ugroziti i tzv. znanstveni pristup (prenaglašavanje teorije kompetencija, konstruktivizma, specijalizacija funkcija u školskom savjetodavnom radu i dr.).

„Da škola može vršiti svoju prosvjetnu zadaću, treba da je autonomna, a učitelj neovisan kao sudac“ (D. Trstenjak, 1908). Nisu moguće reforme školskog sustava bez: autonomije učiteljske profesije, profesionalizacije, adekvatnog društvenog statusa i odgovornosti za rezultate.

Ključne riječi: kurikulski pristup; školski reformatori; učiteljeva autonomija

School Autonomy, Teacher Profession and School System Reform

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Abstract

School system reforms do not extend the autonomy of school and teaching professions, although the protagonists of such reforms claim the opposite. The socio-political doctrine that dominates society significantly influences the understanding of the autonomy of the school and the teaching profession. Schools and teachers need a program, staff, financial, professional-methodological, managerial, professional and evaluation autonomy (Silov, 2003).

Terminology, goals, tasks, methodology, and performance evaluation are the most common subjects of the proponents and critics of the reforms in the society. The problems arise from having too many expectations from school system reforms. In conservative societies, there is an opposition to change, i.e. the return to the overwhelming school set-up models and the limitation of autonomy. In our conditions, the autonomy of the school and the teaching profession are limited by various associations, political parties, religious communities, educational technology providers, etc. The theory of curriculum will not significantly improve our school system. The curriculum approach and the theory of educational standards regulate and control school systems. It is not a “pedagogically motivated and pedagogically based scientific approach to education reform” (Palekčić, 2007: 35). There is no consensus in defining the concept of curriculum in education and training. The author expresses the possibility that the curricular approach to school system reform may limit the autonomy of the teaching profession. Teachers’ autonomy can be jeopardized by the so-called scientific approach (over-emphasis on the competence theory, constructivism, specialization of functions in school counseling, etc.).

“If a school can carry out its educational task, it should be autonomous, and the teacher is independent as a judge” (D. Trstenjak, 1908). There is no reform of a school system without the autonomy of the teaching profession, professionalization, adequate social status, and responsibility for the outcomes.

Keywords: curricular approach; school reformers; teacher autonomy

Učitelji i škola uspjeha za sve

Vladimir Strugar

Zavod za znanstvenoistraživački i umjetnički rad u Bjelovaru

Sažetak

Učitelj je stručnjak koji organizira odgojno-obrazovni proces i svojim općim obrazovanjem, poznavanjem pedagoške, didaktičke, metodičke i psihološke osnove, u zajedničkom radu s učenicima, ostvaruje ishode učenja. Učiteljeva je misija voditi učenika do uspjeha. U školskoj (i društvenoj) kulturi izraz je učenikova uspjeha ocjena, odnosno opći školski uspjeh izražen brojčanom ocjenom s tendencijom da se postigne odlična ocjena pri čemu se zanemaruju stvarne promjene učenikove ličnosti izazvane učenjem.

Istraživački problem o postizanju školskog uspjeha izraženoga što boljom školskom ocjenom (problem odličnosti) može se razmatrati u svjetlu pet teorijskih postavki: a) učitelji proizvode razlike u postignuću učenika, b) pedagogija uspjeha za sve dio je globalnih ciljeva odgojno-obrazovnih sistema, c) na učitelja kao mjerni instrument utječe više čimbenika, d) učenici se nejednako razvijaju (individualne razlike i višestruke inteligencije), e) obiteljska i socijalna okolina utječu na uspjeh učenika.

Uzorak za empirijske podatke 26 je osnovnih škola Bjelovarsko-bilogorske županije od školske godine 1992./1993. do 2016./2017. (N = 13 440 : 8 866 učenika). U proučavanom je razdoblju postotak učenika koji su ponavljali razred bio između 2,2 % i 0,5 %. Distribucija ocjena općeg uspjeha učenika od I. do VIII. razreda pokazuje tendenciju povećanja odličnoga općeg uspjeha s 33,9 % na 47,8 %, što znači da dominira odličan opći uspjeh.

Ovom se raspravom pokušava zagovarati humanistička postavka o neselektivnosti škole, odnosno uspjehu učenika kao njegovu cjelovitom razvoju pri čemu odličan uspjeh nije imperativ ili opsesija. Uspjeh učenika uvjetovan je mnogim čimbenicima na koje učitelj ne može djelovati. Teži se učitelja osloboditi unutarnjih i vanjskih pritisaka u procesu praćenja, vrednovanja i ocjenjivanja te mu omogućiti iskazivanje

pune profesionalne stručnosti, slobode i odgovornosti.

Ključne riječi: dokimologija; neselektivna škola; ocjenjivanje; pedagogija uspjeha za sve; školski uspjeh

A Teacher and School of Success for All

Vladimir Strugar

The Institute for Scientific Research and Artistic Work in Bjelovar

Abstract

A teacher is an expert who organises the educational process, and with their general education, knowledge of the pedagogical, didactic, methodological and psychological basis, working together with pupils, realises the learning outcomes. The teacher’s mission is to lead the pupils to success. In school (and social) culture, the pupil’s measure of success is a grade, that is, the general school success is expressed in a numerical grade with the tendency to achieve an excellent grade, thus ignoring the real changes of the pupil’s personality challenged by learning.

The research problem of achieving school success expressed by a better grade (the problem of excellence) can be considered within five theoretical assumptions: a) teachers produce differences in the pupils’ achievements, b) the pedagogy of success for all is a part of the global goals of educational systems, c) a teacher, like a measuring instrument, is influenced by several factors, d) students develop at different rates (individual differences and multiple intelligences), e) family and social environments affect the pupils’ success.

A sample for empirical data is the 26 primary schools of Bjelovar-Bilogora County, including the school years 1992/93 to 2016/17. (N = 13 440: 8 866 pupils). In the researched period, the percentage of pupils who repeated a grade level was between 2.2 percent and 0.5 percent. The distribution of grades of the pupils’ general success from 1st to 8th grade shows a tendency to increase the excellent overall success from 33.9 percent to 47.8 percent, which means that the excellent overall success dominates.

This discussion tries to advocate the humanistic approach to school independence, i.e. the success of a pupil as their integral development, where excellence is not imperative or an obsession. A pupil’s success is conditioned by many factors that a teacher cannot act upon. One strives to free a teacher of internal and external pressures in the process of monitoring, evaluating and grading, and to enable them to demonstrate their full professional expertise, freedom, and responsibility.

Keywords: docimology; grading; non-selective school; pedagogy of success for all; school success

Socioemocionalna dobrobit, otpornost i samopoimanje djece predškolske dobi – povezanost s nekim osobnim i okolinskim čimbenicima

Slavica Šimić Šašić

Odjel za izobrazbu učitelja i odgojitelja, Sveučilište u Zadru

Sažetak

Dobrobit je stanje optimalnoga psihološkog funkcioniranja te je briga za dječju dobrobit primarni cilj svih oni koji se brinu za djecu. I dok su istraživanja dobrobiti odraslih brojna, sasvim je drukčija situacija s istraživanjem dobrobiti djece. Predškolski period ključan je za razvoj i usavršavanje vještina koje će poslije biti važne za akademski i socijalni uspjeh, stoga je sasvim jasna potreba da se istražuju čimbenici dobrobiti i otpornosti djece te dobi. Zadovoljavajući odnosi s vršnjacima i drugim odraslim osobama, razumijevanje tuđih emocija, upravljanje vlastitim emocijama i empatija važne su socioemocionalne vještine. Laki temperament i društvenost, izazivanje pozitivnih emocija kod drugih, pozitivna slika o sebi, ustrajnost, znatiželja, empatija, samo su neke od karakteristike otporne djece, odnosno, zaštitni su čimbenici koji potiču i održavaju zdrav razvoj.

Stoga je cilj ovoga istraživanja bio ispitati povezanost osobnih čimbenika (spol, temperament i emocionalna regulacija djeteta) te nekih okolinskih čimbenika (obrazovanje roditelja, roditeljsko ponašanje

i kompetentnost, korištenje medija) sa socioemocionalnom dobrobiti, otpornosti i samopoimanjem djece predškolske dobi.

U istraživanju je sudjelovalo 391 dijete u dobi od 5 do 7 godina. Pomoću Ljestvice socioemocionalne dobrobiti i otpornosti (Tatalović Vorkapić i Lončarić, 2014) 123 odgojiteljice u dječjim vrtićima procijenile su dobrobit i otpornost djece. Također su, intervjuirajući djecu, prikupile procjene o njihovu samopoimanju (Self description questionnaire for preschoolers, Marsh, Ellis i Craven, 2002). Roditelji (većinom majke) procjenjivali su svoje ponašanje prema djetetu (Upitnik roditeljskog ponašanja, Keresteš i sur. 2012) i roditeljsku kompetentnost (Skala osjećaja roditeljske kompetentnosti, Gibaud-Wallston i Wandersman, 1978) te temperament svoje djece (Children's Behavior Questionnaire, Rothbart, 1996), njihovu regulaciju emocija (Emotional Regulation Checklist, Shields i Cicchetti, 1995) i korištenje medija.

Rezultati su pokazali niske koeficijente povezanosti socioemocionalne dobrobiti, otpornosti i samopoimanja djece s mjerenim osobnim i okolinskim čimbenicima te su interpretirani u kontekstu razvojnih obilježja djece i metodoloških ograničenja (slaganja roditeljskih i odgojiteljskih procjena) istraživanja.

Ključne riječi: emocionalna regulacija; roditeljsko ponašanje; samopoimanje; socioemocionalna dobrobit; temperament

Socio-Emotional Well-Being, Resilience and Self-Concept of Preschool Children - Association with Some Personal and Environmental Factors

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Abstract

Well-being is a state of optimal psychological functioning, and concern for children's well-being is the primary goal of all those who care for children. While research on adult well-being is abundant, the situation with research on children's well-being is quite different. The preschool period is crucial for the development and improvement of skills which will later be important for academic and social success, so there is a clear need to explore the factors of well-being and resilience of preschool children. Having satisfying relationships with peers and other adults, understanding the emotions of others, managing one's own emotions, and empathy are important socio-emotional skills. A light temperament and sociability, the ability to evoke positive emotions in others, a positive self-image, perseverance, curiosity, and empathy are just some of the characteristics of resilient children, that is, the protective factors that promote and sustain healthy development.

Therefore, the aim of this study was to examine the correlation of personal factors such as gender, temperament and emotional regulation of the child, some environmental factors such as parental education, parental behavior and competence, and the use of media with socio-emotional well-being, resilience, and self-concept of preschool children.

The study included 391 children aged 5-7 years. 123 educators in kindergartens estimated the well-being and resilience of children using the Scale of socio-emotional well-being and resilience (Tatalović Vorkapić & Lončarić, 2014). They also interviewed the children to collect the assessment of self-concept (Self description questionnaire for preschoolers, Marsh, Ellis, & Craven, 2002). Parents (mostly mothers) assessed their behavior towards the child (Questionnaire of parental behavior, Keresteš et al., 2012), parental competence (Feelings of parental competence scale, Gibaud-Wallston & Wandersman, 1978), along with the child's temperament (Children's Behavior Questionnaire, Rothbart, 1996), regulation of emotions (Emotional Regulation Checklist, Shields & Cicchetti, 1995) and the use of media.

The results showed low correlation coefficients of socio-emotional well-being, resilience, and self-concept of children with the measured personal and environmental factors, and were interpreted in the context of children's developmental characteristics and methodological constraints of the study (e.g., compatibility of parental and educational assessments).

Keywords: emotional regulation; parental behaviors; self-concept; socio-emotional well-being; temperament

Oснаživanje dobrobiti djece i mladih u Hrvatskoj:

Prezentacija projekta PROMEHS

Sanja Tatalović Vorkapić, Lidija Vujičić, Akvilina Čamber Tambolaš

Učiteljski fakultet u Rijeci, Sveučilište u Rijeci

Sažetak

Učiteljski fakultet u Rijeci, u suradnji s predstavnicima Odjela za školstvo Primorsko-goranske županije i Grada Rijeke, suradna je ustanova u međunarodnom Erasmus+ K3 projektu PROMEHS: Promoting Mental health at Schools (606689 – EPP-1-2018-2-IT-EPPKA3-PI-POLICY) ili Promocija mentalnog zdravlja u vrtićima i školama. Projekt je započeo 15. veljače 2019. godine i trajat će do 14. veljače 2022. godine.

Osnovni je cilj ovog projekta razvoj, implementacija i evaluacija kurikula za mentalno zdravlje djece i mladih u dječjim vrtićima te osnovnim i srednjim školama, kako bi se ojačala povezanost između školskih programa temeljenih na istraživačkim rezultatima i odgojno-obrazovnih institucija, odnosno kako bi se osnažila veza između znanosti, prakse i politike. S obzirom na rastuću pojavnost različitih poteškoća u domeni mentalnog zdravlja djece i mladih, kako u našoj zemlji tako i u svijetu, uz dokazano spuštanje dobne granice za niz smetnji, postoji snažna potrebna za kontinuiranim promišljanjem o preventivnim i kurativnim programima za djecu i mlade. Pritom je poseban izazov osnažiti dječje vrtiće, osnovne i srednje škole u njihovoj funkciji ostvarenja najviše razine dobrobiti djece i mladih.

Ovo bi trebao biti prvi kurikulum mentalnog zdravlja koji će zajednički kreirati znanstvenici, praktičari i predstavnici lokalnih zajednica te zakonodavstva iz 20 institucija iz 7 zemalja uključenih u projekt. Očekuje se da bi primjena ovog kurikula trebala značajno povećati razinu dobrobiti djece i mladih, odgojitelja/učitelja te da će svojim pozitivnim ishodom ostvariti mogućnost implementacije u dječjim vrtićima te osnovnim i srednjim školama zemalja koje su uključene. Kurikul će se temeljiti na postojećim znanjima iz područja mentalnog zdravlja, socio-emocionalnog učenja i psihološke otpornosti.

Voditelj je projekta Sveučilište u Milanu – Bicocca, a suradnici su Sveučilište u Malti, Sveučilište u Latviji, Sveučilište Stefan cel Mare u Suceavi (Rumunjska), Regionalni ured za obrazovanje u Suceavi (Rumunjska), Sveučilište u Lisabonu (Portugal) i Sveučilište u Patrasu (Grčka). S Učiteljskog fakulteta u Rijeci na projektu sudjeluju: izv. prof. dr. sc. Sanja Tatalović Vorkapić, red. prof. (ujedno i predstavnica u projektu) dr. sc. Lidija Vujičić, Akvilina Čamber Tambolaš, asistentica i Andrea Grus, asistentica na projektu te Lana Golob iz Grada Rijeke.

Ključne riječi: dobrobit; mentalno zdravlje; odgojno-obrazovne ustanove; otpornost; socio-emocionalno učenje

Empowering Children's Well-Being in Croatia:

Presentation of the PROMEHS Project

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Faculty of Teacher Education, University of Rijeka

Abstract

Faculty of Teacher Education in Rijeka, together with the representatives from the City of Rijeka and Regional School Office of Primorje-Gorski Kotar County, collaborate on an international Erasmus+ K3 project, PROMEHS: Promoting Mental Health at Schools (606689 – EPP-1-2018-2-IT-EPPKA3-PI-POLICY). The project started on 15 February 2019 and will end on 14 February 2022.

The main goal of this project is the development, implementation, and evaluation of a mental health curriculum for children and youth in kindergartens, primary and secondary schools, to strengthen the link between school programs based on scientific evidence and educational institutions, i.e. to strengthen the link between science, politics, and practice. Taking into account the growing prevalence of different mental health issues among children and youth, both in our country and in the world, and the proven lowering of age limit for a range of different issues, there is a need for continuous reflection on preventive and curative programs for children and youth. All the while, there is a special challenge in empowering kindergartens, primary and secondary schools in their function of ensuring the highest possible level of children's and youth's well-being.

This should be the first mental health curriculum developed by scientists, practitioners, and

representatives from local communities and legislature, coming from 20 institutions, from 7 different countries included in the project. It is expected that the implementation of this curriculum would significantly improve the well-being of children and youth, as well as teachers' well-being, and would also, with its positive outcomes, have the potential to be implemented in kindergartens, primary and secondary schools included in the project. The curriculum will be based on existing knowledge in the area of mental health, socio-emotional learning, and psychological resilience.

PROMEHS is coordinated by the University of Milano-Bicocca, while other collaborators are the University of Malta, the University of Latvia, Stefan cel Mare University of Suceava (Romania), the University of Lisbon (Portugal) and the University of Patras (Greece). Form the Faculty of Teacher Education in Rijeka, the following experts are working on the project: Sanja Tatalović Vorkapić, Ph.D., Associate Professor (also the representative of Croatia for the project), Lidija Vujičić, Ph.D., Full Professor, Akvilina Čamber Tambolaš, assistant, Andrea Grus, project assistant, and Lana Golob from the City of Rijeka.

Keywords: educational institutions; mental health; resilience; socio-emotional learning; well-being

Zastupljenost projektne nastave u osnovnoj školi

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III. osnovna škola Čakovec

Sažetak

Jedan je od suvremenih načina poučavanja i projektna nastava. Projektna nastava u suvremenom konceptu obrazovanja omogućuje učeniku da postane aktivan sudionik u odgojno-obrazovnom procesu. Takvu mu ulogu omogućuje primjena novih modernih tehnologija u školi i kod kuće. Počeci projektne nastave sežu još u doba 18. st. (Pestalozzi). Projektna nastava uključuje iskustvenu, istraživačku i interdisciplinarnu nastavu usmjerenu na učenika. Učenika se stavlja u prvi plan prema njegovim interesima i sposobnostima (kritičkima i organizacijskima) te se on susreće s metodama znanstveno-istraživačkog rada. Učenici biraju teme prema vlastitim interesima i sposobnostima. Učitelj dobiva novu ulogu savjetnika, medijatora, koordinatora i mentora. Njeguje se timski rad i partnerski odnos učenika i učitelja, kao i ostalih sudionika nastavnog procesa (ravnatelja, stručnih suradnika itd.).

Cilj je istraživanja bio ispitati stavove učenika o zastupljenosti projektne nastave u osnovnoj školi s naglaskom na razlike između obvezne (obrazovnih i odgojnih predmeta) i izborne nastave. Istraživanje je provedeno u jednoj gradskoj školi. Uzorak je obuhvatio sve dostupne učenike sedmog i osmog razreda, ukupno 95 učenika. Istraživanje je provedeno u siječnju 2019. godine. Istraživački je rad usmjeren na analizu anketnog upitnika i ljestvicu procjene. Ispitanici su izražavali stavove o zastupljenosti projektne nastave. Analizirani su i prikupljeni podatci statistički obrađeni (kvalitativno i kvantitativno metodama neparametrijske statistike te su grafički prikazani). Rezultati istraživanja pokazali su da je projektna nastava više zastupljena u izornoj nastavi. Postoji razlika u procjeni zastupljenosti projektne nastave između učenika sedmog i osmog razreda, kao i između djevojčica i dječaka. Rezultati su pokazali da zaključna ocjena utječe na procjenu zastupljenosti projektne nastave. Projektna nastava omogućuje timski rad, potiče socijalizaciju učenika i mogućnost usvajanja trajnog znanja. Provedena anketa identificirala je poteškoće u implementaciji projektne nastave, posebno u etabliranim obrazovnim predmetima. Potrebno je uvesti samovrednovanje nastavnog procesa kako bi se postigla bolja kvaliteta te stvorilo ugodno i poticajno okruženje. Primjeri dobre prakse u provođenju projektne nastave koristili bi u poboljšanju zastupljenosti projektne nastave u osnovnim školama.

Ključne riječi: moderne tehnologije; motivacija; projektna nastava; stavovi učenika, uspjeh

The Presence of Project-Based Teaching in Primary School

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III Primary School Čakovec

Abstract

One of the modern pedagogical strategies is project-based teaching. Withing the modern concept of education, project-based teaching enables a student to become an active participant in the educational process. This role of the student is facilitated by means of information and communications technology both at school and at home. The beginnings of project-based teaching date back to the 18th century (Pestalozzi). It includes experiential, research, and interdisciplinary teaching aimed at student interests and abilities (critical, organizational, and other skills) and is intended to introduce, build and improve the methods of scientific research work. While students choose topics according to their own interests and abilities, teachers take the roles of counselors, mediators, coordinators, and mentors. Teamwork and partner relationships between students and teachers, as well as other participants in the teaching process (e.g. principal, expert associate), are taught.

This research aimed to examine pupils' attitudes towards the presence of project-based teaching in elementary school, focusing on the difference between compulsory and elective courses. The research was conducted in a city school. The sample included all available students of the seventh and eighth grades, a total of 95. The research was conducted in January 2019. The research was focused on the analysis of the student questionnaire. The respondents expressed their attitudes toward the presence of project-based teaching. The data collected and analyzed were statistically processed (qualitatively and quantitatively, using nonparametric statistics and presented graphically). The research findings have shown that project-based teaching is more present in elective education. There is a difference in the perception of project-based teaching presence in seventh and eighth grades. There is a difference in assessing the presence of project-based teaching according to the students' genders. The results have shown that the final grade affects the evaluation of project-based teaching presence. Project-based teaching provides teamwork, encourages pupil socialization, and the ability to acquire long-term knowledge. Our survey identified difficulties in implementation, especially in well-established school subjects. It is necessary to introduce the self-evaluation of the teaching process to achieve better quality and create a comfortable and stimulating learning environment. The examples of good practice in project-based teaching implementation would largely improve the presence of project-based teaching in elementary schools.

Keywords: modern technology; motivation; project-based teaching; student attitudes, success

Istraživanja alternativnih škola: metodološki pristupi i mogućnosti

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Sažetak

U radu su kritički analizirana obilježja istraživanja odgoja i obrazovanja u alternativnim školama s naglaskom na one koje su temeljene na pedagoškim, didaktičkim i filozofskim idejama formiranima u pravcima i pokretima reformne pedagogije. U tom pogledu detaljnije su analizirane mogućnosti i ograničenja istraživanja waldorfskih i Montessori škola te škola koje rade prema pedagogiji Celestina Freineta i Petera Petersena. Prvotno je ukazano na neka opća obilježja metodologije istraživanja odgoja i obrazovanja te na karakteristike alternativnih škola. Potom su posebnosti metodologije istraživanja alternativnih škola analizirane, definirane i klasificirane s aksioloških, ontoloških i epistemoloških obilježja karakterističnih za odgoj i obrazovanje. Na temelju sinteze analiziranih karakteristika istraživanja odgoja i obrazovanja te pedagoških posebnosti alternativnih škola dobivene su određene znanstvene činjenice čijom se interpretacijom i komparacijom izvode najvažniji zaključci. Pokazalo se da metodologija istraživanja odgoja i obrazovanja posjeduje širok spektar metoda, strategija i paradigmatksih pristupa prikupljanja, analiziranja i verificiranja dobivenih podataka. S druge strane, ukazuje

se na posebnost, autentičnost te didaktički, školski i pedagoški pluralizam alternativnih škola s naglaskom na nastavu usmjerenu na zadovoljavanje interesa i potreba svih sudionika odgojno-obrazovnog procesa. U tom se pogledu posebnost mogućnosti istraživanja alternativnih škola manifestira u primjeni etnografskih i akcijskih istraživanja, studija slučaja te općenito u korištenju kvalitativne, a manje kvantitativne metodologije, s naglaskom na intervjuiranje, sustavno promatranje, futurološke metode, analize dokumentacije i povijesna istraživanja.

Ključne riječi: alternativne škole; metodologija istraživanja; nastava usmjerena na učenika; odgoj i obrazovanje; reformna pedagogija

Research of Alternative Schools: Methodological Approaches and Possibilities

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Abstract

This paper critically analyses the features of research of education in alternative schools with an emphasis on those based on pedagogical, didactic and philosophical ideas formed in the directions and movements of reform pedagogy. In this respect, the possibilities and limitations of the research of Waldorf and Montessori schools, and schools that are working towards the pedagogy of Celestin Freinet and Peter Petersen are analysed in more detail. Initially, some general features of the methodology of research of education and the characteristics of alternative schools were pointed out. Next, the research methodology features of research in alternative schools have been analysed, defined and classified by the axiological, ontological and epistemological characteristics typical for education. Based on the synthesis of analysed characteristics of the research of education, and pedagogical specialties of alternative schools, certain scientific facts have been obtained, whose interpretation and comparison make the most important conclusions. As it turned out, the methodology of research in education has a wide range of methods, strategies and paradigmatic approaches of collecting, analysing and verifying the obtained data. On the other hand, there is a specialty, authenticity, as well as didactic, school and pedagogical pluralism of alternative schools, with an emphasis on teaching aimed at satisfying the interests and needs of all participants of the educational process. In this regard, the special possibility of researching the alternative schools has manifested in the application of ethnographic and action research, case studies, and generally in the use of qualitative and less quantitative methodologies, with emphasis on interviews, systematic observation, futurology methods, content analysis, and historical research.

Keywords: alternative schools; education; reform pedagogy; research methodology; student-centered teaching

Prijelaz djece iz dječjeg vrtića u osnovnu školu – perspektiva pedagoga

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Sažetak

Nalazi recentnih istraživanja ukazuju na kvalitetan proces prijelaza iz dječjeg vrtića u osnovnu školu kao prediktor aktualne dobrobiti i dugoročnih školskih postignuća djece. U praksi se odgovornost za kvalitetu tog procesa prebacuje između obitelji i odgojitelja, a uloga stručnih suradnika prepoznaje se samo u situacijama razvojnog odstupanja i/ili društveno neprihvatljivog ponašanja djece. Opravdano je zato istražiti mišljenje stručnih suradnika – pedagoga o toj temi. Uzorkom je obuhvaćeno 49 pedagoga koji rade u dječjim vrtićima na području Splita.

Istraživanje je provedeno Upitnikom procjene procesa prijelaza, konstruiranim za potrebe istraživanja

($r = 0,76$). Većina ispitanika (73,5 %) navela je da sudjeluju u procesu prijelaza djece iz dječjeg vrtića u osnovnu školu. Četvrtina ispitanika naglasila je da ne sudjeluju u procesu prijelaza dok je jedan ispitanik procijenio da o tome nema nikakve informacije.

Odgovornost za organizaciju i provedbu prijelaza relativna većina ispitanika (38,8 %) pripisuje roditeljima i odgojiteljima. Samo jedan ispitanik procjenjuje da je to primarna odgovornost odgojitelja, a tri ispitanika tu odgovornost pripisuju roditeljima. Da su djeca aktivni dionici procesa prijelaza iz vrtića u školu prihvaća 38 % sudionika istraživanja. Odgovornost učitelja prepoznaje tek 18 % ispitanika koji, istodobno, iz tog procesa isključuju djecu kao jednakopravne dionike.

Većina ispitanika (89,8 %) procjenjuje da je priprema djece za školu nužna za kasniji školski uspjeh. Istodobno procjenjuju da se odgojno-obrazovni proces u dječjem vrtiću ne treba prilagođavati očekivanjima škole (57,1 %). Iako smatraju da normativna procjena spremnosti djece za školu ne pruža realnu sliku o djeci (53,1 %), većina (61,2 %) smatra da je to opravdano.

Uočena je statistički značajna ($p \leq 0,05$) povezanost dužine radnog staža ispitanika i procjene značajnosti učenja školskih sadržaja ($r = 0,36$), zalaganja za korištenje radnih listova kao optimalnog načina pripreme za školu ($r = 0,32$) te negativna povezanost s prihvaćanjem dječjih projekata kao optimalnog načina učenja ($r = -0,31$). Ti nalazi ukazuju na nedostatan razumijevanje procesa prijelaza djeteta iz vrtića u školu.

Ključne riječi: angažiranost; dobrobit; odgovornost; početno školsko postignuće

The Transition of Children from Kindergarten to Elementary School – Pedagogue Perspective

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Abstract

Recent research points to the importance of the quality of the transition process from kindergarten to elementary school as a predictor of current well-being and long-term school achievement of children. In practice, responsibility for the transition is divided between the family and the kindergarten teacher, and the role of the pedagogue is recognized only in situations of developmental deviations and/or behavioural difficulties. It is, therefore, justifiable to research the opinion of kindergarten pedagogues. The sample for this study included 49 pedagogues working in kindergartens in Split.

The main research instrument was the Transition assessment questionnaire, constructed for this study ($r = .76$). Most respondents (73.5 percent) believed they actively participated in the process of transition from kindergarten to elementary school. Only one respondent reported not having sufficient information on the topic, while 24.5 percent reported they did not participate in the transition process.

The responsibility for organizing and conducting the transition was attributed to parents and educators by the relative majority of respondents (38.8 percent). Only one respondent stated that the transition was the primary responsibility of the educator, and 3 respondents attributed that responsibility to the parents. 38 percent of the respondents stated that children were active in the process of transition. The responsibility of the educator was recognized by only 18 percent of the respondents who, at the same time, excluded children as equal participants in the transition process.

More respondents (89.8 percent) estimated that preparing for school was important for subsequent school success. At the same time, it was estimated that the educational process in the kindergarten should not be adjusted to the expectations of the school (57.1 percent). Although it has been established that the normal assessment of school readiness did not provide a realistic image of children (53.1 percent), and the majority of participants (61.2 percent) believed it was justified.

There was a statistically significant ($p \leq .05$) low correlation between the length of the counselor's work experience and the assessment of the significance of school content learning in the transition process ($r = .36$), and low negative correlation with adopting children's projects as an optimal learning method ($r = -.31$). These findings indicate a lack of understanding of the importance of transition and recognition of optimal transition procedures as predictors of initial school

Keywords: engagement; initial school achievement; responsibility; well-being

Child-Centredness as a Foundation for Early Childhood Curriculum: Comparison of North Macedonian and Croatian Policies and Practice

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Abstract

Contemporary curriculums are founded on a child-centred approach. Child-centredness is seen as the principle of children's well-being and active participation in the contemporary world. Following that statement, the child-centred practice should fulfill the demands on child well-being and child participation. Research shows a different determination of the child-centred practice. The common focus is on the practice that gives children opportunities to be explorers and learners in a stimulating, social, and material environment.

National curriculums of early childhood education of the Republic of North Macedonia and the Republic of Croatia respect the idea of child-centredness. They are both focused on children learning (through play), respecting children (their needs, interests, strengths and capacities, participation and decision making, diversity and individuality, family and culture), and recognising children's learning strategies and uniqueness. While national policy documents follow the idea of child well-being described in the UN Convention on the Rights of the Child, an educational practice may or may not follow the same policy.

The aim of the research conducted in North Macedonia and Croatia was to find if practice follows the child-centred policy. The research was conducted in 4 kindergartens (2 in North Macedonia, and 2 in Croatia). It included observations of practice, following the aspects of child-centredness according to Bogatic, Visnjic Jevtic, Campbell-Barr, & Georgeson (2018). The findings show the presence of child-centred practice in almost all aspects. The exception is child participation in decision-making. The accountability for enhancing child participation should be taken by responsible adults. It is unclear if they are aware of unsatisfactory participation, or they see the present practice as sufficient participation.

Keywords: child-centredness; Croatia; North Macedonia; participation; well-being

Percepcija stručno-pedagoške prakse studenata ranog i predškolskog odgoja i obrazovanja

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Sažetak

Stručno-pedagoška praksa sastavni je dio obrazovanja učitelja i odgojitelja. U obrazovanju odgojitelja stručno-pedagoška praksa odvija se kontinuirano tijekom preddiplomskog i diplomskog obrazovanja. S obzirom na specifičnost provođenja tog oblika nastave (različite ustanove i mentori, bez izravne supervizije nastavnika) opravdano je istražiti mišljenje studenata o stručno-pedagoškoj praksi.

Cilj istraživanja provedenoga tijekom ljetnog semestra 2018./2019. akademske godine bio je utvrditi percepciju studenta ranog i predškolskog odgoja i obrazovanja o organizaciji i provedbi stručno-pedagoške prakse. U istraživanju su sudjelovali studenti preddiplomskog studija Učiteljskog fakulteta Sveučilišta u Zagrebu (N = 159) koji su stručno-pedagošku praksu obavljali u više od 70 ustanova ranog i predškolskog odgoja i obrazovanja. Rezultati pokazuju da su studenti imali mogućnost aktivnog sudjelovanja (98,1 %, f = 156) u provedbi praktične nastave. U procjenama su istaknuli pozitivne aspekte nastave (mogućnost rada s djecom, interakcije sudionika, otvorenost odgojiteljica), ali i negativne (komunikacija te materijalni, organizacijski i prostorni uvjeti). Sudionici su istaknuli prijedloge za moguća poboljšanja nastave.

S obzirom na to da je riječ o istraživanju stručno-pedagoške prakse iz perspektive studenata, dobivani rezultati mogu pridonijeti unaprjeđivanju tog vida nastave. Rezultati se također mogu koristiti kao smjernice za nova istraživanja koja bi obuhvatila sve sudionike stručno-pedagoške prakse, čime bi se problematici pristupilo holistički, odnosno uvažavajući različitost materijalnog i socijalnog okruženja te samih sudionika.

Ključne riječi: obrazovanje odgojitelja; rani i predškolski odgoj i obrazovanje; studenti; stručno pedagoška praksa; ustanove ranog i predškolskog odgoja i obrazovanja

Early Childhood Education Students' Perception of Teaching Practice

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Abstract

Teaching practice is an integral component of preschool and primary teacher education. In preschool teacher education, teaching practice takes place continuously during their undergraduate and graduate study. Given the specificity of the implementation of this type of teaching (different institutions and mentors, the absence of direct supervision of teachers), it is justified to examine the students' opinions on teaching practice.

The main objective of this study, which was carried out during the summer semester of the academic year 2018/2019, was to determine the perception of early childhood education and care students of the teaching practice organization and implementation. The participants were the undergraduate students (N=159) of the Faculty of Teacher Education, University of Zagreb, who participated in teaching practice in more than 70 early childhood education and care institutions. The results show that the students had the opportunity to actively participate (98.1 percent, f=156) in the implementation of the teaching practice. In the assessment, they highlighted both the positive (e.g., working with children, participant interaction, teacher openness) and the negative (e.g., communication, material, organizational and spatial conditions) aspects of teaching. The participants also offered some suggestions for possible improvements in teaching.

Since this study offers the students' perception of teaching practice, the obtained results can contribute to the improvement of this aspect of teaching. The results can also be used as guidelines for new research that would encompass all students included in teaching practice. In that way, the issue would be approached holistically – taking into account the diversity of the material and social environment, and the participants themselves.

Keywords: early childhood education and care; early childhood education and care institutions; preschool teacher education; students; teaching practice

Kontinuitet u obrazovanju temeljen na ishodima učenja

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Sažetak

Agencija za predškolsko, osnovno i srednje obrazovanje u Bosni i Hercegovini analizirala je nastavne planove i programe u 10 županija, distriktu Brčko i Republici Srpskoj. Uočen je izostanak strategija kritičkog mišljenja, rješavanja problemskih situacija i dubljeg izučavanja sadržaja. U cilju razvoja kvalitete obrazovanja ponuđena je Zajednička jezgra definirana na ishodima učenja u Bosni i Hercegovini (2018) kao okvirni dokument koji se preporučuje uvrstiti u nastavne planove i programe formalnoga obveznog odgoja i obrazovanja. Očekivani ishodi određeni su kao funkcionalna znanja i vještine za: kraj treće godine života, završetak predškolskog odgoja i obrazovanja, trećega, šestog i devetog razreda te srednjoškolskog obrazovanja. Tako određeni ishodi trebali bi jamčiti odgojno-obrazovni kontinuitet, ali i omogućiti usklađenost ciljeva odgoja i obrazovanja na razini cijele Bosne i Hercegovine. Kako Bosna i Hercegovina ima decentraliziran sustav odgoja i obrazovanja, ovaj se okvirni dokument dalje razvija na županijskim razinama. Zavodi i ministarstva obrazovanja pokreću kurikularne reforme kao kompleksan i dugoročan pothvat.

Temelj je ranog i predškolskog odgoja i obrazovanja holistički razvoj djeteta, što podrazumijeva poticanje cjelovitog razvoja djeteta za što su kao polazište korištene ključne kompetencije i životne vještine u BiH (2011). Izdvojeno je pet odgojno-obrazovnih područja: zdravlje i tjelesni razvoj, djetetova ličnost i interakcija, govor, jezik i komunikacija, svijet oko nas te umjetnost i kultura. Svako područje sadrži 3 do 4 komponente definirane ishodima i pripadajućim pokazateljima. U Hercegbosanskoj županiji ponuđen je Program predškole (Zeleničić i Visković, 2018) temeljen na Zajedničkoj jezgri cjelovitih razvojnih programa za predškolski odgoj i obrazovanje definiranoj na ishodima učenja. Program predškole primjenjuje se u predškolskim ustanovama od 2018./2019. pedagoške godine.

U Hercegovačko-neretvanskoj županiji pristupilo se jednogodišnjem projektnom modelu planiranja

i realizacije odgojno-obrazovnog procesa na temelju Zajedničke jezgre cjelovitih razvojnih programa za predškolski odgoj i obrazovanje definirane na ishodima učenja. O definiranim ishodima učenja tijekom lipnja 2019. Godine educirani su odgojno-obrazovni djelatnici iz 15 ustanova za rani i predškolski odgoj i obrazovanje koje rade na hrvatskom jeziku. Akcijskim istraživanjem praktičara i znanstvenika utvrdit će se primjenjivost Zajedničke jezgre cjelovitih razvojnih programa za predškolski odgoj i obrazovanje definirane na ishodima učenja u autentičnim uvjetima Hercegovačko-neretvanske županije. Obrada sakupljenih podataka moguće će rezultirati novim modelom pedagoške dokumentacije kao i smjernicama za realizaciju odgojno-obrazovnog procesa temeljenima na ishodima učenja.

Ključne riječi: pokazatelji; rani i predškolski odgoj i obrazovanje; zajednička jezgra cjelovitih razvojnih programa

Continuity in Education Through Learning Outcomes

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Abstract

The Agency for Preschool, Primary and Secondary Education in Bosnia and Herzegovina has analysed the curriculums in 10 Cantons, Brčko District and in the Republic of Srpska. It has been revealed that they do not include critical thinking strategies, problem-solving, nor a deeper study of content. To develop a high-quality education, the Common Core Defined on Learning Outcomes in Bosnia and Herzegovina (2018) has been offered, as a framework document, and recommended to become a part of the formal compulsory educational curriculum. The expected outcomes are defined as functional knowledge and skills for the following periods of life: the end of the third year of life, the end of preschool education, the end of the third, sixth and the ninth grades of primary school, and the end of secondary education. The outcomes determined in this way should guarantee educational continuity, and enable alignment of educational goals for entire Bosnia and Herzegovina. Since Bosnia and Herzegovina has a decentralized educational system, this frame document is further developed at canton levels. Departments and Ministries of Education start curriculum reforms as a complex and long-term venture.

The foundation of early and preschool education is the holistic development of a child, which means the encouragement of complete development, that is, key competencies and life skills in B&H (2011) have been used as a starting point. Five different fields of educational areas are marked: health and physical development; child's personality and interaction; speech, language, and communication; the world around us, as well as art and culture. Each area consists of 3 to 4 components defined by outcomes and related indicators. In the Herzeg-Bosnia Canton, a Program of Preschool (Zeleničić & Visković, 2018), based on a Common Core of Complete Developmental Programs for Preschool Education defined upon learning outcomes has been offered. Program of Preschool has been applied in Preschool Institutions since the school year 2018/2019.

In the Herzegovina-Neretva Canton, a one-year project model of planning and realization of the educational process started, and it is based on Common Core of Complete Developmental Curriculum for Preschool Education Defined on the Learning Outcomes. In June 2019, educators in 15 Institutions for early and preschool education that execute the educational process in the Croatian language have passed education on defined learning outcomes. Through action research done by practitioners and scientists, the applicability of the Common core of complete developmental curriculum for preschool education defined on the learning outcomes will be determined in authentic conditions in the Herzegovina-Neretva Canton. The processing of the collected data will possibly result in a new model of pedagogical documentation, as well as the guidelines for the realization of an educational process based on learning outcomes.

Keywords: common core of complete developmental programs; early and preschool education; indicators

A Lawyer with a Character - Which Values to Promote in Legal Education?

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Abstract

According to the recently published 2019 EU Justice Scoreboard, by which the European Commission monitors the justice systems of EU Member States, 76 percent of Croatian citizens have a negative perception of the judiciary, particularly concerning its independence and efficiency. Since court decisions have a profound social impact, because through them judges indirectly shape the judicial policy, their education background is essential in the interpretation of legal norms, as well as in ethical conduct that their function incorporates.

However, despite numerous reform attempts, the present legal education system continues to support formal education without fostering values, encouraging critical thinking and active engagement of students. Thereby it cultivates fast production of legal technicians who tend to become only a “mouth that pronounces the words of the law”, as Montesquieu puts it. Education that would be reduced to the constant reproduction of “good and obedient young generations” who would not discover, ask questions, and reflect critically is the best way to become just a mere service of modern liberal democracy in which only the profit and the absence of every value system matter.

The major purpose of our paper is to set out some of the key issues and debates relating to the importance of values in legal education and of education in values. Starting from the assumption that methodology of legal education exerts a dominant influence on the creation of future lawyers and thereupon on the formation of legal culture itself, the aim of this contribution is to question the present concept of legal education and propose some suggestions on how to educate conscientious future lawyers who will be able to adopt and reflect values such as critical thinking, honesty, etc.

Keywords: critical thinking; legal culture; legal education; methodology; virtues

Simpozij Bioetika i izazovi suvremenog odgoja i obrazovanja

Symposium Bioethics and the Challenges of Contemporary Education

Sažetke simpozija pripremili su voditelj simpozija Tomislav Krznar i tajnica simpozija Silvia Rogošić. The abstracts were prepared by the chair of the symposium, Tomislav Krznar, and the secretary of the symposium, Silvia Rogošić.

Pozvano predavanje / Keynote lecture

Bioethics and Education: The Project, Problems, and Possibilities

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Abstract

We recognize that our world, now more than ever before, is affected by our collective actions and attitudes and that being able to understand this relationship is fundamental to our future and the possibilities of our shared well being. Educators play a critical role, perhaps the most critical role, in providing students with an adequate foundation for dealing with the increasingly complex questions and issues that arise in our world. Within this multiplicity of problems and challenges, certain recurring elements are discernible which directly concern educators and the process of education. Generally speaking, most of these factors can be considered under the auspices of the term “bioethics”, which indicates those ranges of concerns (“ethics = what should I/we do”), that have to do with the questions relating to life (in Greek, bios = life), in the widest sense of both those terms. Clearly then, this entails a re-thinking of the usual perspectives usually associated with bioethics, most often related to clinical/medical considerations of how a particular person’s health is affected by advancements in medical treatments and technologies. While this is clearly a significant aspect of how we understand and measure well being, it is equally clear that this is only a small part of how human well being is understood within certain narrowly considered professional and institutional parameters. The larger historical, social, economic, and political patterns, and the cultural contexts within which our identities, motives, and values are created and sustained, all contribute to the impact that our human process has on our world, a world where our responsibilities for its maintenance and the subsequent possibilities for our collective survival and continuity are now recognized as significant and open-ended questions. This, it seems to me, raises interesting and relevant questions for educators.

Accordingly, in this presentation, I will address the larger issues by providing a brief history of the field of bioethics, and its main contemporary features, along with the basic educational approaches used to promote the discipline as such. This will be followed by a rationale for an expanded understanding of bioethics, and some of the more crucial aspects of this “big picture” approach, and how and why such an approach might be initiated and sustained within existing educational frameworks. Certain problematic features in current educational models that undermine the possibilities of developing a comprehensive perspective necessary for an expanded understanding of bioethics will be addressed. These problematic aspects will include a range of disciplinary perspectives and models and the underlying assumptions that perpetuate such approaches. This will lead to a brief exposition of those constructive features within current intellectual and educational projects that are most likely to increase the possibilities of creative and relevant responses in facing the major current and future problems. Throughout the presentation, the significance of the role and responsibilities of educators in the process will provide the critical factor and serve as a means of judging the coherence and feasibility of the larger project.

Keywords: bioethics; education; social problems; responsibility; values

Okrugli stol – Četiri hrvatska Sveučilišta Roundtable – Four Croatian Universities

Uloga bioetike u izgradnji modelâ suvremenog obrazovanja The Role of Bioethics in Creating the Model of Contemporary Education

Okrugli stol organizira se u okviru simpozija Bioetika i izazovi suvremenog odgoja i obrazovanja, a u suradnji sa Znanstvenim centrom izvrsnosti za integrativnu bioetiku.

This roundtable is organized as a part of the symposium Bioethics and the Challenges of Contemporary Education, in collaboration with the Centre of Excellence for Integrative Bioethics.

Moderator: Tomislav Krznar, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska

Moderator: Tomislav Krznar, Faculty of Teacher Education, University of Zagreb, Croatia

Širenje „Riječkog modela bioetičke edukacije“: od „nove medicinske etike“ do UNESCO-ove katedre i efarmologije

Amir Muzur

Medicinski fakultet, Sveučilište u Rijeci

Sažetak

Prije tridesetak godina, u vrijeme sloma Jugoslavije, bivši su marksisti počeli tražiti novi posao, a Katolička crkva pokušavala je promovirati isusovačku doktrinu Instituta za etiku Kennedyjevih. Tako je Ivan Šegota (1938. – 2011.), donijevši iz SAD-a torbu punu fotokopija, pokrenuo prve bioetičke kolegije pri riječkomu Medicinskom fakultetu, a Valentin Pozaić (r. 1945.) utemeljio je Centar za bioetiku pri zagrebačkom Institutu Družbe Isusove.

Okrenut više prema edukaciji i popularizaciji nego istraživanju, Šegota je kombinirao istodobnu predanost georgetownskom principizmu suženom na medicinska pitanja i širem konceptu bioetike Vana Rensselaera Pottera. U to doba riječki bioetičari suosnovali su Hrvatsko bioetičko društvo, kao i međunarodno i hrvatsko društvo za kliničku bioetiku, a prijevodi bioetičkih klasika pojavili su se u seriji Bioetičkih sveski, osiguravajući prvu nužnu literaturu. Od 1999. održava se najstariji hrvatski bioetički godišnji skup, Riječki dani bioetike, a rezultirajuće međunarodno umrežavanje kulminiralo je organizacijom Osmoga svjetskog kongresa o bioetici 2008. u Rijeci/Opatiji. „Riječki model bioetičke edukacije“ spomenut je u drugom izdanju Enciklopedije bioetike Warrena Reicha, obranjen je prvi doktorat o bioetičkoj edukaciji i pokrenut projekt formiranja i poučavanja hrvatskoga medicinskoga znakovnog jezika.

Nakon 2008., smjenom generacija, Riječka bioetička škola okrenula se novim razvojnim smjerovima. Prve monografije posvećene Fritzu Jahru i V. R. Potteru u svijetu, zasnovane na arhivskim istraživanjima u Njemačkoj i Americi, objavili su riječki autori (kasnije prevedene na engleski). Dok je ranije projekte financiralo Ministarstvo znanosti, kasnije su oni uključivali i četiri manje potpore Sveučilišta u Rijeci, kao i dva kompetitivna nacionalna projekta (HRZZ) i nekoliko međunarodnih (Erasmus+, HERA i dr.). Časopis Jahr – European Journal of Bioethics objavljuje se od 2010. dvaput godišnje, a 2013. osnovan je i Dokumentacijsko-istraživački centar za europsku bioetiku Fritz Jahr. Zajedno s jedinicama iz Zagreba i Splita, riječki Centar i Katedra, odlukom ministra znanosti i obrazovanja iz 2014., tvore Znanstveni centar izvrsnosti za integrativnu bioetiku. Naslov UNESCO-ove katedre za društvene i humanističke znanosti u medicini dobiven je 2016., a tada je ustanovljena i godišnja međunarodna Nagrada Fritz Jahr za istraživanje i promicanje europske bioetike.

Osim proučavanja novih ideja u bioetici u istočnoj Europi i njihova promicanja svijetom (kolaborativna mreža Katedre trenutačno uključuje 37 zemalja na četirima kontinentima), budućnost Riječke bioetičke škole zasigurno će se (opet) približiti vezati za edukaciju, ne samo zbog mandata UNESCO-ove katedre, već i zahvaljujući recentnom interesu za proučavanje utjecaja digitalizacije („efarmologija“) i općenitom iskustvu da proaktivne skupine moraju kombinirati teorijske interese i istraživanja s njihovim uklapanjem u postojeće praktičnije orijentirane kurikule.

Broadening the “Rijeka Model of Bioethical Education”: From “New Medical Ethics” to UNESCO Chair and Epharmology

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Abstract

Thirty years ago, at the time of the collapse of Yugoslav ancien régime, ex-Marxists were searching for a new job, and Catholic Church was trying to promote the Jesuit doctrine emanating from the Kennedy Institute of Ethics. Therefore, Ivan Šegota (1938-2011), after he had brought a bag full of xeroxes from Washington, launched first bioethical courses at the Rijeka Faculty of Medicine, while Valentin Pozaić (b. 1945) founded the Centre for Bioethics at the Zagreb Society of Jesus Institute.

Oriented mostly toward teaching and popularization and less toward research, Šegota combined devotion to both the Georgetown principlism narrowed-down to medical issues, and to Van Rensselaer Potter's broader concept of bioethics. At that time, Croatian Bioethics Society and international and Croatian societies for clinical bioethics were co-founded in Rijeka, while translations of bioethical “classics” appeared in the Bioetičke sveske series, providing the first required literature. Since 1999, the oldest Croatian bioethics annual conference – the Rijeka Days of Bioethics – has been held, while resulting international networking culminated in the organization of the 8th World Congress on Bioethics in Rijeka/Opatija in 2008. The “Rijeka Model of Bioethical Education” was mentioned in Warren Reich's 2nd edition of Encyclopedia of Bioethics, the first PhD thesis was defended on bioethical education, and a project was launched on forming and teaching Croatian medical sign language.

Since 2008, with a turn of generations, the Rijeka School of Bioethics has also turned toward new directions. Globally, the first monographs dedicated to the lives and works of Fritz Jahr and V. R. Potter were published in Rijeka (later translated in English), based on archival research in Germany and the USA. While earlier projects had been funded only by the Croatian Ministry of Science, later on, they included four smaller grants by the University of Rijeka, as well as two prestigious competitive national projects (HRZZ), and a few international ones (Erasmus+, HERA, etc.). The Jahr – European Journal of Bioethics has been published twice a year since 2010. The Fritz Jahr Documentation and Research Centre for European Bioethics was founded in 2013. Together with other units from Zagreb and Split, the Rijeka Centre joined the Centre of Excellence in Integrative Bioethics in 2014, upon the decision of the Minister of Science and Education. The title of the UNESCO Chair on Social Sciences and Medical Humanities was obtained in 2016, and the annual international Fritz Jahr Award for research and promotion of European bioethics was established.

Beside researching new ideas in broader bioethics in Eastern Europe, and promoting them all over the world (the Department's collaborative network now includes 37 countries on four continents), the future of the Rijeka School of Bioethics will certainly be closely related to education. That is not only due to the UNESCO Chair mandate, but also because of the recent interest in digitalization studies (“epharmology”), and the general experience that the most proactive groups have to combine theoretical interests and research with their incorporation into the existing more practically-oriented curricula.

Uloga filozofije u bioetici te u bioetičkom obrazovanju i odgoju

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Sažetak

Bioetika, a osobito pluriperspektivno i integrativno orijentirana bioetika, postavlja vrlo zahtjevne teorijske i praktičke zadaće. S jedne strane, radi se o preosmišljavanju pojma i uloge znanja i znanosti, s druge o radikalnim promjenama u sferama etike, ekonomije, politike i prava, a s treće o poticanju i razvijanju novog senzibiliteta i svjetonazora u pogledu života. S obzirom na to, jasno je da obrazovanje i odgoj imaju ključnu ulogu u ozbiljenju bioetičkih zadaća. Kada je riječ o bioetičkom obrazovanju, radi se primarno o uključivanju bioetičkih sadržaja i pristupa u formalno obrazovanje po cijeloj obrazovnoj vertikali, ali treba imati u vidu i važnost neformalnog obrazovanja, kao i ciljanu bioetičku edukaciju za pojedine skupine kao što su nastavnici, članovi (bio)etičkih tijela, zdravstveni radnici, novinari, političari i drugi.

No, kao i sama bioetika, tako se i bioetičko obrazovanje i odgoj stalno nalaze u opasnosti da podlegnu trendu tehnicizacije, odnosno da se bioetička refleksija i akcija svedu na „decision-making“ i „policy-making“, naizgled „objektivno“ i „učinkovito“, a ustvari površno i kratkoročno rješavanje urgentnih problema, lišeno duha i vizije. Da bi se izbjegle takve opasnosti, nužan je pojačani angažman filozofije kojoj je oduvijek svojstveno artikuliranje, raspravljanje i rješavanje problema u širem kontekstu i u povijesnoj perspektivi, s tendencijom raskrivanja skrivenih dimenzija i biti svakog problema. Međutim, osim što je potrebna „filozofikacija bioetike“, potrebna je i „bioeticizacija filozofije“, a oboje podrazumijeva, u prvom redu, aktiviranje potencijala europsko-kontinentalne etičke odnosno filozofijske misli u bioetičkim okvirima, za što postoje izvrsni primjeri kao što su Albert Schweitzer, Fritz Jahr, Hans Jonas i Arne Naess, ali i koncept i projekt integrativne bioetike.

The Role of Philosophy in Bioethics and Bioethical Education and Upbringing

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Abstract

Bioethics, especially pluriperspectively and integratively oriented bioethics, is setting quite demanding theoretical and practical tasks. Firstly, it is a matter of reshaping the concept and role of knowledge and science; secondly, it is a matter of radical changes in the spheres of ethics, economy, politics, and law; thirdly, it is a matter of fostering and developing a new sensibility and worldview regarding life. According to this, it is clear that education and upbringing have a crucial role in implementing the bioethical tasks. Regarding bioethical education, it is primarily a matter of incorporating the bioethical contents and approaches into the formal education along the entire education vertical, but the importance of the informal education should also be taken into account, as well as the targeted bioethical education for the particular groups such as teachers, members of (bio)ethics bodies, health workers, journalists, politicians, and others.

However, both bioethics itself and bioethical education and upbringing are constantly threatened by the trend of technicisation, i.e. reduction of bioethical reflection and action down to mere “decision-making” and “policy-making”, i.e. seemingly “objective” and “efficient”, but actually superficial and short-term solving of the urgent problems, which lacks spirit and vision. In order to avoid such dangers, the enhanced engagement of philosophy is necessary, because philosophy has always been characterized by the ability to articulate, discuss and solve problems in a wider context and historical perspective, with a tendency to unveil both hidden dimensions and essence of any problem. Nevertheless, besides the “philosophisation of bioethics”, “bioethicisation of philosophy” is also needed. Both mean primarily activating the potentials of European-continental ethical, i.e. philosophical thinking in the context of bioethics, with excellent examples such as Albert Schweitzer, Fritz Jahr, Hans Jonas, and Arne Naess.

Bioetika i inovativno okružje za učenje

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Sažetak

Posljednjih godina važnost kvalitete obrazovanja i skrbi za djecu sve se više prepoznaje i očituje u velikom broju europskih strategija, politika i programa Europske komisije i država članica EU-a. Promjena koja se događa u javnoj i političkoj percepciji obrazovanja i skrbi, kao i sve veći zahtjevi u strukovnom obrazovanju, vode do sve više kvalitete obrazovnih i savjetodavnih programa te programa treninga, što dovodi do promijene profesionalnih i stručnih zadataka. Štoviše, sveprisutni galopirajući razvoj tehnologije zahtijeva nov pristup obrazovanju. Kako proces digitalizacije brzo preuzima našu svakodnevnu rutinu, djeca se sve manje povezuju sa svojom okolinom, posebno s prirodom.

Bioetika kao i kritičko mišljenje postaju ključni aspekti u razvoju demokratskog, pluralističkog društva temeljenoga na znanju i na poticanju k normalnom odnosu prema prirodi. Unatoč svim tim pomacima, prakse, iskustva i mogućnosti nastavnika osnovnih i srednjih škola za stjecanje znanja iz ovog područja značajno se

razlikuju od države do države, čak i od grada do grada. Isto je i s neravnomjernom prisutnošću inovativnih obrazovnih pristupa bioetičkim temama. Danas nam je potrebno inovativno okruženje za učenje usmjereno na bioetičke vrijednosti. To obrazovanje temelji se na trima stupovima: na osobnim vrijednostima, demokratskim vrijednostima (jer živimo u takvu društvu) i ekološkim vrijednostima (jer su zaštita i očuvanje prirode primarni u suvremenom svijetu). U ovom izlaganju bit će prikazan i primjer dobre prakse iz projekta „BEAGLE – Bioetičko obrazovanje i smjernice za životni okoliš“ (Erasmus+ K2, 018-1-HR01-KA201-047484) koje se u osnovi zasniva na trima navedenim stupovima i upotrebi inovativnih metoda učenja.

Bioethics and Innovative Learning Environment

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Abstract

In recent years, the importance of high quality in education and care for children has been increasingly acknowledged and reflected in a high number of European strategies, policies, and programmes between the European Commission and the Member States. The change that has taken place in the public and political perception of education and care, as well as increasing demands due to a shift in vocational requirements from care to educational, advisory and training tasks, lead to modified professional demands. Moreover, the recent galloping development of technologies demands a new approach to education. As the process of digitalization rapidly takes over our everyday routines, children are getting more disconnected from their environment, especially nature. Bioethics, as well as critical thinking, are becoming crucial aspects in the development of a democratic, pluralistic, knowledge-based and nature-conscious society.

Bioethical education and critical thinking have thus a significant role in forming a bioethical mature human being. Despite this, practices, experiences and opportunities of primary and secondary teachers to obtain knowledge in this field vary significantly, as it is the case with the presence of innovative educational approaches to these topics. We need innovative practice-oriented learning environment focused on bioethical values (based on 3 pillars: bioethics values – personal values – one “self”; democratic values – as we live in society – One “self and the others” and environmental values) adapted to the needs and interests of those responsible in education for children and primary with secondary school teachers (6-18 years of age). I will show an example of good practice from the project “BEAGLE – Bioethical Education and Attitude Guidance for Living Environment”, Erasmus Plus K2, 018-1-HR01-KA201-047484).

Bioetika i izgradnja suvremenih obrazovnih modela – snaga bioetičkog aktivizma

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Sažetak

U posljednjih nekoliko desetljeća postoji univerzalni sporazum o tome da obrazovanje o bioetici na svim razinama treba pružiti građanima usvajanjem Opće deklaracije o ljudskom genomu i ljudskim pravima izglasane od strane Generalne konferencije UNESCO-a 1997. godine i potvrđene od strane opće skupštine Ujedinjenih naroda 1998. Rad bioetičkih odgojitelja u moralnim i (bio)etičkim vrijednostima primijenjen je na pitanja moderne znanosti i tehnologije. Sam proces učenja također je prepoznat kao rezultat složenih interakcijskih utjecaja različitih perspektiva i dimenzija.

Bioetičko podučavanje nužno mora prepoznati te međusobne veze zbog inherentne primjene i utjecaja na živote ljudi. Nadalje, poučavanje u bioetičkom kontekstu treba koristiti pedagogiju koja studente uključuje u participativne aktivnosti (one koje nastaju kao rezultat potrebe za znanjem ili mišljenjima) kako bi se omogućio razvoj višestrukih dimenzija znanja. Te dimenzije uključuju znanstveni sadržaj kao i osobne, društvene i emocionalne aspekte povezane s bilo kojim određenim bioetičkim pitanjem. Stoga je ključno naglasiti važnost usredotočivanja na samu narav kontroverznih bioetičkih problema, priznajući da se mišljenja sudionika temelje na određenim svjetonazorima i kritičkoj refleksiji osobnih stavova, kao i na promicanju otvorenosti i

spremnosti da se studenti prilagode novim pogledima te razviju novu bioetičku perspektivu prema životu. Zbog svega navedenoga na kolegiju bioetike koji se održava na Sveučilištu u Osijeku nastoji se studentima približiti bioetičke probleme i izravno ih uključiti u njihovo rješavanje.

Spomenut će se i primjer uključivanja nevladine organizacije Pobjeda u kolegij bioetike u sklopu teme moralni obzir prema ne-ljudskim živim bićima. Ključno je naglasiti da je jedan od glavnih ciljeva kolegija potaknuti studente na aktivno uključivanje u socijalni i društveni život svojih zajednica te na rješavanje bioetičkih problema.

Bioethics and The Construction of Contemporary Educational Models – The Power of Bioethical Activism

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Abstract

There has been a universal agreement in the last couple of decades that bioethics education at all levels should be provided to citizens through the adoption of the Universal Declaration on the Human Genome and Human Rights by the UNESCO General Conference in 1997, and by the United Nations General Assembly in 1998. The work of bioethical educators in moral and (bio)ethical values was applied to the issues raised by modern science and technology. The process of learning is also recognized as a result of complex interacting influences. Teaching in bioethical context must recognize these interconnections because of the inherent application to and impact on peoples' lives.

Furthermore, teaching in bioethical context needs to use pedagogies that engage students in participatory activities (the ones that arise as a result of the need for knowledge or opinions) to enable the development of multiple dimensions of knowledge. These dimensions include the scientific content, as well as the personal, social and emotional aspects associated with any particular bioethical issue. Therefore, it is crucial to highlight the importance of focusing on the nature of the controversy, recognizing that opinions are based on particular worldviews and critical reflection of personal views, as well as promoting open-mindedness or willingness to accommodate new views, and develop a new bioethical perspective on life. Due to all of the above, in the bioethics course at the University of Osijek, we are trying to bring bioethical problems closer to the students and directly engage them in the process of solving.

We will mention an example of the inclusion of the non-governmental organization Pobjeda in a bioethical course on the subject of the ethical relation to animals. One of the main goals of the bioethics course is to encourage students to engage in the social life of their communities and to encourage them to engage in solving bioethical problems.

Biology Students' Attitudes Towards Bioethics Education

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Abstract

There is a need for greater integration of bioethics in life sciences curricula. Unlike many medical and nursing programmes, recognition of the value of bioethics in life sciences has taken longer. Some surveys report student demand for, and appreciation of, serious consideration of bioethical issues in life sciences studies (Downie, 1993). Scientists need to be able to recognise ethical dilemmas and formulate coherent responses to them. If a society is to consider the ethical dimensions of science seriously, it is important to prepare future scientists for the challenges they will face in their work. In Croatia, faculties within the field of life sciences have been lacking any kind of formal bioethics education, despite the fact that bioethics has been present in Croatia for decades (Jurić & Zagorac, 2008; Rinčić & Muzur, 2011), and more recently with the founding of the Centre of Excellence for Integrative Bioethics. We conducted an anonymous online survey to observe the University of Zagreb students' perspectives on bioethics education, partially adapted from Clarkeburn (2000)

comprised of 24 Likert scale questions. The questions addressed the following: the flexibility/openness of student opinions and values, the perception of the necessity of ethical reasoning for scientific work, how active they are in seeking answers to the ethical issues they face, and whether or not they see a need for bioethical education. The talk will discuss the results obtained by the survey and the need for bioethical education in Life sciences, as well as its role in developing critical thinking. Finally, we would like to recommend a better integration of bioethics into higher education in Croatia, either as an individual class or included in various subjects, especially in life sciences.

Keywords: bioethics; higher education; life sciences; students' attitude

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Zajednica filozofskih istraživača kao metoda u ranom bioetičkom obrazovanju

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Sažetak

Zajednica istraživača pojam je koji je uveo Charles Sanders Peirce i izvorno je bio ograničen na znanstvenike. Matthew Lipman (2003) širi taj pojam tako što ga smješta u šire okruženje – učionicu. Lipman pretvara učionicu u istraživačku zajednicu, u kojoj se učenici međusobno slušaju s poštovanjem, nadograđuju ideje jedni drugima, izazivaju jedni druge na iznošenje argumenata za drukčija, nepodržana mišljenja, pomažu jedni drugima u dolaženju do zaključaka iz onoga što je rečeno. David Kennedy (2012) tvrdi kako je „Lipman, uzimajući teoriju svog prijatelja i mentora Justusa Buchlera, razvio Zajednicu filozofskih istraživača a to je najprikladniji način prakticiranja filozofskog kurikula s učenicima. Ovo je isto tako filozofska ideja koja ima dalekosežne implikacije, i praktične i teorijske – za teoriju učenja, za teoriju poučavanja, za teoriju argumentacije, za teoriju znanja, za grupnu psihologiju, za moralno obrazovanje, a možda i na kraju, što bi se moglo smatrati od najveće važnosti, za utemeljenu političku teoriju i praksu.“ U različitim pristupima filozofiji s djecom često nalazimo zajednicu filozofskih istraživača kao jednu od osnovnih metoda. Primjerice, zajednica filozofskih istraživača jedna je od metoda u etičkom i vrijednosnom obrazovanju. „Pojam Etičko i vrijednosno obrazovanje (EVE) primjenjuje se na sve aspekte obrazovanja koji se eksplicitno ili implicitno odnose na etičku dimenziju života i kao takve se mogu strukturirati, regulirati i pratiti odgovarajućim obrazovnim metodama i alatima” (Ćurko, 2015). Oslanjajući se na citiranu definiciju EVE-a, ako se usredotočimo na pitanja suvremenog svijeta s njegovom ekološkom krizom i rapidnom digitalizacijom, odnos etičkih dimenzija života možemo postaviti kao bioetičko pitanje. Koristeći se zajednicom filozofskih istraživača kao osnovom za bioetičko obrazovanje, možemo zadovoljiti potrebu za inovativnim i učinkovitim bioetičkim obrazovanjem od najranije dobi. U predavanju će se pokazati kako se metoda zajednice filozofskih istraživača može povezati s bioetičkim temama kao što su odnos čovjeka i divljih životinja, čovjeka i biljaka, čovjeka i prirode u globalnom svijetu, itd.

Cljučne riječi: bioetika; etičko obrazovanje; Matthew Lipman; zajednica istraživača; zajednica filozofskih istraživača

Community of Philosophical Inquiry as a Method in Early Bioethical Education

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Abstract

“Community of inquiry” is a concept introduced by Charles Sanders Peirce, and was originally restricted to the practitioners of scientific inquiry. M. Lipman (2003) expanded this concept by moving it into a broader setting – the classroom. He converted the classroom into a community of inquiry, in which “students listen to one another with respect, build on one another’s ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences from what has been said, and seek to identify one another’s assumptions.” David Kennedy (2012) claimed how “Lipman, taking a cue from his friend and mentor Justus Buchler, developed and called ‘community of philosophical inquiry’—the most appropriate way to practice with students the philosophical curriculum that he had developed. This idea is also a philosophical one, and it has a far-reaching implication, both practical and theoretical – for learning theory, for theory of teaching, for argumentation theory, for theory of knowledge, for group psychology, for moral education, and perhaps, ultimately of the greatest importance, for grounded political theory and practice.” In various and different approaches to philosophy with children, we can find the community of philosophical inquiry as one of the main methods. For instance, community of philosophical inquiry is one of the methods used in ethics and values education: “The term ethics and values education (EVE) applies to all aspects of education which either explicitly or implicitly relate to ethical dimensions of life and are such that can be structured, regulated and monitored with appropriate educational methods and tools.” (Ćurko, 2015). Leaning on the cited definition of EVE, if we focus specifically on the issues of the contemporary world with its ecological crisis and rapid digitalization, we can set the relation of the ethical dimensions of life as a bioethical question. Using methodology for the community of philosophical inquiry as a basis for bioethical questioning, we can satisfy the need for innovative and effective bioethical education from an early age. In my lecture, I will show how the community of philosophical inquiry can be connected with bioethical topics such as the relationship between man and wild animals, man and plants, man and nature in global, etc.

Keywords: bioethics; community of inquiry; community of philosophical inquiry; ethical education; Matthew Lipman

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Prisutnost tema mentalnog zdravlja u obrazovnim kurikulima RH i

važnost njihove implementacije

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Sažetak

Odgoj i obrazovanje nedvojbeno predstavljaju ključne komponente zadužene za formiranje ljudske društvene jedinice. Unatoč nedvojbenoj relevanciji te visokoj prisutnosti interesa za raspravu glede njihova unapređivanja u vidu cjelovitih i parcijalnih reformi, čini se da širina prisutne problematike ipak nije adekvatno recipirana, razmatrana te intencionalno valorizirana. Jedan od primjera navedenih nedostataka prisutan je u vidu edukacije djece i mladih glede mentalnih poremećaja u okviru školskih i predškolskih programa, pri čemu je naglasak na činjenici da začeci mnogih mentalnih poteškoća i poremećaja – evidentno velikog tabua koji djecu i mlade prati tijekom čitavog života – nastupaju upravo u dječje doba. U ovom izlaganju

analizirat će se zastupljenost tema mentalnog zdravlja unutar kurikula ranog i srednjeg obrazovnog sustava RH. Tvrdit će se da su te teme nedostatno zastupljene u silabima, što ukazuje na činjenicu da se pritom previda važnost utjecaja odgojno-obrazovnog pristupa na mentalno zdravlje građana, a samim time na zdravstveni i ekonomski ekvilibrij društveno-političke zajednice. Dakle, uvest će se teza da školski programi obogaćeni bioetičkim senzibilitetom vezanim uz mentalne poteškoće nose potenciju izmijene odnosa djece i mladih prema mentalnim poremećajima, prema kolegama učenicima koji pate od tih poremećaja i raznih oblika invaliditeta, ali i da se uz pravilnu edukaciju provedenu od vrtićkih dana u bitnoj mjeri može pridonijeti senzibilizaciji te prevenciji razvoja raznih oblika mentalnih poteškoća i izazova izmijenjenih stanja svijesti, te pristupu mentalnim poteškoćama per se. Teze će biti argumentirane iznošenjem niza orijentacijskih primjera i praktičnih prijedloga za provođenje predloženog koncepta, uz naglasak na primjer Islanda u kojemu je od 2016. implementiran zakonodavni model obilježen hvale vrijednim primjerom intersektorske suradnje unutar sustava mentalnog zdravlja u koju su uključena ministarstva zdravstva, obrazovanja i socijalnog rada. Na osnovu iznesenih smjernica i teza u kratkim će se crtama predstaviti originalni integrativni i pluriperspektivni model koji bi mogao dovesti do višestrukih koristi na dvjema osnovnim razinama – mikrorazini pojedince psihe i mezorazini društvene zajednice.

Ključne riječi: bioetički senzibilitet; mentalno zdravlje; obrazovanje; odgoj; pluriperspektivnost

Presence of Mental Health Topics in Croatian Educational Curricula and the Importance of their Implementation

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Abstract

Upbringing and education undoubtedly represent key components involved in creating a human social entity. Despite the undeniable importance and the high presence of interest for discussion regarding its improvement in the form of “full” and “partial” reforms, it seems that the width of the present problematics has not yet been properly perceived, considered and intentionally valorized. An example of these shortcomings is the education of children and young people regarding mental disorders within school and preschool program frameworks, with the emphasis on the fact that the inception of many mental problems and disorders – apparently large taboos that are accompanying children and young people during all of their lives – begins in childhood.

In this presentation, I will analyze the presence of mental health topics in the curricula of the early and high school education system of the Republic of Croatia. It will be argued that the given topics are not adequately represented in curricula and programs, which indicates that the importance of the impact of the educational approach to the mental health of citizens, and thus the health and economic equilibrium of the socio-political community, is overlooked.

Therefore, the thesis that school programs enriched with bioethical sensitivity regarding mental disorders bear the potential for a change in the relationship between children and young people towards mental disorders and their colleagues suffering from disorders and disabilities. Also, it will be claimed that the appropriate education implemented from the kindergarten days can significantly contribute to the context of sensibilization and prevention of the development of various forms of mental problems and challenges of an altered state of mind, and mental disability per se. The thesis will be argued by presenting a series of orientation examples and practical proposals for the implementation of the proposed concept, with an emphasis on Iceland, in which, since 2016 a legislative model is implemented, marked with the valuable example of cross-sectoral co-operation in the mental health system involving the ministries of health, education, and social work. Based on the given guidelines and the thesis, I will present an original integrative and pluriperspective model that could lead to multiple benefits on the two basic levels – the microsphere of an individual’s psyche, and the mesosphere of the social community.

Keywords: bioethical sensibility; education; mental health; pluri-perspectivity; upbringing

Bioetička edukacija na teološkim fakultetima Univerziteta u Sarajevu – usporedna analiza

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Sažetak

U okviru Univerziteta u Sarajevu djeluju dva teološka fakulteta, Fakultet islamskih nauka i Katolički bogoslovni fakultet. Obje visokoobrazovne institucije dugo vremena nisu bile u sastavu navedenog sveučilišta, budući da su obitavale isključivo pod okriljem religijskih institucija. Međutim, na navedenim se fakultetima izučavaju pored teoloških i svjetovni moduli. Primjetno je da, posredno ili pak neposredno, studij bioetike predstavlja jedan od nužnih suvremenih segmenata u obrazovnom i odgojnom procesu, naročito na teološkim učilištima. U skladu s tim, u tekstu je načinjena razdioba studijskih programa, tj. istaknuto je gradiranje znanstvenih i stručnih ciklusa u obrazovnome procesu, kako na Fakultetu islamskih nauka gdje se nastava izvodi na preddiplomskom, diplomskom te doktorskom studiju tako i na Katoličkom bogoslovnom fakultetu gdje je ustaljen integrirani studij teologije pored kojega je već nekoliko godina zastupljen i diplomski studij Međureligijski studij i izgradnja mira koji se provodi u suradnji s Fakultetom islamskih nauka i Pravoslavnim bogoslovskim fakultetom Sv. Vasilija Ostroškog iz Foče, koji kao sastavnica Univerziteta u Istočnom Sarajevu nije uzet u razmatranje u ovom radu. Bitno je istaći da su autori ovoga rada razmatranju bioetičkih problema pristupali strogo iz svjetovnoga gledišta, točnije iz polja praktičke filozofije, tj. njezine grane etike. Upravo su se zbog toga, a kako bi što adekvatnije razviđali bioetičke teme koje nisu svjetovne već religiozne naravi, koristili interdisciplinarnim i pluriperspektivnim pristupom. No, u skladu s naslovom, u radu je naročito skrenuta pozornost na module unutar kojih se izučavaju bioetičke teme. Sukladno tomu načinjena je analiza bioetičkih problema primarno iz filozofskog (etičkog) motrišta, a na temelju silaba, predmetnih udžbenika i literature. Naravno, pozornost je posvećena i bioetičkoj produkciji nastavnika na dvjema institucijama. Bez obzira na različito religijsko utemeljenje bioetičkih problema, u zaključcima rada ukazano je na točke njihova zajedničkoga bioetičkog interesa ali i na točke razilaženja.

Ključne riječi: bioetička edukacija; filozofija; teologija

Bioethical Education at Theological Faculties of the University of Sarajevo - Comparative Analysis

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Abstract

Within the University of Sarajevo, there are two theological faculties, the Faculty of Islamic Studies, and the Faculty of Catholic Theology. For a long time, neither one of these institutions was a constituent of the University since they only existed under the umbrella of religious institutions. Nevertheless, students at these faculties study both, theological and secular modules. It is noticeable, directly or indirectly, that the study of bioethics represents one of the most necessary contemporary segments in the educational process, especially at theological schools. Therefore, the text explains different study programs offered by the Faculty of Islamic Studies in Sarajevo at all three study levels, i.e., undergraduate, master’s, and doctoral level. Furthermore, the text also offers information on the available study programs at the Faculty of Catholic Theology, namely the integrated study of theology and the master’s program Interreligious Studies and Peace Building which is implemented in cooperation with the Faculty of Islamic Studies and the Orthodox Theological Faculty St. Basil of Ostrog in Foča (the latter is a constituent of the University of East Sarajevo, and for that reason has not been taken into consideration in this article). It is important to note that the authors approached the bioethical issues strictly from the secular point of view, more precisely, from the field of practical philosophy, that is, its branch of ethics. Precisely for this reason, and to adequately discuss bioethical topics that are secular in nature and not religious, the authors used an interdisciplinary and multidimensional approach. However, in accordance with

the title of the article, the paper particularly focuses on the modules within which bioethical topics are studied. Accordingly, the analysis of the bioethical problems was made primarily from the philosophical (ethical) point of view and it was based on the syllabi, course textbooks, and additional literature. On this occasion, the bioethical publications of teachers in these two institutions were also reflected on. Regardless of their different religious approaches to bioethical problems, the conclusions of the paper highlight the points of their common “bioethical” interest, as well as the disagreements.

Keywords: bioethical education; philosophy; theology

Um i živa bića

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Sažetak

Anaksagora često navodi um (grč. $\nu\mu\varsigma$) kao uzrok onoga što je dobro ili pravilno, dok na drugim mjestima tvrdi da je taj uzrok duša (grč. $\psi\upsilon\chi\eta$). On u spisu O prirodi tvrdi i to da um postoji u svim živim bićima (grč. $\zeta\omega\omicron$), kako velikima tako i malima, kako u vrijednima tako i u onima manje vrijednima. Anaksagora nije uvijek um razmatrao kao nešto što korespondira razboritosti (grč. $\nu\omicron\lambda\omicron\gamma\iota$). Aristotel smatra da um nije podjednako svojstven svim živim bićima, čak ni svim ljudima, dok u nekim Anaksagorinim fragmentima znači uopće. Nešto kasnije, Stagiranin oprezno ponavlja da mu se čini da Klazomenjanin ipak pravi razliku između duše i uma. Primjedba koja se iznosi na račun Anaksagore jest da se on služi dušom i umom kao da imaju istu prirodu, bez obzira na to što um postavlja kao načelo. Kada je postulirao um kao princip svega kretanja, Klazomenjanin je povezo sve slojeve zbiljnosti. Um je za živa bića bio unutrašnja moć dok je za nežive stvari bio vanjska sila. Implicitno prisutna kod Empedokla, ideja slojevitosti zbiljnosti svoju dalju razradu doživjet će kod Anaksagore, možda prvu u dugom nizu povijesti teorije slojeva od Antike do N. Hartmann-a. Nije, zato, iznenađenje kad se pronađu mjesta na kojima stoji da i biljke imaju neki stupanj opažanja i mišljenja. Osim toga, Anaksagora (i Empedoklo) kažu da se biljke pokreću po prirodnoj žudnji, da osećaju i da se vesele i žaloste. Anaksagora iznosi i stav da su biljke životinje (grč. $\zeta\omega\omicron$), a kao dokaz izrečene tvrdnje da biljke mogu osjećati „radost i tugu” on navodi mijenjanje lišća. Uprkos argumentaciji drugih antičkih mislilaca da biljke i mnoge životinje ne dišu, filozof iz Klazomene ustraja je u stavu da biljke imaju sposobnost disanja (grč. $\pi\alpha\upsilon\sigma\omicron$). Anaksagora je, štoviše, u (Pseudo) Aristotelovu spisu O biljkama predstavljen, zajedno sa Empedoklom i Demokritom, kao zastupnik teze da biljke imaju um i sposobnost shvaćanja (grč. $\nu\mu\varsigma$). Um je, slijedeći Anaksagoru, prisutan u svim živim bićima (ljudima, životinjama i biljkama) i u svima je isti. Razlike između tih bića, konačno, nisu posljedica suštinske diferencije između njihovih duša, već su posljedica razlika između njihovih tijela, koja olakšavaju ili otežavaju potpunije delovanje uma.

Ključne riječi: duša; paideia; srodnost; um; živa bića

“Mr. Mind” and Living Beings

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Abstract

Anaxagoras often cited the mind ($\nu\mu\varsigma$) as the cause of what is good or right, while in other places he asserts that soul ($\psi\upsilon\chi\eta$) is the cause. In the manuscript On Nature, he asserts that the mind exists in all living beings ($\zeta\omega\omicron$), both large and small, in both the valuable and in those less valuable. Anaxagoras did not always consider the mind as something that corresponded to thinking ($\nu\omicron\lambda\omicron\gamma\iota$). Aristotle believes that the mind is not equally

inherent in all living beings, not even in all of the men, while in some Anaxagoras’ fragments simply means in general. Somewhat later, the Stagirites cautiously repeats that it seems to him that the Clazomenian still distinguishes between the soul and the mind. The objection placed at the expense of Anaxagoras is that he treats the soul and mind as having the same nature, even though he sets the mind as a principle. When he postulated the mind as the principle of all movement, the Clazomenian linked all the layers of reality. For animate beings, the mind is an internal faculty, but for inanimate things, it is an external force. Implicitly present in Empedocles, the idea of degrees of reality will be further elaborated by Anaxagoras, perhaps the first one in the long line of the history of the theory of levels from Antiquity to N. Hartmann. It is not, therefore, surprising to find the places where it is stated that the plants also possess a certain degree of sensation and thought. In addition, Anaxagoras (and Empedocles) says that plants are driven by desire, that they have feelings, sadness, and joy. Anaxagoras also asserts that plants are animals ($\zeta\omega\omicron$), and as evidence of his claim that plants can feel “sorrow and joy”, he mentions the changing of leaves. Despite the arguments of other ancient philosophers that plants and many animals do not breathe, the philosopher from Clazomenae believed that plants do breathe ($\pi\alpha\upsilon\sigma\omicron$). Anaxagoras, moreover, in the (Pseudo) Aristotelian manuscript On Plants was presented, together with Empedocles and Democritus, as the proponent of the thesis that plants have a mind and ability to think ($\nu\mu\varsigma$). The mind is, according to Anaxagoras, present in all living beings (humans, animals, and plants) and it is the same in all of them. The differences between these beings, finally, are not a consequence of essential difference among their souls, but a consequence of differences among their bodies, which either facilitate or hinder fuller functioning of Nous.

Keywords: kinship; living beings; mind; paideia; soul

Bioetički odgoj za odgovornost prema okolišu – nužnost „ekološkog obraćenja“

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Sažetak

Sve veća izvjesnost antropogenih utjecaja na stanje prirode i drastične promjene u njoj, upućuju i na neodgodive promjene u čovjekovu odnosu prema njoj. Temeljno je polazište u promjeni čovjekova eksploatatorskog odnosa prema prirodi, a to je neizbježan odgojni izazov, od čovjekove djetinjte do njegove starosti. Odgoj za odgovornost prema okolišu tako postaje uvjet opstanka svekolikog života na Zemlji. Svijest o potrebi odgoja za očuvanje okoliša i pokušaj odgajanja „ekoloških građana“ svijeta, izraz su čovjekove nade u mogućnost ekološkog obrata. Čovjek se mora naučiti prijateljski i odgovorno odnositi prema prirodi, prema svim njezinim entitetima (biljkama, životinjama, ljudima, ekološkim sustavima, posebice istaknutim cjelinama kao što su planine, rijeke, jezera, mora), počinjući od svoga lokalnog ekološkog sustava do globalnih razmjera. Riječ je o stvaranju ekološke osjetljivosti u društvu, o njezinu sustavnom razvitku i njezinu očuvanju na svim razinama upravljanja. Odgojem od najranije dobi, u obitelji te predškolskom i školskom sustavu, djeca i mladi trebaju steći kritički odnos prema onomu što nudi tržište, tehničko-tehnološki razvitak i uslužne djelatnosti. Odgoj za ekološku odgovornost treba postati sastavni dio odgojno-obrazovnih sustava i valja ga, bez odgađanja, provoditi na svim razinama. Suvremenom čovjeku treba temeljita i dalekosežna pomoć u ekološkom zaokretu, u svojevrsnom „ekološkom obraćenju“, da izgradi nove navike kojima će nadvladati individualizam i solidarno se otvoriti prema potrebama drugih bića. Odgojitelji svojom osobom i vlastitim „ekološkim obraćenjem“ potiču razvitak iste svijesti u svojim odgajanicima. Učiteljski fakulteti u svim svojim studijskim programima trebaju premisliti suvremene izazove odgoja za ekološku odgovornost i „ekološko obraćenje“ i naći prikladne načine da ti sadržaji uđu u razne kolegije i oblike rada sa studentima. Već ponudeni sadržaji iz toga područja nailaze na zanimanje studenata i ohrabruju u daljnjim promišljanjima za dublju obradu bioetičkih tema.

Ključne riječi: ekološka osjetljivost; etika okoliša; odgoj; odgovornost; održivi razvitak

Bioethical Education for Environmental Responsibility - the Necessity of “Ecological Conversion”

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Abstract

The growing awareness of anthropogenic influences on the state of nature and drastic changes in it also points to the irresistible changes in man's relation to it. It is a fundamental starting point for changing man's exploitative relationship with nature, which is an inevitable educational challenge, from a man's childhood to his age. Education for environmental responsibility thus becomes a condition of survival of all life on Earth. Consciousness about the need for education to preserve the environment and the attempt to educate the “ecologists” of the world is the expression of human hope for the possibility of an ecological turn. Man has to learn to be friendly and responsibly concerned with nature, from all its entities (plants, animals, humans, ecological systems, especially prominent parts such as mountains, rivers, lakes, and seas), starting from their local ecological system to the global scale. It is about creating ecological sensitivity in society, its systematic development and its preservation at all levels of governance. From the earliest age, in the family, and in the preschool and school system, children and young people need to gain a critical attitude towards what the market offers, technical-technological development and service activities. Education for ecological responsibility should become an integral part of the educational system and it should be implemented at all levels without delay. Contemporary man needs thorough and far-reaching assistance in ecological turning, in a kind of “ecological conversion”, to build new habits that will overpower individualism and sympathetically open to the needs of other beings. Educators, with their own person and their own “ecological conversion”, encourage the development of the same consciousness in their educators. Faculties of teacher education, in all their study programs, should reflect on the contemporary challenges of upbringing for ecological responsibility and “ecological conversion” and find suitable ways for these contents to enter into various courses and forms of work with students. The contents already offered in this area are of interest to students and encourage them in further reflections on the deeper handling of bioethical topics.

Keywords: ecological sensitivity; environmental ethics; responsibility; sustainable development; upbringing

Deep web i obrazovanje mladih

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Sažetak

Globalizacija kao proces povezivanja, komunikacije i međusobne ovisnosti naroda u različitim oblastima omogućila je današnjem čovjeku promjene u shvaćanju zajednica koje ga okružuju. Za razvoj procesa povezivanja i komunikacije zaslužan je i razvoj interneta. Internet kao medij nije u vlasništvu određene države i samim time nije u nadležnosti pravnog sustava neke države te postoje određeni sadržaji dostupni na tom mediju koji se u određenim pravnim sustavima smatraju ilegalnim. Od triju razina interneta (površinski, dubinski ili deep web te dark web) ovaj će se rad fokusirati na deep web kao razinu interneta čiji se sadržaj ne može indeksirati i samim time se ne može pratiti te je postao platforma za širenje različitih informacija. S obzirom na to, postavlja se pitanje je li takva platforma lako dostupnog necenzuriranog znanja uključiva u obrazovanje mladih? Rad pokazuje kojim se izazovima mogu izložiti mladi u proučavanju ove platforme te na koji način ona može biti idealno mjesto za razvoj kritičkog mišljenja, morala i pluriperspektivnosti.

Ključne riječi: deep web; globalizacija; kritičko mišljenje; pluriperspektivnost

Deep Web and Education of Young People

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Abstract

Globalisation as a process of connecting, communicating and interdependence of nations in different areas made possible for contemporary human beings the changes in the understanding of communities that surround it. For the development of the process of connecting and communicating, the development of the Internet is responsible as well. The internet as a medium is not owned by any state; thus, it does not fall under any particular legal system as such. Because of that, there are contents that some legal systems consider illegal, while others do not. In my presentation, I would like to talk about the deep web, which is one of the three levels of the Internet (surface web, deep web, and dark web). The content of the deep web cannot be indexed, and thus, it cannot be tracked, so it has become the platform for spreading uncensored information. Considering that, I would like to inquire whether we can include this platform in the education of young people. In my presentation, I would like to point to the kinds of challenges to which we can expose young people while studying this platform, and how that platform can be an ideal place for the development of critical thinking, morals, and pluriperspectivity.

Keywords: critical thinking; deep web; globalization; pluriperspectivity

Teorija transformativnog učenja kao alat bioetičke edukacije

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Sažetak

U radu se nastoji prikazati teorija transformativnog učenja Jacka Mezirowa u kontekstu bioetičke edukacije. Analizirat će se ključni pojmovi Mezirovljeve teorije, kao i razvojni procesi koji dovode do transformacije perspektiva. Prvi moment procesa transformacije predstavlja kritičko rezoniranje, dok se drugi odnosi na stvaranje nove uloge, odnosno perspektive značenja. Kako bi se što jasnije uputilo na komplementarnost bioetike i transformativne teorije učenja u kontekstu bioetičke edukacije, naglasak će biti stavljen na stvaranje nove perspektive značenja.

Ključne riječi: bioetika; bioetička edukacija; Jack Mezirow; perspektive značenja; teorija transformativnog učenja

Transformative Learning Theory as a Tool in Bioethical Education

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Abstract

The aim of the presentation is to elaborate on the theory of transformative learning by Jack Mezirow in the context of bioethical education. We will analyse the key concepts that Mezirow uses, as well as the developmental processes that lead to the transformation of a perspective. The first moment of the transformation process is critical thinking, while the second moment is referred to as the meaning perspective, the creation of a new role. To show the complementarity between bioethics and the theory of transformative learning in the context of bioethical education, the emphasis will be on the creation of new meaning perspectives.

Keywords: bioethical education; bioethics; Jack Mezirow; meaning perspectives; transformative learning theory

Problem ekohistorije u misli Milana Polića

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Sažetak

Sve je više empirijskih potkrepa predviđanja o uništenju čovjeka putem njegova vlastita djelovanja, konkretno destruktivnih učinaka na cjelinu života putem prekomjerne eksploatacije prirodnih dobara, emisije štetnih tvari u okoliš, uništenja biljnih i životinjskih vrsta, pa i cijelih habitata. Ovome se može dodati ekstenzivna upotreba tehnologije, genetička transformacija životnih oblika i uništenje tradicionalnih obrazaca življenja, što sve negativno i nepovratno utječe na život ljudi. Hrvatski filozof Milan Polić (1946. – 2015.), inače jedan od najznačajnijih aktera filozofije odgoja u regiji, dio svojih radova posvetio je i ovim, ne sasvim točno nazvanim, „ekološkim problemima“. Proučavanje fenomena uništenja okoliša, kao znanstveni i teorijski konstrukt te kao društveni pokret i politička platforma, u posljednjih je pola stoljeća prošlo različite faze. Krajem devedesetih godina prošlog stoljeća Milan Polić pokazao je zanimanje za promišljanje tih fenomena i to iz kuta obrazovanja, navlastito filozofije odgoja. Ovo izlaganje ima nekoliko zadataka: 1) pokazati posebnosti Polićeva promišljanja problematike čovjekova negativnog djelovanja na život, 2) prikazati Polićevo razumijevanje fenomena kulture, 3) donijeti razumijevanje mogućnosti obrazovanja kao pokretne snage promjene negativnih pojava u društvu i 4) pokazati pronicljivost Polićevih misli, posebno kada su u pitanju socijalni konstrukti vezani uz problematiku zaštite okoliša. Polić je koristio koncept ekohistorije da bi kritički ukazao na probleme pred kojima se društvo nalazi, i još i više, ukazao na potrebu integralnog i integrativnog zahvaćanja u bit problema i traženja pluralističkih rješenja. U tom pogledu možemo smatrati da je Polić bio i jedan od začetnika bioetičke misli u nas, posebno vezujući probleme bioetike – konkretno rješenja čovjekovih životnih pitanja – uz problematiku obrazovanja i to obrazovanja shvaćenoga kao društvenog mehanizma i istovremeno kao jedinog modela promjene čovjekove svijesti. Nema dvojbe, i u tim je stvarima misao Milana Polića dragocjena.

Ključne riječi: društvo; ekohistorija; filozofija odgoja; obrazovanje

The Problem of Ecohistory in the Thinking of Milan Polić

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Abstract

There is abundant empirical evidence on the effects of human self-destruction, that is, the tangible destructive effects on the entire life on Earth as a result of excessive exploitation of natural resources, emission of pollutants into the environment, destruction of plant and animal species, even entire habitats. Extensive use of technology, genetic transformation of life forms, and destruction of traditional forms of life can be added to the list as negative and irreversible effects on the lives of people, and life itself. A Croatian philosopher, Milan Polić (1946-2015), who is one of the region's most prominent figures in the area of the philosophy of education, also dedicated some of his works to these, "ecological problems". Inquiries into the phenomenon of environmental destruction as a scientific and theoretical construct, as well as a social movement and a political platform, have been going through various phases over the last half-century. Towards the end of the 1990s, Milan Polić showed an interest in contemplating these phenomena from the educational point of view, especially the philosophy of education. This paper has several tasks: (1) to show the particularities of Polić's reflection on the problems of man's negative impact on life; (2) to show Polić's understanding of the phenomenon of culture; (3) to show a deeper understanding of the opportunities of education as a power of change, and (4) to show the perceptiveness of Polić's thoughts especially when it comes to social constructs related to environmental issues. Polić has used the concept of ecohistory to critically address the problems that society faces, and also to point to the need for integral and integrative engagement in the essence of problems and the pluralistic seeking for the solutions. In this regard, we might consider Milan Polić as one of the founders of bioethical thoughts in our intellectual surroundings. In relation to the issues of education, bioethics can be understood as a mechanism of change of social activities and, at the same time, as the model of changing human consciousness. In this regard, the thought of Milan Polić is invaluable.

Keywords: ecohistory; education; philosophy of education; society

„Rodna ravnopravnost? (Zašto) ne!“ Stavovi (budućih) odgojitelja i odgojiteljica o rodnoj ravnopravnosti

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Sažetak

U ovom se izlaganju raspravlja o rodnoj ravnopravnosti i još uvijek ambivalentnoj ulozi odgoja u njezinoj društvenoj uspostavi. Rečena ambivalentnost odnosi se na to da s jedne strane preživljavaju brojne odgojne prakse koje se tiču održanja društvenog statusa quo, formirajući i podupirući kod djece rodno diskriminatorne stavove i ponašanja, dok se s druge strane uspostavljaju nove odgojne prakse usmjerene k razvijanju emancipatornih potencijala djece, od kojih uvažavanje integriteta i slobode drugih, neovisno o njihovoj spolu, predstavlja jednu od najznačajnijih vrijednosti (Yelland, 1998; MacNaughton, 2000). Potonje su objedinjene pod nazivom rodno osjetljivi odgoj nalazeći svoje teorijsko utemeljenje u feminističkoj filozofiji, pedagogiji i sociologiji. U izlaganju se posebna pažnja poklanja teorijskim kritičkim pristupima Milana Polića i Paula Freirea te njihovoj otvorenoj kritici onih aspekata odgoja koji su služili i još uvijek služe kao sredstvo manipulacije, indoktrinacije, homogenizacije i instrumentalizacije djece. Njihov se teorijski i praktični zagovor nužnosti promjene smisla odgoja u suvremenosti oprimjeruje strategijama promjene odgojiteljskih praksi, promjene stavova i ponašanja njihovih nositelja i nositeljica te promjene same odgojiteljske profesije. Premda je jasno da je odgojna uloga odgojitelja i odgojiteljica tek sekundarna u odnosu na roditeljsku, njihova važnost kako u borbi za ravnopravnost spolova tako i u borbi za pravednije društvo u cjelini neprijeporna je. Unatoč tomu, istraživanja njihovih stavova spram društvenih vrijednosti poput ravnopravnosti spolova još su uvijek rijetka. Vođena potonjim provedena su dva kvantitativna istraživanja 2017. i 2018. godine kojima su provjeravani stavovi o rodnoj ravnopravnosti studenata i studentica odgojiteljskog studija na Učiteljskom fakultetu Sveučilišta u Zagrebu (N = 244) i odgojitelja i odgojiteljica u odabranim vrtićima u Gradu Zagrebu (N = 481). Rezultati provedenih istraživanja pokazuju da unatoč očekivanim pozitivnim stavovima spram rodne ravnopravnosti određeni broj (budućih) odgojitelja i odgojiteljica iskazuje otpor prema ovoj društvenoj vrijednosti i(li) nerazumijevanje načina na koji se ona ostvaruje i provodi.

Ključne riječi: odgoj; odgojiteljska profesija; rodna ravnopravnost

“Gender Equality? (Why) not!” The Attitudes of (Future) Educators on Gender Equality

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Abstract

In this presentation, gender equality and the ambivalent role of preschool education in the social establishment are discussed. This ambivalence concerns the fact that, on the one hand, numerous educational practices still survive, maintaining the social status quo by forming and supporting children's gender discriminatory attitudes and behaviours. On the other hand, new educational practices are being established, aiming at the development of children's emancipatory potentials, of which respect for the integrity and freedom of others, regardless of their sex, is one of the most significant values (Yelland, 1998; MacNaughton, 2000).

The latter are included in the term gender-sensitive education, finding their theoretical foundation in feminist philosophy, pedagogy, and sociology. In the presentation, special attention is given to the theoretical critical approaches of Milan Polić and Paula Freire, and to their open criticism of those aspects of preschool education that have served and still serve as a means of manipulation, indoctrination, homogenization, and instrumentalization of children. Their theoretical and practical advocacy of the necessity of changing the

meaning of education is further reflected through the contemporary strategies of changing educational practices, attitudes, and behaviours of their stakeholders, and the education profession itself. Although it is clear that the educational role of the preschool teachers is only secondary to that of the parents, their importance both in the struggle for gender equality and in the struggle for a just society as a whole is indisputable. Nevertheless, the research of their attitudes towards social values such as gender equality is still rare. Having that in mind, we carried out two quantitative surveys in 2017 and 2018, examining the attitudes regarding gender equality of students of the Department of Preschool Education Studies at the Faculty of Teacher Education of the University of Zagreb (n=244), and of the preschool educators in selected kindergartens in the City of Zagreb (n=481). The results of the conducted research show that, in spite of the expected positive attitudes towards gender equality, a number of (future) preschool educators show resistance to this social value and (or) the lack of understanding of how it is realized and implemented.

Keywords: educator profession; gender equality; preschool education

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Važnost učenja sociologije u srednjoj školi

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Sažetak

Sociologija je kao nastavni predmet iz područja društvenih znanosti uvedena u srednje škole prije nešto više od pola stoljeća. Danas se sociologija „učí i poučava u gimnazijama i drugim srednjim školama kao obvezni i kao izborni predmet, a usmjerenost učeniku temeljno je obilježje učenja i poučavanja sociologije“ (Kurikul nastavnog predmeta sociologija za gimnazije, 2019). Suvremeno je društvo neprestano izloženo brzim promjenama kojima se treba prilagoditi, a u tome važnu ulogu ima suvremeno obrazovanje. U tom kontekstu, sociologija učenicima omogućuje, ili bi trebala omogućavati, razumijevanje promjena u društvu, oblikovanje utemeljenih stavova i razvoj sposobnosti kritičkoga razmišljanja. U kurikulumu sociologije (2019) naglašava se da „učenje sociologije potiče kritičko promišljanje stvarnosti, jer se sociologija kao znanost temelji na neprestanome propitivanju svih društvenih odnosa, od društvenih interakcija među pojedincima preko istraživanja utjecaja i važnosti medija i informacijske tehnologije u društvenome životu i svakodnevi, pa sve do općega propitivanja odnosa čovjeka i prirode ili čovjeka i tehnologije te ostalih aspekata suvremenoga društva.“ Rezultati istraživanja o „percepciji obrazovnih ishoda srednjoškolske nastave sociologije u Hrvatskoj“ pokazuju da bi nastava sociologije trebala „razvijati prosocijalne stavove učenika prema okolini, razvijati proaktivan odnos prema nastavi sociologije, poučavati o disciplinarnim spoznajama, poučavati o disciplinarnim tumačenjima suvremenih društvenih pojava, razvijati specifične predmetne i generičke vještine“ (Bošnjak, 2013). U radu su istaknuta temeljna obilježja sociologije kao društvene znanosti, kao i pregled dosadašnje literature o nastavi sociologije u Hrvatskoj. Kalanj (2009), objašnjavajući razliku između sociologije i ideologije, naglašava da je jedno od temeljnih obilježja sociologije njezina usmjerenost prema tome da „otkrije opće ili posebne razloge i uzroke nekih društvenih stanja i kretanja“ te „nastoji ustanoviti zakonitosti društvene zbilje“ (Kalanj, 2009: 241-242). Također, naglašava se važnost proučavanja nastajanja i oblikovanja srednjoškolskih strukovnih i gimnazijskih programa (kurikula). Svrha je ovog rada, na temelju usporedne analize, provjeriti koliko se program sociologije promijenio tijekom godina i koje su obrazovne ishode programi željeli ili žele postići kod učenika. U radu se analiziraju i pokazatelji vezani uz sociologiju na državnoj maturi, prezentira se broj i uspjeh učenika koji odabiru sociologiju te se analiziraju testovi sociologije. U zaključnom dijelu rada raspravlja se o (ne)postojanju potrebe za uključenjem ili širenjem sociologije ili socioloških tema na različite obrazovne razine – od osnovnoškolske do fakultetske.

Ključne riječi: obrazovni ishodi; sociologija; srednjoškolski program; suvremeno obrazovanje; temeljna obilježja sociologije

The Importance of Learning Sociology in Secondary Schools

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Abstract

Sociology, as a subject in the field of social sciences, was introduced into secondary schools just over half a century ago. Today, sociology “teaching and learning take place in grammar as well as standard secondary schools as a mandatory and an elective subject with student orientation being a fundamental feature of the teaching and learning of Sociology” (Sociology Curriculum for Grammar Schools, 2019). Modern society is constantly exposed to rapid changes for which adaptation is needed, with modern education playing an important role in this process. In this context, sociology facilitates or should facilitate students’ understanding of the changes taking place in society, while shaping foundation attitudes and developing their ability to think critically. In the Sociology Curriculum (2019), it is emphasised that “Sociology education encourages critical thinking about reality, because Sociology as a science is based on the constant questioning of all social relationships, from social interaction among individuals through to research on the influence and importance of media and information technology in social life and everyday life, all the way to the general questioning of the relationship between man and nature or man, technology and other aspects of modern society.” The research results on the “perception of educational outcomes in Sociology in secondary schools in Croatia” demonstrate that the teaching of Sociology should “develop the prosocial attitudes of students towards the environment, develop a proactive attitude toward the teaching of Sociology, teaching disciplinary knowledge and disciplinary interpretations of contemporary social phenomena, developing specific subject and generic skills” (Bošnjak, 2013). The paper presents the fundamental features of Sociology as social science, as well as an overview of the present literature on the teaching of Sociology in Croatia. While explaining the difference between Sociology and ideology, Kalanj (2009) emphasised that one of the fundamental features of Sociology is its orientation to “discover the general or special reasons and causes of some social conditions and movements” and “seek to establish the legality of social reality” (2009: 241-242). The importance of studying the emergence and formation of the secondary school profession and grammar schools’ program (curricula) is also emphasized. The purpose of this paper, based on a comparative analysis, is to ascertain how the Sociology program has changed over the years, and what educational outcomes teaching programs aim to achieve today. The paper also analyses the indicators related to Sociology at the state high school final year examination, presents the number of participants, the success rate of the students who choose Sociology, and the analysis of Sociology tests. In conclusion, the paper discusses the (non)existence of the need for inclusion or expansion of Sociology or sociological themes at different educational levels - from elementary school to the university.

Keywords: educational outcomes; modern education; secondary education programs; Sociology

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Povezanost socio-demografskih karakteristika i religijskog opredjeljenja ispitanika s njihovim poimanjem svrhe obrazovanja

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Sažetak

Položaj obrazovanja u društvu nije neovisan o mišljenju javnosti o tome što obrazovanje treba pružiti

pojedincu i društvenoj zajednici (Ilišin i Spajić Vrkaš, 2015). Naime, uz humanistički cilj obrazovanja koji podrazumijeva svestran (cjelovit, harmonijski) ili samoostvarujući razvoj osobe (Pastuović, 2016) često se naglašava društvena, politička i ekonomska svrha obrazovanja. Tako obrazovanje primjerice igra vrlo važnu ulogu u osiguravanju gospodarskog i društvenog napretka i poboljšanju raspodjele dohotka (Ozturk, 2001). Osim toga, obrazovni se sustav promatra i kao agent društva kojemu je jedna od glavnih uloga prenošenje normi i vrijednosti koje pridonose očuvanju stabilnoga političkog sustava (Zeigler i Peak, 1970). Iako relevantna literatura obiluje teorijskim radovima u kojima se spomenuti pristupi detaljno analiziraju, uočava se nedostatak empirijskih istraživanja o tome kako pojedinci percipiraju važnost pojedinih zadaća obrazovanja te koji čimbenici određuju njihova stajališta. Stoga ovo istraživanje ima za cilj utvrditi čemu se daje prednost kada je riječ o interesima koje obrazovanje treba zadovoljiti te nastoji pružiti empirijske uvide o povezanosti nekih obilježja ispitanika (starost, ekonomski status i religijska opredijeljenost) i njihove percepcije svrhe obrazovanja. Provedeno je kvantitativno istraživanje (N = 481), a kao istraživačka metoda korišten je anketni upitnik (po uzoru na Ilišin i Spajić Vrkaš, 2015) koji je uključivao odgovore na Likertovoj ljestvici od pet stupnjeva. Nalazi pokazuju da se najveći dio ispitanika slaže da obrazovanje prvenstveno treba služiti razvoju neovisnog i slobodnog pojedinca. Osim humanističke svrhe obrazovanja ispitanicima je važno i ostvarenje društvenih ciljeva putem obrazovanja (npr. osiguranje stabilne i zdrave obitelji) dok zadovoljenje ekonomskih i političkih interesa (kao što su interesi kapitala i interesi integrirane Europe) smatraju manje važnim zadaćama obrazovanja. Rezultati ANOVA testa pokazuju da nereligiozni i neopredijeljeni ispitanici u odnosu na religiozne značajno više ističu ulogu obrazovanja u razvoju neovisnog i slobodnog pojedinca te u emancipaciji osoba koje pripadaju diskriminiranim društvenim skupinama, stariji ispitanici u većoj mjeri od mlađih smatraju da bi obrazovanja trebalo prvenstveno služiti interesima kapitala, dok značajne razlike u stajalištima ispitanika s obzirom na njihov ekonomski položaj nisu pronađene.

Ključne riječi: ekonomski, društveni, politički i individualni interesi; ekonomski status; religijsko opredjeljenje; starosna dob; svrha obrazovanja

Socio-Demographic Characteristics and Religious Affiliation of Individuals as Determinants of Their Perception About the Purpose of Education

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Abstract

The position of education in society is not independent of public opinion on what education should provide to an individual and to the social community (Ilišin & Spajić Vrkaš, 2015). Alongside the humanistic aim of education that encompasses a versatile (complete, harmonious) or self-realizing development of a person (Pastuović, 2016), scientists often emphasize the social, political, and economic purpose of education. Thus, education, for example, has a very important role in ensuring economic and social progress and improving the distribution of income (Ozturk, 2001). In addition, the educational system is also viewed as an agent of society that transfers norms and values important for the preservation of a stable political system (Zeigler & Peak, 1970). Although there is abundant theoretical literature exploring these approaches and analysing them in detail, there is a lack of empirical research on how individuals perceive the importance of certain educational aims, and what factors determine their points of view. Therefore, this research aims to examine which educational goals are the most important for an individual and to get empirical insights on the correlation of certain characteristics of the respondents (age, economic status, and religious affiliation) and their perception of the purpose of education. Quantitative research (N = 481) was conducted, and a survey (which included answers on the 5-point Likert scale) was employed (taken from Ilišin & Spajić Vrkaš, 2015). The findings show that most of the respondents agree that education should primarily serve the development of an independent and free individual. Apart from the humanistic purpose of education, respondents think that it is also important to achieve social goals through education (e.g. ensuring a stable and healthy family) while meeting the economic and political interests (such as the interests of capital and the interests of the European Union) are less important educational goals. The results of the ANOVA test show that nonreligious

and undeclared respondents emphasize the role of education in the development of an independent and free individual, and in the emancipation of persons belonging to discriminated social groups significantly more than the religious respondents. Older respondents, in comparison with young people, more frequently think that education should primarily serve the interests of capital, while significant differences in the attitudes of respondents concerning their economic status were not found.

Keywords: age; economic, socialpolitical and individual interests; economic status; purpose of education; religious affiliation

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Rousseauova prirodna pedagogija

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Sažetak

Rad razmatra Rousseauovo romantičarsko okretanje prirodi u epohi razuma. Kada su gotovo svi relevantni francuski prosvjetitelji (Voltaire, Diderot, d'Alembert, Montesquieu i dr.) smisao izgradnje modernoga čovjeka vidjeli u odgoju putem racionalizma, Rousseau upozorava da je priroda prvi učitelj od kojeg dijete, a onda i građanin treba učiti. Znanosti i umjetnosti zbog svoje kompetitivne naravi iskvarile su prirodno čovjeka kojem je priroda dala ljubav prema sebi i milosrđe prema drugome, vrijednosti koje ekonomski kompetitivni racionalizam stavlja u drugi plan. Cilj je izlaganja afirmirati Rousseauov koncept „druge prirode” koji afirmira harmoniju društva temeljenu na prirodnome poretku. Rousseauva „prirodna pedagogija” zastupljena je u čitavoj njegovoj filozofiji, od filozofije umjetnosti (*Discours sur les sciences et les arts*; *Julie ou la Nouvelle Héloïse*; *Lettre sur les spectacles*) i filozofije odgoja (*Émile ou de l'éducation*; *Les Rêveries du promeneur solitaire*) preko filozofije politike (*Du contrat social*) i filozofije ekonomije (*Discours sur l'origine et les fondements de l'inégalité parmi les hommes*; *Économie politique*), do metafizike (*Profession de foiducivairesavoyard*). U svima navedenim djelima zrcali se Rousseauov pokušaj da prirodnim načelima odgoji modernoga čovjeka i njegovo društvo. Iz biti njegove filozofije jasno se može uočiti pogrešan stav mnogih interpreta kako je Rousseau stvorio pretpostavke Francuskoj revoluciji. Naprotiv, Rousseau je filozof prirode, kako stoji i na njegovu nadgrobnome epitafu u Panthéonu. On je odgajao pojedinca koji neće biti „čovjek revolucije” jer u sebi sadrži dovoljno ljubavi prema sebi i drugome pa neće zadavati udarce pojedincu i društvu. Iz Rousseauove se filozofije, stoga, ne može izvesti pledoaje za revoluciju.

Ključne riječi: filozofija odgoja; filozofija prirode; racionalizam; romantizam; Rousseau

Rousseau's Natural Pedagogy

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Abstract

The paper deals with Rousseau's romantic orientation to nature in the epoch of reason. When almost all relevant French enlightenment philosophers (Voltaire, Diderot, d'Alembert, Montesquieu, etc.) have seen

the importance of building a modern man through rationalism, Rousseau warns that nature is the first teacher from whom a child, and therefore a citizen, should be taught. Because of their competitive nature, science and art have invaded a natural man whose nature gave him one self-love and mercy toward the other; the values that economically competitive rationalism pushes to the background. The presentation aims to affirm Rousseau's "Other Nature" concept that affirms the harmony of the natural-based society. Rousseau's "natural pedagogy" is represented through his entire philosophy, from the philosophy of art (*Discours sur les sciences et les arts*, Julieou Nouvelle Héloïse, *Lettre sur les spectacles*) and the philosophy of education (*Émile ou de l'éducation*, *Les Rêveries du promeneur solitaire*), through the political philosophy (*Du contrat social*) and the philosophy of economics (*Discours sur l'origine et les fondements de l'inégalité parmi les hommes*; *Économie politique*), to the metaphysics (*Profession de foi du vicair savoyard*). In all these works, Rousseau's attempts to overcome the modern man and his society through natural principles are mirrored. From the essence of his philosophy, it is clearly possible to perceive the wrong attitude of many interpreters that Rousseau created the assumptions for the French Revolution. On the contrary, he is a philosopher of nature, as it is written on his tombstone epitaph in the Panthéon. He was raising an individual who will not be a "man of revolution" because he has enough love for himself and others to strike other individuals and society. From Rousseau's philosophy, therefore, a call for revolution cannot be postulated.

Keywords: philosophy of education; philosophy of nature; rationalism; romanticism; Rousseau

Filozofija odgoja – uloga sporta i tjelesne aktivnosti za ljudsku dobrobit i procvat

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Sažetak

Rad se bazira na tezi da su sport i tjelesna aktivnost nužni preduvjeti za ljudsku dobrobit i procvat te su kao takvi nužan konstituent svakog odgoja i izobrazbe. Pritom, autor vrši jasnu distinkciju između sporta (kao organiziranog natjecanja) i tjelesne aktivnosti (izvan organiziranih natjecanja). Također, autor nipošto ne govori o vrhunskom profesionalnom sportu koji je ekstremna i nezdrava inačica sporta. Nasuprot shvaćanjima sporta i tjelesne aktivnosti kao forme uživanja i(li) ugođe s jedne strane i shvaćanja temeljenih na (bio)medicinskim i prirodnoznanstvenim istraživanjima koja u fokusu imaju zdravstvene dobrobiti poput protekcije od različitih tegoba odnosno produženja i poboljšanja čovjekovih tjelesnih funkcija s druge, autor iznosi shvaćanje sporta kao mogućnosti za čovjekovo sebe-izražavanje i načina za realizaciju vlastitih ljudskih kapaciteta ili potencijala. Autor se oslanja na radove M. McNameeja (2008, 2012) o odnosu ostvarivanja ljudske dobrobiti i sporta, P. J. Arnolda (1989, 1997) o važnosti sporta u odgoju i izobrazbi, M. Nussbaum (2000, 2006) o ljudskim sposobnostima ili moćima (capabilities) koje treba dostići za „puni život“ te one W. J. Morgana (1987, 1994, 2012), R. Simona (2000, 2004) i J. S. Russella (1999, 2018) o internim vrjednotama sporta.

Ključne riječi: interne vrjednote sporta; ljudska dobrobit; odgoj i izobrazba; procvat čovjeka; sport i tjelesna aktivnost

Philosophy of Education – the Role of Sport and Physical Activity in Human Flourishing and Well-Being

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Abstract

The main thesis of the paper is that sport and physical activity are necessary preconditions for human well-being and flourishing, and thus an unavoidable element of each kind of education. Thereat, the author is discerning sport from physical activity, as well as an amateur sport from its unhealthy and extreme professional variant. Contrary to the understanding of sport and physical activity as forms of pleasure and joy on the one

hand, and the understanding based on the biomedical scientific research and development with the focus on enhancing and prolonging human physical functions on the other, the author is considering sport and physical activity as capabilities and opportunities for human self-realization. The author is leaning on and referring to the work of M. McNamee (2008, 2012) that relates sport to achieving well-being, P. J. Arnold (1989, 1997), explaining the role of sport in the education process, M. Nussbaum (2000, 2006) on human capabilities for a "full" human life, and W. J. Morgan (1987, 1994, 2012), R. Simon (2000, 2004) and J. S. Russell (1999, 2018) on the internal values in sport.

Keywords: education; human flourishing; human well-being; internal values of sport; sport and physical activity

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Bioetičke i odgojno-obrazovne teme u Kvirina Vasilja (1917. – 2006.)

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Sažetak

Kvirin Vasilj (1917. – 2006.), autentični mislilac 20. st., u filozofskim promišljanjima dotiče se različitih aspekata ljudskog postojanja, pa i onih koji se danas identificiraju kao bioetički izazovi. Tako je bioetika prisutna u njegovim promišljanjima, iako pojam kao takav ne nalazimo ni u jednom od njegovih šestotinjak djela koja se najčešće tiču početka i svršetka ljudskog života. Između tih dviju krajnjih točaka pojedinčeva postojanja Vasilj značajan naglasak stavlja upravo na praktične dimenzije trajanja, zaštitu prirode, flore i faune, pravednost i drugo. Valja istaknuti i to da Vasilj te teme često koristi kao podlogu na kojoj će iznijeti ili kojom će obrazložiti neko filozofsko promišljanje. Nadalje, odgojno-obrazovne teme zasigurno nisu prevladavajući interes Kvirina Vasilja, izuzev ukoliko su odgoj i obrazovanje instrument manipulacije, ali je u ovom kontekstu značajno istaknuti i ta mjesta.

Ključne riječi: bioetika; Kvirin Vasilj; odgoj; obrazovanje

Bioethical and Educational Topics of Kvirin Vasilj (1917 - 2006)

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Abstract

Kvirin Vasilj (1917-2006), an authentic thinker of the 20th century, dealt in his philosophical reflections with various aspects of human existence, and with those that are nowadays identified as bioethical challenges. Consequently, bioethics is present in his thoughts, even though the term as such is not found in any of his six hundred works that most often deal with the beginning and the end of human life. Between these two extremes of individual existence, Vasilj puts a significant emphasis on the practical dimensions of duration, nature, flora and fauna, righteousness, and other things. It should also be emphasized that Vasilj often uses these topics as the basis on which to present, or through which to explain a philosophical view or reflection. Furthermore, educational topics are certainly not among the prevailing interests of Kvirin Vasilj, except when education is an instrument of manipulation, but in this context, it is also important to emphasize these incidences.

Keywords: bioethics; education; Kvirin Vasilj; upbringing

Cjeloživotno obrazovanje u vodnom sektoru – bioetičke opservacije

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Veble i Veble d.o.o., Karlovac

Sažetak

Danas krajem druge dekade 21. stoljeća 900 milijuna ljudi, gotovo sedmina svjetske populacije, nema pristup dovoljnim količinama higijenski ispravne vode za piće. S ubrzanim rastom stanovništva u svijetu, rastom urbanizacije, povećanom eksploatacijom šumskih površina i već prisutnim efektima klimatskih promjena taj problem postaje sve veći i na globalnoj razini sve je teže osigurati i održati potrebne količine vode. Srećom, Hrvatska je peta zemlja u Europi po zalihama pitke vode, no nažalost, preko 50 % vode koja ulazi u vodoopskrbne sustave na putu od izvorišta do krajnjeg korisnika gubi se radi istjecanja iz mreže. Naravno, gubitak za život i zdravlje najvažnijega svjetskog resursa, osim bioloških, ima i značajne financijske posljedice koje se odnose na povećanje crpljenja i proizvodnje vode kako bi se kompenzirali gubici, što nužno doprinosi neopravdanom povećanju cijena vode. Državna agencija Hrvatske vode prošle je godine izdvojila 100 milijuna kuna za rješavanje problema prevelikih gubitaka u vodovodima, od kojih je samo polovica utrošena na to, dok polovica sredstava nije iskorištena. Uzimajući bioetički kontekst problema u obzir, ovo izlaganje ima nekoliko zadataka: 1) naglasiti potrebu uspostave kontinuiranoga cjeloživotnog obrazovanja i usavršavanja u vodnom gospodarstvu; 2) naglasiti žurnost njegove organizacije za najširu bazu srednje stručne spremne koja radi u vodnom sektoru, a koja danas nema praktički nikakve mogućnosti usavršavanja; 3) dokazati da ulaganje u skupu i naprednu opremu bez paralelnog podizanja razine znanja u komunalnom sektoru nije racionalno; 4) cjeloživotno obrazovanje djelatnika u vodnom sektoru treba biti popraćeno primjerenim prijevodima literature koje na svjetskim jezicima ima u izobilju. Naravno, očuvanje vodnog resursa usko je povezano s podizanjem bioetičke svijesti i znanja o važnosti vode kod svih korisnika, a samo cjeloživotnim obrazovanjem i višedimenzionalnim usavršavanjem djelatnika koji rade u vodnom sektoru mogu se postići najbolji rezultati. Rečeno nije samo ekonomski imperativ, nego prije impertiv oživljavanja skrbi za život.

Ključne riječi: bioetika; obrazovanje; očuvanje vodnih dobara; svijest

Lifelong Learning in the Water Sector - Bioethical Observations

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Abstract

Today, at the end of the second decade of the 21st century, 900 million people, which is nearly one-seventh of the world's population, have no access to sufficient quantities of hygienically clean drinking water. With the accelerated population growth in the world, along with urban growth, increased exploitation of forest areas, and the already present effects of climate change, this problem is becoming more and more globally influential. Taking all this into consideration, it is increasingly difficult to ensure and maintain adequate water levels. Fortunately, Croatia is the heaviest country in Europe on the supply of potable water, but unfortunately, over 50 percent of water entering water supply systems is lost on the way from the source to the end-user, only to run out of the supply network. The loss of life and health of the world's most important resource, along with biological, has significant financial implications for excessive pumping and water production as compensation for losses. All of this inevitably contributes to the unjustified increase in water prices. Last year, Croatian State Water Agency allocated 100 million HRK for solving the problems of excessive losses in waterworks, of which only half was spent, while the other half of the funds were not used. Taking the bioethical context of the problem into account, this presentation has several tasks: (1) to emphasize the need of establishing continuous lifelong education and training in water management; (2) to emphasize the urgency of professional development for the qualified professionals working in the water sector, who currently have no training opportunities; (3) to demonstrate that rational investment and advanced equipment alone are not rational unless they are occurring alongside the professional development in the communal sector; (4) lifelong education of employees in the water sector should be accompanied by adequate translations of the literature that is abundant in world languages. Of course, the preservation of water resources is closely related to raising bioethical awareness and knowledge of the importance of water among all users. We believe that only the lifelong learning and multidimensional improvement of the employees working in the water sector can produce the best results. Not only is it an economic imperative, but it is also a necessary lifecare revival.

Keywords: bioethics; education; preservation of water resources; social awareness

Mogućnosti i granice odgoja za suosjećanje

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Sažetak

Motivacija za ovo istraživanje polazi od zapažanja da je znatan broj odgojnih izazova povezan s kolizijom između brige za sebe i brige za druge. Briga za sebe uobičajeno se naziva egoizmom, dok je briga za drugoga temeljena, kako pretpostavljamo u kontekstu ovoga rada, u suosjećanju. Valja napomenuti da suosjećanje, jednako kao i egoizam, nisu ekskluzivno ljudske karakteristike, što je dodatni izazov u njegovu određivanju. U prvome dijelu rada analiziraju se razumijevanja suosjećanja unutar filozofije i kognitivnih znanosti. U filozofiji, razvoj pojma može se pratiti od grčke filozofije i koncepta simpatije koji je prisutan tijekom većeg dijela filozofske tradicije. Kognitivne znanosti, s druge strane, barataju terminom empatija koji smatraju nasljednikom koncepta simpatije odnosno suosjećanja iz filozofske tradicije. Takvu vezu ojačavaju rezultati nekih suvremenih empirijskih istraživanja koji potvrđuju pretpostavke i teze koje su se prvi put pojavile u filozofskim razmatranjima. Među tim tezama je i ona koja je spekulirala o urođenoj sposobnosti za suosjećanje, potom ona koja je tvrdila da je suosjećanje podložno manipulaciji te ona o tome da je suosjećanje osnova moralnosti, a onda i moralnoga odgoja. Navedene teze impliciraju izniman utjecaj odgoja: odgoj bi time bio djelatnost kojom se, između ostaloga, manipulira urođenom ljudskom sposobnošću za suosjećanje te utječe na razvoj moralne svijesti. U drugome dijelu rada razmotrit će se obilježja odgoja za suosjećanje. Posebno će se pritom tematizirati dva aspekta: a) društvena poželjnost brige za druge naspram brige za sebe te b) zamor suosjećanja, posvemašnja iscrpljenost koja je rezultat intenzivnog suosjećanja s drugima. Zaključno će se ukazati na snagu suosjećanja u suočavanju s izazovima suvremenog odgoja i obrazovanja. U radu se zastupa stav da je potrebno promovirati

odgoj za suosjećanje. Također se, međutim, poziva i na uočavanje mogućnosti i granica takva odgoja: svakako je nužno ostaviti dovoljno prostora i urediti poticajnu okolinu za razvoj suosjećanja, no nije uputno idealizirati snagu i bezgraničnost suosjećanja.

Ključne riječi: empatija; odgoj; simpatija; suosjećanje; zamor suosjećanja

Potentials and Limitations of the Education for Compassion

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Abstract

This research is motivated by the observation that many of the educational challenges are arising from the collision between caring for oneself and caring for others. 'Caring for oneself' usually goes under the name of egoism, while 'caring for the other' is grounded in compassion – at least, that is the assumption in this paper. It is worth noting that compassion, the same as egoism, is not exclusively a human characteristic, which adds difficulties to any attempt at its defining. In the first part of the paper, we shall analyse the understanding of compassion within both philosophy and cognitive sciences. In philosophy, the development of the concept of compassion can be traced back to the old Greeks and their concept of 'sympathy'. On the other hand, cognitive sciences use the term 'empathy'. Empathy is here understood as a successor of the concept of sympathy (compassion) from the philosophical tradition. The connection between these concepts was additionally strengthened by the results of recent empirical research that confirmed some of the philosophical assumptions and theses, for example, that compassion was an inborn ability, that it can be manipulated with, and that it possibly represented the basis of morality and moral education. Such theses imply the great role of education, i.e., among its different aspects, education could also be understood as the practice of manipulating with the inborn ability of humans, and subsequently of shaping moral consciousness. In the second part of the paper, we shall have a closer look at the characteristics of education for compassion. Two aspects shall be of our special interest: a) social desirability of 'caring for the other' vs. 'caring for oneself', and b) compassion fatigue, the complete exhaustion that sometimes comes as a result of intense caring for others. Finally, we shall discuss the power of compassion in facing the challenges of contemporary education. We shall promote education for compassion. However, one must be aware of both the potentials and limits of such education: it is necessary to make enough room for the development of compassion but without the uncritical idealization of the power and unbounded compassion.

Keywords: compassion; compassion fatigue; education; empathy; sympathy

Zdrav međuodnos ljudi i životinja – važnost obrazovanja o pozitivnom međudjelovanju

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Sažetak

Međuodnos ljudi i životinja prisutan je od osvita civilizacija. Kao što nam povijesni zapisi ukazuju, nekada je on bio puno dublji i dalekosežniji. Tome svjedoči razmatrano djelo koje na sumaran način progovara, iz više aspekata, upravo o zdravu međuodnosu ljudi i životinja na primjeru mudrosti starih Hebreja (Zavrtnik i Žubčić, 2018). Kao što se navodi, da bi taj odnos bio zdrav, zasigurno mu temelj mora predstavljati empatija – suosjećanje. Svrha je ovog izlaganja prikazati kako je svakodnevica Hebreja, kao kulture Staroga vijeka, s bližnjima, sa živim svijetom, sa životinjama, bila neraskidivo povezana. Iz tog se međuodnosa učilo, njega se poštovalo i prenosilo na sljedeće generacije, što kao takvo očito predstavlja bioetički vid cjelovitijeg sagledavanja života i života, nasuprot današnjemu segmentirano i seciranom pristupu. Uistinu, ono što su naši stari

u praktičnom življenju prekrasno i puno govorili, da su im životinje blago, otkriva se i u spomenutom primjeru pozivajući nas ne na neke nove, suvremene perspektive tog odnosa, nego na prisjećanje i primjenu onih starih i prokušanih pogleda i naputaka zapisanih ponajviše u hebrejskom Zakonu odnosno Tori. Danas nam je u svekolikoj otuđenosti od živoga svijeta u izvornom prirodnom obliku potreban optimalan odnos u kojem na određen način obje strane mogu biti zadovoljene s obzirom na svoje biološke potrebe te na bioetički aspekt, odnosno pogled na cjelinu života u kojem smo svi umreženi. Ukoliko se u tom nazoru na tkanje života takne ili potrga jedna nit, neminovno je da će se titraj, ako ne i same rupe, proširiti čitavim tkanjem i odraziti se na izgled i funkcioniranje života kakvoga poznajemo. Zato je u tome prijeko potrebno preispitivanje i obrazovanje na temelju tisućljetnih prokušanih principa.

Ključne riječi: bioetika; empatija; međuodnos ljudi i životinja; obrazovanje; život

Healthy Relationship between Man and Animals – the Importance of Education on Positive Interaction

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Abstract

The interrelationship between man and animals is present since the dawn of civilisations. According to historical records, it was deeper and broader before than it is now. The work that will be considered speaks about a different aspect of this relationship and is based on the wisdom of old Hebrews (Zavrtnik & Žubčić, 2018). For this relationship to be healthy, as it is said, empathy must be the foundation for it. The purpose is to see how such an old culture had everyday life interconnected with fellow men, living world, and animals. From that relationship they could learn, they respected it, they transmitted it to the next generations and that represents the bioethical aspect of looking upon life and living as a whole, which contradicts our modern segmented and dissected approach. As our forefathers beautifully said, the animals were a treasure for them, what is obvious in the mentioned relationship, and that calls upon not some new perspectives, but upon reviving and practicing the old ones, written mostly in the Hebrew Law, that is the Torah. Since we have alienated ourselves from the living world in its natural, genuine form, today we need an optimal relationship for both sides to be satisfied in the biological sense, as well as in the bioethical one, when we see life as a whole in which we all are interconnected. If we touch or tear one thread in this weaving of life, the shudders, and even holes will spread through life as we know it. That is why reconsideration and education in this sense, based on the principles proved thought millennia, is more than needed.

Keywords: bioethics; education; empathy; interrelationship between man and animals; life

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Zavrtnik, S. & Žubčić, D. (2018). Povijesno-biblijski početci veterinarske i humane medicine u kulturi i društvu starih Hebreja. Veterinarska stanica, 49(3). 203-219.

Simpozij Metodički pristupi odgoju i obrazovanju

Symposium Methodical Approaches to Education

Sažetke simpozija pripremile su voditeljica simpozija Martina Kolar Billege i tajnica simpozija Alena Letina.

The abstracts were prepared by the chair of the symposium, Martina Kolar Billege, and the secretary of the symposium, Alena Letina.

Pozvano predavanje / Keynote lecture

Prolozi Držićevih djela – interakcija književnog diskursa i stvarnosti

Katja Bakija

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Sažetak

Bogat opus hrvatskog književnika Marina Držića Vidre (1508. – 1567.) ima značajnu ulogu u oblikovanju identiteta njegova rodnoga grada. Držić je bio je vizionar, klerik, buntovnik i urotnik koji je priželjkivao bolji i pravedniji svijet, koji je sanjao drukčiji Dubrovnik, a svoje ideje ugradio je u svoj dramski rukopis kojim je virtuozno slikao zbiljski život i dubrovačku stvarnost. Prostor pozornice određivao je u odnosu na zbilju jer su komedije koje je pisao i koje su izvodile amaterske družine bile dio stvarnoga dubrovačkog života (nazbilj su se arecitavale u Gradu), a njihovi sudionici Držićevi sugrađani – Dubrovčani, ali i oni koji su u Dubrovnik dolazili i u njemu boravili, likovi iz okolice i stranci koji su bili dio dubrovačkog života.

Ključ za otkrivanje slojevita odnosa velikog komediografa i njegova rodnoga grada svakako su prolozi koje je moguće iščitavati kao poruke preko kojih je autor komunicirao s Dubrovnikom svoga vremena. U tim tekstovima Držićeva su promišljanja o teatru i životu, mudrosti i gluposti, istini i laži i u konačnici o dobru i zlu. U svojim prolozima, posebice u Govoru Negromanta Dugog Nosa, zaogrnut plaštom negomancije/čarobnjaštva/magije, iznosio je kritičke misli o dubrovačkoj zbilji i ustroju dubrovačke aristokratske vlasti. Tekstove svojih prologa koristio je Držić kao kanal izravne komunikacije sa svojim suvremenicima, putem prologa je oštrim, hrabrim i ironičnim govorom predstavnicima vlasti poručivao što doista misli o njima. Izravno komunicirajući sa svojom publikom kritički je propitivao proces istraživanja istine, odnosno proces razotriranja utopije koju je dubrovačka vlastela stvorila.

Rad će razmatrati interakciju književnog diskursa i stvarnosti propitujući vezu prologa Držićeve napoznatije i najizvođenije komedije Dundo Maroje i urotničkih pisama koje je Držić pred kraj života uputio toskanskom vojvodi Cozimu Mediciju i njegovu sinu Francescu, a koja se čitaju kao književni i politički tekst. U radu će se pokazati kako su Držićevi prolozi, posebno strukturirani govori upućeni onodobnoj kazališnoj publici, ključ za razumijevanje cjelokupnoga njegova bogatog i raznorodnog opusa u poetičkom i svjetonazorskom smislu.

Ključne riječi: Dubrovnik; komunikacija; Marin Držić; prolog; urotnička pisma

The Prologues of Držić's Works – the Interaction of Literary Discourse and Reality

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Abstract

The prolific work of a Croatian author, Marin Držić Vidra (Eng. Otter) (1508 - 1567), plays an important role in the shaping of his hometown identity. Držić was a visionary, cleric, rebel, and conspirator who yearned for a better and more impartial world, who dreamt of a different Dubrovnik, and who implemented his ideas into his playwriting which he used for his brilliant portrayal of real life and Dubrovnik reality. He arranged the stage space in relation to reality because his comedies, performed by amateur troupes, were part of real Dubrovnik life (nazbilj su se arecitavale u Gradu), and their participants were Držić's neighbors - Dubrovnik

residents, but also people who came to Dubrovnik, the characters from Dubrovnik surroundings, and foreigners who participated in Dubrovnik life.

The key to revealing a multilayered relationship between a majestic playwright and his hometown lies in the prologues which can be read as messages the author used to communicate with the Dubrovnik of his time. In these texts, Držić expresses his thoughts on theater and life, wisdom and stupidity, truth and lie, and finally, good and evil. In his prologues, especially in Govor Negromanta Dugog Nosa, cloaked in necromancy / wizardry/magic, he expressed his criticism of the Dubrovnik reality and the structure of Dubrovnik aristocratic government. Držić used his prologues as a direct communication channel with his contemporaries; he sent sharp, brave, and ironic messages to the government representatives, revealing how he truly felt about them. Through direct communication with his audience, he critically challenged the truth-seeking process, that is, the process of exposing the utopia created by the Dubrovnik government.

This paper will examine the interaction of literary discourse and reality, questioning the relation of the prologue in Držić's most famous and most performed comedy Dundo Maroje and the conspiracy letters that, in his final days, Držić wrote to Cosimo I of Medici and his son Francesco, which are read as literary and political text. This paper will show how Držić's prologues, specifically structured speeches addressing the theater audience of his time, are crucial for understanding his complete fruitful and heterogeneous work, in a poetic and viewpoint sense.

Keywords: communication; conspiracy letters; Dubrovnik; Marin Držić; prologue

Pozvano predavanje / Keynote lecture

Metodika i kurikulum

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Sažetak

Uvođenje kurikula kao temeljnog načina planiranja i izvođenja odgojno-obrazovnog procesa u hrvatskim školama, kojim se zamjenjuje dosadašnji nastavni plan i program, otvara problem metodičkog pristupa kurikulske teoriji i praksi. Metodički je pristup naime konceptualno i terminološki proizašao iz tradicionalne europske pedagoške odgojno-obrazovne paradigme, dok je kurikulska teorija sastavnica mnogo mlađega edukološkog koncepta obrazovanja koji je nastao u SAD-u i odatle se proširio Europom. Obrazovna hrvatska politika, koja je uvela kurikulum u obrazovni sustav, nije ponudila i teorijsko obrazloženje njegova uvođenja u postojeću praksu (nema konceptualne studije o tome) pa sada imamo situaciju sučeljavanja metodičke (pedagoške, didaktičke) tradicije i kurikulnih inovacija bez teorijskog utemeljenja i objašnjenja. To dovodi do misaone i izvedbene konfuzije jer nova praksa nije jasno utemeljena na teoriji, a naprosto zato što ta teorija u nas ne postoji jer ista reforma nije provedena i na sveučilištu koje obrazuje (buduće) učitelje. Npr. kurikulni dokumenti očito jako relativiziraju, ili čak odbacuju, interpretativni sustav u obradi književnog teksta, na kojemu se do sada temeljila nastava književnosti, ali ne kažu izričito koji bi ga novi sustav trebao zamijeniti. Treba dakle odgovoriti na temeljno pitanje teorijskog i praktičnog odnosa metodike i kurikula te potom uspostaviti suvisao novi sustav i terminologiju kojim će se riješiti nejasnoće između tradicionalne i kurikulske metodike.

Ključne riječi: kurikulum; metodika; suvremeni metodički koncept

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Abstract

The introduction of the curriculum as a fundamental way of planning, and implementing the educational process in Croatian schools, which replaces the current school plan and program, open the problem of a methodical approach to the curriculum theory and practice. The methodological approach is conceptually and terminologically derived from the traditional European pedagogical educational paradigm, while the curriculum theory is a component of a much younger educational concept of education that originated in the USA, and has since expanded throughout Europe. The Croatian educational policy, which introduced the curriculum into the educational system, did not offer a theoretical explanation for its introduction into the existing practice (there are no conceptual studies of the issue), so now we have a confrontation of teaching methodology (pedagogical, didactic) tradition and curricular innovations, without the theoretical grounding and explanation. This leads to intellectual and performance confusion because the new practice is not based on theory, simply because such a theory does not exist since the reform was not carried out at the university that educates (future) teachers. For instance, it is clear that the curriculum documents strongly relativize, or even reject, the interpretative system in the processing of literary text on which the classes of literature have so far been based, but do not explicitly state which new system should replace it. The basic question must, therefore, be answered: what the theoretical and practical relationship between teaching methodology and curriculum is, and then a coherent new system and terminology should be established, which would resolve the ambiguities between traditional and curriculum teaching methodology.

Keywords: contemporary teaching methodology concept; curriculum; teaching methodology

Influence of Teaching Methods on Vocational Student Outcomes in the Affective Area

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Abstract

Outcomes in the affective area are influenced by teaching methods. The research was conducted at the School of Electrical Engineering in Zagreb, on a sample of students at various years of study. Motivation, interests, and positive attitudes are necessary for the process of growing into a competent and independent person. Nowadays, teachers have a large choice of different teaching tools and materials provided by multimedia and computers, which increases their opportunities in presenting new teaching contents, as well as in the implementation of practice and evaluation of achievements. The impact of teaching methods on the affective area of students during the acquisition of new study materials, practicing and assessment of knowledge was observed. Teachers often encounter situations in which the success of the class depends on the students' mood, regardless of the effort invested in designing the course, preparation for teaching, or practicing for tests. Occasionally, with some educational groups, one method results in successful educational outcomes, whereas with others, the same method, occurring under the same conditions and teacher efforts for the same amount of work, fails to result in success. Despite the perception that students love working on computers, surprising results have been obtained, confirming that different individuals sit in the classroom, with different personalities, types of learning, ways of memorizing materials, and behaviors. The fact is that not all students accept all teaching methods, no matter how modern and student-orientated they are. By developing technology and more advanced teaching tools, teachers have considerably increased the choice of methods, forms of teaching, teaching materials and aids they can use depending on their creativity, to stimulate students and encourage them to learn actively. The results of the research are valuable to the teachers of the vocational group of subjects in the field of electrical engineering and computer science, in finding adequate teaching methods for the acquisition of learning materials and in the evaluation process, following student affinities, and to reach higher levels of competences.

Keywords: affective area; types of learning; student outcomes; teaching method; vocational teaching

Refleksivna praksa – platforma profesionalnog razvoja

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Sažetak

Refleksivna praksa predstavlja ishodište za razmišljanje i djelovanje na visokoj razini razumijevanja, uvođenje pozitivnih promjena u praksu te kontinuiran profesionalni razvoj učitelja. Rezultati istraživanja (Mathew, Mathew i Peechattu, 2017) potvrđuju kako se refleksivnom praksom provodi složeno i strukturirano promišljanje o odgojno-obrazovnom procesu, postiže kritički uvid u ponašanje i omogućuje njegova transformacija, a teorija integrira s praksom u smislenom kontekstu konkretnih situacija. Posljednjih je desetljeća u svijetu primjetna snažna popularizacija koncepta refleksivne prakse koja je postala vodećom paradigmatom inicijalnog i profesionalnog razvoja učitelja te predstavlja temelj za najviši stupanj profesionalnog razvoja. S obzirom na činjenicu da su učitelji ključni čimbenici uvođenja promjena i razvoja kvalitete te imaju izravan utjecaj na odgojno-obrazovne ishode učenika, potpuno je očekivano stavljanje profesionalnog razvoja učitelja u središte svjetske pozornosti. Sukladno prethodno navedenom, refleksivna je praksa u mnogim zemljama prepoznata i, kao jedna od ključnih sastavnica programa obrazovanja učitelja, propisana je profesionalnim standardom (Brandenburg, Glasswell, Jones i Ryan, 2017). U Hrvatskoj pak, ne samo da refleksivna praksa nema mjesto obveznog programa obrazovanja za učitelje, već je i nedovoljno kritičkog promišljanja i konstruktivnih prijedloga kojima bi se konceptualizirao program obrazovanja učitelja za njezinu provedbu. U kontekstu navedenoga, problem istraživanja rada kritičko je promišljanje o programu obrazovanja učitelja za provedbu refleksivne prakse. Svrha i cilj rada novi je stručni doprinos promišljanju o programu obrazovanja učitelja za strukturirani pristup provedbi refleksivne prakse. U radu se ukazuje na nužnost ishoda učenja povezanih s poznavanjem koncepta i modela refleksivne prakse, razumijevanjem utjecaja refleksivne prakse na profesionalni razvoj, poznavanjem izrade plana strukturiranja s etapama i aktivnostima izvedbe, osposobljenosti za (samo) refleksiju, primjenu tehnika potpore refleksivnoj praksi (vodič za refleksivnu praksu, dnevnik pisanja, akcijska istraživanja) te s dizajniranjem i interpretacijom plana osobnoga profesionalnog razvoja. Rad se temelji na konstruktivističkoj teoriji učenja Deweya (1910) i Schona (1987) koji refleksiju smatraju ishodištem procesa učenja i poučavanja, a refleksivnu praksu platformom profesionalnog rasta i razvoja.

Ključne riječi: obrazovanje učitelja; refleksivna praksa

Reflective Practice - a Professional Development Platform

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Abstract

Reflective practice should be a starting point for thinking and acting at a high level of understanding, introducing positive change in practice and continuous professional development of teachers. Research results (Mathew, Mathew, & Peechattu, 2017) confirm that reflective practice conducts a complex and structured reflection on the educational process, achieves critical insight into the behavior and enables its transformation, integrates the theory into practice in a meaningful context of concrete situations. In the last few decades, the concept of reflective practice has become more popular with the trend to become a leading paradigm and foundation for the highest degree of professional development of teachers. Given the fact that teachers are key factors in introducing changes and developing quality, and have a direct impact on the educational outcomes of students, it is expected that professional teacher development will be at the center of world attention. Following what was mentioned before, reflective practice has been recognized in many countries, not only at the declarative level, but it has already been positioned as one of the key components of teacher education programs both formal and informal (Brandenburg, Glasswell, Jones, & Ryan, 2017). In Croatia, reflective practice is not included in the official and mandatory teacher education program. At the same time, there is insufficient critical thinking and constructive suggestions to conceptualize the education program for teachers highlighting

or conceptualizing the implementation of reflective practice. Accordingly, in this paper, the author is dealing with the problem of critical reflection of the teacher education program - highlighting or conceptualizing the implementation of reflective practice. The purpose of this work is a new professional contribution to reflecting on a teacher education program promoting a structured approach to the implementation of reflective practice. The paper focuses on the importance of learning outcomes related to reflective practice-related knowledge, broader knowledge of reflective practice impact on professional development, skills, and knowledge to create and implement a structured plan with performance evaluation, the ability to reflect, implementation of reflective support techniques for reflective practice (guide for reflective practice, writing a diary, action research), and designing and interpreting a plan of personal professional development. The work is based on the constructivist theory of learning by Dewey (1910) and Schon (1987), which considers reflection as a starting point of the learning and teaching processes, while at the same time, reflective practice is considered as a platform for professional growth and development.

Keywords: reflective practice; teacher education

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Historical Contents in Teaching Social, Environmental and Scientific Education and Literary Texts with Historical Topic – a Basis for Integration or Confusion

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Abstract

The concept of primary education in Serbia is still based on teaching subjects which are implemented through separate classes, and through teaching contents that are determined by the logic of the scientific field from which these contents originate. However, there are segments within different subjects that allow connecting teaching contents that belong to different subjects. An example of such a possibility is the connection between teaching the Serbian language and Social, Environmental and Scientific Education when introducing pupils to the past of Serbia. On the one hand, literary texts introduce imagination and vividness to the interpretation of past events and have great motivational power. Also, the narrative approach of the past is more appropriate to younger primary school children than the usual approach, based on explaining historical events. On the other hand, one needs to be careful, since literary texts often convey a (somewhat) distorted image of the past, leading pupils to identify them with the historical facts. Without proper teacher guidance, pupils will lean more towards a literary interpretation of the past, since they have a closer and more understandable approach, as evidenced by the results of the research.

This paper aims to clarify how literary texts with historical topics influence the understanding of historical contents in teaching Social, Environmental and Scientific Education. Empirical research was conducted on a sample of one hundred fourth-grade pupils (aged eleven) in primary schools in Belgrade (Serbia), using a criteria reference knowledge test. The results show that most pupils successfully localize literary texts with the historical event or the time to which the text refers. Then again, pupils are often unable to distinguish a historical fact from fiction in literary texts, especially when covering these texts precedes learning of historical contents in teaching Social, Environmental and Scientific Education.

These results indicate that when creating curricula, it is necessary to consider the timing of introducing historical facts in teaching Social, Environmental and Scientific Education, and their artistic interpretations in teaching literature. At the teaching level, teachers can use the contradictions of literary texts and historical facts and call attention to the reasons why these differences arose, or use them as a complementary way of thinking

about the past. This approach has an important role in developing pupils' critical attitude towards the past.

Keywords: artistic interpretation; historical content; historical fact; literary texts; teaching Social, Environmental and Scientific Education

Istraživački pristup i konceptualna nastava Hrvatskoga jezika i književnosti

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Sažetak

Suvremena nastava usmjerena je na učenika te zahtijeva cjeloviti i međupredmetni pristup poučavanju. Cjeloviti pristup podrazumijeva vođenje svakog učenika k otkrivanju vlastitih potreba i interesa, odnosno upoznavanju sebe kao cjelovite osobe koja cjeloživotno uči, dok međupredmetni pristup ističe nužnost povezivanja i prijenosa koncepata i vještina među različitim nastavnim predmetima. Navedene se odrednice mogu uokviriti pojmom aktivno učenje koje postaje i paradigmom suvremene nastave (Gazibara 2018). Istraživački pristup nastavi i konceptualno povezivanje predmeta također su ključne odrednice aktivnoga učenja i poučavanja.

Nastavni predmet Hrvatski jezik u osnovnim i srednjim školama u Republici Hrvatskoj određen je Kurikulom Ministarstva znanosti i obrazovanja donesenim u siječnju 2019. Iako je riječ o reformiranom kurikulu, pojmovi istraživačko učenje i koncept u navedenom se dokumentu pojavljuju samo dva i četiri puta. U Hrvatskoj već gotovo dva desetljeća postoje četiri škole koje provode Program međunarodne mature (International Baccalaureate, IB). Tri su škole po nadzorom Ministarstva, a jedna je škola međunarodna i posve neovisna o propisanim nacionalnim kurikulumima.

Cilj je ovoga rada prikazati model iz prakse suvremene nastave Hrvatskoga jezika i književnosti inspiriran konceptualnom nastavom u Programu međunarodne mature i temeljen na istraživačkom pristupu učenju i poučavanju. U uvodnom dijelu predstavljaju se konstruktivističke postavke učenja i načela istraživačkoga pristupa nastavi te se objašnjava važnost konceptualnoga razumijevanja. Središnji dio rada prikazuje konceptualni kurikulum i metodički pristup nastavi Hrvatskoga jezika i književnosti od šestoga razreda osnovne škole do četvrtoga razreda srednje škole. Trodimenzionalni model konceptualnoga kurikula i nastave polazi od činjeničnih znanja i vještina koje se povezuju s predmetnim i međupredmetnim konceptima. Na temelju Webbova modela znanja (1997) i konkretnih primjera prikazuje se dubina znanja i povezanost zadataka s odgojno-obrazovnim ishodima. Također se obrazlažu prednosti i izazovi konceptualne nastave i istraživačkoga učenja. Budući da do sada slični no opsegom uži prikazi postoje samo za prirodoslovno-matematička područja, ovaj bi rad mogao poslužiti kao predložak za promišljanje i izradu konceptualnoga kurikula u redovitim programima Hrvatskoga jezika.

Ključne riječi: aktivno učenje; suvremeni kurikulum; suvremena nastava; Webbov model

Inquiry-Based and Concept-Based Teaching and Learning in Croatian Language and Literature

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Abstract

Contemporary education places each student at the center of the learning process demanding a holistic and interdisciplinary approach. The holistic approach implies guiding students to their own discoveries of needs and wants, and knowing themselves as life-long learners. The interdisciplinary approach to teaching and learning highlights the necessity of making connections and transfer among subjects. The stated characteristics might be framed with the term "active learning", which is becoming a paradigm of contemporary education (Gazibara 2018). Inquiry-based and concept-based approaches are also key characteristics of active learning and

teaching.

Croatian Language as a subject in elementary and secondary schools in the Republic of Croatia is determined by the recent Curriculum of the Ministry of Science and Education from January 2019. Despite the notion of a reformed curriculum, the terms “inquiry” and “concept” appear two and four times respectively in the document. For almost two decades, four Croatian schools in Croatia have been offering the International Baccalaureate (IB) Programme. Three of them are obliged to use the curriculum prescribed by the Ministry, and one school is international and independently designs its curriculum.

The aim of this paper is to showcase an inquiry- and concept-based model in Croatian Language and Literature, promoted by the principles of the IB Program. Firstly, the constructivist underpinnings, as well as the importance of conceptual understanding and inquiry approach, is explained. Then, the conceptual curriculum and methodological approach to Croatian Language and Literature in the Upper Elementary school (Grades 6 to 8) and High School (Grades 1-4) are presented. The three-dimensional model of concept-based curriculum and instruction frames factual content and skills with disciplinary concepts, generalizations, and principles. Based on Webb’s model (1997), depth of knowledge (DOK) in tasks, as well as the connections with the educational outcomes, are explained. Finally, the benefits and challenges of the inquiry- and concept-based learning and teaching are highlighted. Similar conceptual overviews with a smaller scope have been presented only for sciences so far, and this work might serve as a starting position for further discussions and design of concept-based curriculum in regular classes of Croatian Language and Literature.

Keywords: active learning; contemporary curriculum; contemporary teaching and learning; Webb’s model

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Vrednovanje domaćih zadaća u nastavi Prirode i društva

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Sažetak

Sustavno praćenje učeničkih postignuća te poticanje i unapređivanje razvoja njihovih znanja, vještina i sposobnosti jedno je od osnovnih zadataka škole. Time se osim praćenja učenikova napredovanja tijekom nastavnoga procesa smatra i praćenje te vrednovanje njegova samostalnog rada kod kuće. Noviji pristup planiranju kurikula stavlja naglasak na važnost formativnog vrednovanja koje podrazumijeva praćenje i povratnu informaciju o procesu učenja. Uloga domaće zadaće u kontekstu formativnog vrednovanja vrlo je značajna jer omogućuje redovito praćenje učenikova napretka u odnosu na njegova prethodna postignuća. Dobro osmišljena domaća zadaća može biti izvrstan pokazatelj napretka u samostalnom ostvarivanju domaćih zadataka. Osim toga, značajno može doprinijeti detektiranju teškoća ili izvrsnosti prilikom ostvarivanja elemenata konstruktivističkog učenja, poput učenja istraživanjem, izvođenja praktičnih radova i dr. Kreiranje i vrednovanje konstruktivističke domaće zadaće omogućuje praćenje razvoja učenikovih istraživačkih vještina kao jednoga od dvaju ključnih elemenata vrednovanja u nastavi Prirode i društva. S druge strane, nevrednovanje domaćih zadaća kod učenika može izazvati osjećaj nesvrhovitosti osobnog angažmana za samostalan rad i učenje. Cilj je rada stoga bio utvrditi u kolikoj mjeri i na koji način učitelji razredne nastave prate napredovanje učenika u nastavi Prirode i društva putem vrednovanja domaćih zadaća. Uzorak istraživanja činila su 83 učitelja razredne nastave čije su zadavanje, provjeru i vrednovanje učeničkih domaćih zadaća pratili studenti Fakulteta za odgojne i obrazovne znanosti u Osijeku i dislociranog studija u Slavenskom Brodu tijekom stručno-pedagoške prakse. Analizirani su nastavni sati Prirode i društva unutar kojih je domaća zadaća zadana ili nije zadana, odnosno vrednovana je ili nije vrednovana. Rezultati provedenog istraživanja pokazuju da velik broj domaćih zadaća

učitelji nisu vrednovali ni na koji način ili su davali oznake bez ikakvih povratnih zabilješki. S tim se u svezi u radu predstavljaju promišljanja o važnosti planiranja, kreiranja i vrednovanja domaćih zadaća u nastavi Prirode i društva. Time se učitelju omogućuje dobivanje povratnih informacija o uspješnosti učenikova samostalnog rada te njegovu angažmanu i napretku, a učeniku se omogućuje razumijevanje svrhovitosti rješavanja domaćih zadaća.

Ključne riječi: domaće zadaće; formativno vrednovanje; konstruktivističko učenje; Priroda i društvo; vrednovanje

Evaluation of Homework in Nature and Society

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Abstract

Systematic monitoring of pupils’ achievements, as well as encouraging and improving the development of their knowledge, skills, and abilities are some of the basic tasks of the school. Apart from monitoring pupils’ progress during the teaching process, monitoring and evaluation of their independent work at home is also considered. The new approach to curriculum planning emphasizes the importance of formative evaluation, which implies monitoring and feedback about the learning process. The role of homework in the context of formative evaluation is very important because it allows regular tracking of pupil’s progress in relation to his previous achievements. A well-designed homework can be an excellent indicator of progress in independent work on home tasks. In addition, it can significantly contribute to detecting difficulties or excellence in achieving the elements of constructivist learning such as learning through research, performing practical work, etc. Creating and evaluating constructivist homework enables monitoring the development of pupils’ research skills as one of the two key elements of evaluation in Nature and Society. On the other hand, if homework is not evaluated, pupils probably will not feel the purpose of personal engagement in independent work and learning. Therefore, the paper aimed to determine how much and how the primary teachers follow the progress of the pupils in Nature and Society through the evaluation of their homework. The study sample consisted of 83 primary teachers whose assigning, verification and evaluation of pupils’ homework were followed by the students of the Faculty of Education in Osijek and displaced study in Slavenski Brod, during their professional-pedagogical practice. The lessons of Nature and Society were analyzed, within which the homework was either given or not, evaluated or not evaluated. The research results indicate that the teachers do not evaluate a large number of homework assignments in any way, or they do not give qualitative feedback. Related to this paper are reflections on the importance of planning, creating and evaluating homework assignments in Nature and Society. This enables the teachers to get feedback on pupils’ independent work performance, their engagement, and progress, and pupils get to understand the purpose of doing homework.

Keywords: constructivist learning; evaluation; formative evaluation; homework; Nature and Society

Model poučavanja za kritičko mišljenje: od preporuke do primjene

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Sažetak

Cilj je ovoga rada oblikovanje modela poučavanja za kritičko mišljenje namijenjenoga nastavnicima i edukatorima različitih razina i tipova obrazovanja (razine osnovnoga, srednjega, visokog obrazovanja i obrazovanja odraslih te tipova formalnog i neformalnog obrazovanja). Navedeni model poučavanja za kritičko mišljenje predlaže se na temelju pregleda, evaluacije, kategorizacije i sinteze dosadašnjih teorijskih i empirijskih istraživanja, kao i relevantnih projekata (Čitanje i pisanje za kritičko mišljenje; Filozofija za djecu) usmjerenih razvoju kritičkog mišljenja u obrazovanju. Model uključuje sljedeće dimenzije: 1) kritički pristup nastavnom

sadržaju; 2) aktivne nastavne metode i oblici rada; 3) aktivne metode evaluacije; 4) demokratsko nastavno ozračje i 5) kritička akcija. Dimenzija kritički pristup nastavnom sadržaju odnosi se na zahtjev interpretacije, analize, uspoređivanja, povezivanja i vrednovanja nastavnog sadržaja, kako od strane nastavnika i edukatora tako i od strane učenika. Dimenzija aktivne nastavne metode i oblici rada odnosi se na primjenu različitih nastavnih metoda i oblika rada u nastavi (od nastavne metode razgovora do različitih tehnika aktivnog učenja i poučavanja, poput oluje ideja i igranja uloga uz primjenu kako frontalnoga tako i suradničkih oblika rada). Nadalje, dimenzija aktivne metode evaluacije uključuje proces vrednovanja rada uz izraženu (samo)refleksiju, primjenu različitih metoda vrednovanja i aktivno uključivanje nastavnika, edukatora i učenika u taj proces. Dimenzija demokratskoga nastavnog ozračja podrazumijeva razvoj tolerancije, uvažavanja tuđeg mišljenja i otvorenosti prema novim idejama i inovacijama u nastavnom okruženju. Na kraju, dimenzija kritičke akcije odnosi se na djelovanje u okruženju utemeljenom na identificiranju i analizi problema, kreiranju vizije, istraživanju i evaluaciji mogućih rješenja te odlučivanju o najprikladnijem rješenju istaknutih problema. Doprinos je oblikovanja modela poučavanja za kritičko mišljenje u tome što predstavlja znanstveno utemeljenu teorijsku podlogu za: a) provođenje empirijskih istraživanja poučavanja za kritičko mišljenje te b) oblikovanje sveobuhvatnih stručnih smjernica primjene poučavanja za kritičko mišljenje u nastavnoj praksi. Konačno, model služi nastavnicima i edukatorima da od slušanja preporuke kako trebaju razvijati kritičko mišljenje u nastavi, otkriju način kako ga primijeniti u nastavnoj praksi i tako ostvarivati ciljeve suvremenog odgoja i obrazovanja.

Ključne riječi: edukator; kritičko mišljenje; model poučavanja; nastavnik; poučavanje za kritičko mišljenje

Teaching Model for Critical Thinking: From Recommendation to Application

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Abstract

The aim of this paper is to create a teaching model for critical thinking for teachers and educators on different levels and in different types of education (including primary, secondary, tertiary education and adult education, as well as formal and non-formal types of education). The aforementioned model of teaching for critical thinking is proposed based on the review, evaluation, categorization, and synthesis of the theoretical and empirical research on critical thinking in education. The model includes the following dimensions: (1) critical approach to the teaching content; (2) active teaching methods and forms of class organization; (3) active methods of evaluation; (4) democratic teaching environment; and (5) critical action. The critical approach to teaching content relates to the interpretation, analysis, comparison, interconnection, and evaluation of teaching content by teachers and educators, as well as by pupils and students. The dimension of active teaching methods is related to the use of different teaching methods and forms of class organization (from discussions to various active learning and teaching techniques such as brainstorming and role play by applying both whole-class work and cooperative group work). Furthermore, active methods of evaluation entail an evaluation process with the emphasis on (self) reflection, applying different evaluation methods and active involvement of teachers and educators, as well as pupils and students in that process. The dimension of democratic teaching environment implies the development of tolerance, respect for others' opinions, and openness to new ideas and innovations in the teaching environment. Finally, the dimension of critical action means taking action, which is based on identifying and analyzing a problem, creating a vision, researching and evaluating possible solutions, and deciding on the most viable solution. The contribution of the proposed teaching model for critical thinking is that it represents a scientifically based theoretical grounds for (a) conducting empirical research on teaching critical thinking, and (b) designing professional guidelines for teaching for critical thinking in practice. The model also aims to help teachers and educators discover how to apply critical thinking in their teaching practice, and not only to listen to the recommendations that they should apply it to achieve goals of modern education.

Keywords: critical thinking; educator; model of teaching; teacher; teaching for critical thinking

Obrazovanje Hrvata u Srbiji na hrvatskom jeziku i uz izvannastavne aktivnosti

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Sažetak

Hrvati su u Srbiji višestoljetno domicilno stanovništvo i predstavljaju relativno heterogenu nacionalnu zajednicu, teritorijalno iznimno disperziranu. Prema popisu iz 2011. godine ukupan broj Hrvata je 57 900, a većina ih živi u Vojvodini (47 033). Hrvati su 2002. godine formalno priznati kao nacionalna manjina.

Hrvatsko nacionalno vijeće najviše je zastupničko tijelo Hrvata u Republici Srbiji, izabrano radi ostvarivanja prava na manjinsku samoupravu u području službene uporabe jezika, obrazovanja, informiranja i kulture. Obrazovanje na hrvatskom jeziku ima iznimno važnu ulogu u očuvanju nacionalnog identiteta te mu se posvećuje velika pozornost. Nastava na hrvatskom jeziku u osnovnim školama započela je školske 2002./2003. godine. Sada se cjelovita nastava i programi na hrvatskom jeziku odvijaju u pet vrtića, šest osnovnih i tri srednje škole na teritoriju općine Subotica i Sombor, a izborni predmet Hrvatski jezik s elementima nacionalne kulture poučava se u 15 škola u 10 naselja u Vojvodini. Iako je ukupno oko 1 000 djece obuhvaćeno nekim modelom obrazovanja na hrvatskom jeziku u Vojvodini, to svoje pravo ostvaruje manje od 5 % pripadnika hrvatske zajednice, mnogo manje od pripadnika drugih zajednica.

U cilju podizanja kvalitete odgoja i obrazovanja na hrvatskom jeziku te kvalitete procesa odgojnog i obrazovnog rada poduzimaju se brojne aktivnosti. Jedna je od važnijih I podizanje jezičnih kompetencija nastavnog kadra, u čemu značajnu ulogu ima 2018. godine otvoren Lektorat hrvatskog jezika i književnosti na Filozofskom fakultetu Sveučilišta u Novom Sadu. Hrvatsko nacionalno vijeće u suradnji s institucijama i hrvatskim udrugama kulture tijekom više od jednog desetljeća priređuje brojne manifestacije namijenjene djeci u nastavi na hrvatskom jeziku. Najvažnija od njih je najveća književno-jezična manifestacija Hrvata u Srbiji Dani hrvatske knjige i riječi – dani Balinta Vujkova koja kao izvannastavna aktivnost pridonosi očuvanju i proučavanju hrvatskoga jezika, ali i motiviranju učenika za govorenje hrvatskim jezikom. Ona okuplja i znanstvenike i uspostavlja međunarodnu suradnju. Kvaliteti nastave pridonose i smotra recitatora na hrvatskom jeziku, etnokamp, dramske radionice, kvizovi za poticanje čitanja, gostovanja hrvatskih pisaca, nakladnička djelatnost i drugo.

Ključne riječi: Hrvati; hrvatski jezik; izvannastavne aktivnosti; obrazovanje; Srbija

Education of Croats in Serbia in the Croatian Language and Extra-Curricular Activities

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Abstract

Croats in Serbia represent a domicile and relatively heterogeneous national minority, territorially extremely dispersed. According to the last census conducted in 2011, the total number of Croats was 57.900, and most lived in Vojvodina (47.033). In 2002, Croats were formally recognized as a national minority.

The Croatian National Council is the highest representative body of Croats in the Republic of Serbia, elected to exercise minority rights in the area of official use of language, education, information, and culture. Education in the Croatian language plays a very important role in preserving national identity and is being given high attention. In the school year 2002/03, education in the Croatian language in elementary schools started. At this time, complete Croatian Language classes and programs take place in five kindergartens, six elementary, and three secondary schools on the territory of the municipalities of Subotica and Sombor, and the elective course "Croatian language with elements of national culture" is studied in 15 schools, in 10 settlements in Vojvodina. Although a total of about 1.000 children are involved in some model of education in the Croatian language in Vojvodina, this right is realized by less than 5 percent of the Croatian community members, far less than some members of other communities.

To raise the quality of education in the Croatian language, and the quality of the process of education and training, numerous activities have been undertaken. One of the most important activities is the raising of the language competences of teaching staff. In 2018, at the Faculty of Philosophy of the University of Novi Sad, the

Instructorship for the Croatian language was established. Croatian cultural associations have been organizing numerous events for children in Croatian Language classes for more than a decade. The most important of them is the greatest literary-linguistic manifestation of Croats in Serbia “Days of Croatian Books and Words - Days of Balint Vujkova”, which, as an extra-curricular activity, contributes to the preservation, study, and motivation of students to speak the Croatian language. It also brings together scientists and establishes international co-operation. The quality of teaching is also promoted by the reciters in the Croatian language, the ethno camp, the drama workshops, the quizzes for encouraging reading, visiting Croatian writers, publishing, etc.

Keywords: Croats; Croatian language; education; extracurricular activities; Serbia

O početnom čitanju iz psiholingvističke perspektive: od predčitačkih vještina do razumijevanja pročitanoga

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Sažetak

Za razvoj sposobnosti čitanja i pisanja, odnosno za usvajanje i razvoj jezičnih i govornih sposobnosti djece školske dobi izuzetno je važan period rane pismenosti (Peretić i sur. 2015). Rana pismenost (eng. early literacy), razgranati i ulančani proces stjecanja i razvijanja predčitačkih vještina, smatra se razvojnim kontinuumom koji počinje već od djetetova rođenja (Whitehurst i Lonigan, 2002), a odnosi se na procese koji se odvijaju prije nego što dijete nauči čitati i pisati. Razvoj rane pismenosti uključuje tri temeljne sastavnice: fonološku svjesnost (eng. phonological awareness), znanje vokabulara (eng. vocabulary knowledge) i znanje o tisku (eng. print knowledge). Riječ je o sastavnicama koje predstavljaju temelj za izgradnju složenijih jezičnih vještina i sposobnosti, kao što je prepoznavanje i razumijevanje riječi u pisanome tekstu, ali i za razvijanje drugih djetetovih kognitivnih sposobnosti, poput pažnje, pamćenja i organizacije kognitivnog sadržaja. Fonološka svjesnost ili fonološka osjetljivost odnosi se na sposobnost djeteta da u govoru čuje, identificira, razlikuje i kombinira jedinice manje od riječi – slogove i foneme/glasove (Lonigan, Burgess i Anthony, 2000). Rječničko znanje ili znanje vokabulara (receptivno ili produktivno) odnosi se na obujam i strukturu dječjeg rječnika i očituje se u uspješnom prepoznavanju značenja ili razumijevanju izgovorenih riječi te u sposobnosti pravilne upotrebe riječi u govoru i pismu (Vincio, 2013; Erdeljac, 2009). Znanje o tisku obuhvaća razumijevanje forme i funkcije tiskanoga jezika (jezika u pismu), odnosno razumijevanje koncepta grafema i njegove povezanosti s glasom u jeziku (Ambrose, Fey i Eisenberg, 2006). Budući da govoreni jezik prethodi pisanome, učenje čitanja može se promatrati kao učenje vizualnih oblika koji na pravilan način odgovaraju riječima koje već postoje u govorenom rječniku. Ono što se zapravo uči jesu pravila grafemsko-fonemskog slaganja, kojima se, prema hipotezi fonološkog rekodiranja, oblik slova prevodi u (zvučni) oblik koji proizvodi slušna analiza izgovorene riječi. Sve tri navedene sastavnice u jezičnom su razvoju isprepletene i u recipročnom su odnosu, što zapravo znači da će manjkavosti na planu vokabulara bitno utjecati i na fonološku svjesnost, ali i na znanje o tisku, a manjkavosti na planu fonološke svjesnosti utjecat će na djetetove sposobnosti usvajanja novih riječi, a kasnije i na grafičko kodiranje (Vincio, 2011).

Primjerenim i kontroliranim pristupom početnom čitanju i pisanju (implicitnim i eksplicitnim poučavanjem) može se utjecati na komunikacijsku i lingvističku kompetenciju djece i njihovu konkretnu jezičnu praksu na materinskom jeziku.

Ključne riječi: fonološka osjetljivost; komunikacijska i lingvistička kompetencija; rana pismenost; rječničko znanje

On Early Reading from a Psycholinguistic Perspective: From Pre-Reading Skills to Reading Comprehension

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Abstract

Early literacy is an extremely important period for the development of reading and writing skills, that is, for the acquisition and development of linguistic and spoken skills in school-aged children (Peretić et al., 2015). Early literacy, a branched and interlinked process of acquiring and developing pre-reading skills, is considered a developmental continuum that begins with a child's birth (Whitehurst and Lonigan, 2002), and refers to the processes that take place while a child is learning to read and write. The development of early literacy includes three fundamental components: phonological awareness, vocabulary knowledge, and print knowledge. These components form the foundation for the construction of more complex language skills and abilities such as recognizing and understanding words in a written text, as well as developing the child's other cognitive abilities, such as attention, memory, and the organization of cognitive content. Phonological awareness, or phonological sensitivity, refers to the ability of a child to analyze speech, i.e., to hear, identify, differentiate, and combine units less than words, i.e., syllables and phonemes/phones (Lonigan, Burgess, & Anthony, 2000). Vocabulary knowledge (receptive or productive) refers to the size and structure of a child's vocabulary and is reflected in the successful recognition of meaning or the understanding of spoken words and in the ability to properly use words in speech and writing (Vincio, 2013; Erdeljac, 2009). Print knowledge involves understanding the form and function of printed language (language in letters) or understanding the concept of the grapheme and its connection to sound in spoken language (Ambrose, Fey, & Eisenberg, 2006). Since spoken language precedes writing, learning to read can be seen as learning visual forms that systematically correspond to words that already exist in the spoken vocabulary. What is learned, are the rules of grapheme-to-phoneme conversion, by which, according to the phonological recoding hypothesis, the form of a syllable is translated into a (phonic) form that produces an auditory analysis of the spoken word. All three of these components in language development are intertwined in reciprocal relations, which in fact means that deficiencies, at the level of vocabulary, will have significant effects on both phonological awareness and print knowledge, and that a lack of phonological awareness will affect not only child's ability to learn new words but also (later on) graphic coding (Vincio, 2011).

Through an appropriate and controlled approach to early reading and writing (through implicit and explicit instruction), one can influence the communicative and linguistic competence of children, as well as their concrete language use in their native language.

Keywords: communicative and linguistic competence; early literacy; lexical knowledge; phonological sensitivity

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Mišljenja i stavovi učitelja razredne nastave o strukturalnim elementima odgojno-obrazovnoga sustava i nastavi Hrvatskoga jezika

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Sažetak

Realizacija Strategije obrazovanja, znanosti i tehnologije koja je u listopadu 2014. prihvaćena u Hrvatskom saboru počela je cjelovitom kurikularnom reformom. Početkom 2016. objavljene su prve inačice nacionalnog i predmetnih kurikula za sve stupnjeve obrazovanja, odnosno 52 dokumenta među kojima su okvir nacionalnog kurikula te kurikuli predškolskog odgoja i nastavnih predmeta u osnovnim i srednjim školama. Kako je jedna od temeljnih negativnih kritika obrazovne reforme bila usmjerena na to da prije početka reforme nije provedena analiza postojećeg stanja u odgojno-obrazovnome sustavu, ovo je istraživanje bilo usmjereno upravo na ispitivanje mišljenja i stavova učitelja razredne nastave o obrazovnome sustavu u cjelini, o promjenama koje bi, prema njihovu mišljenju, u njemu trebalo napraviti, o nekim bitnim pitanjima vezanima uz nastavu u cjelini i uz nastavu predmeta Hrvatski jezik. Cilj je bio doznati njihova mišljenja i stajališta vezana uz elemente koji su bitni čimbenici u obrazovnoj reformi. Istraživanje je provedeno među učiteljima razredne nastave (N = 400) s područja cijele Republike Hrvatske u veljači 2016. u sklopu stručnoga skupa za učitelje razredne nastave u organizaciji Hrvatskoga pedagoško-književnog zbora. Rezultati su prikazani na deskriptivnoj i grafičkoj razini te su podijeljeni u tematske skupine – sustav odgoja i obrazovanja u cjelini, struktura sustava odgoja i obrazovanja, nastava Hrvatskoga jezika, opći podatci o ispitanicima, školi, radnome stažu u struci, županiji i dr. Kvantitativna i kvalitativna analiza pokazala je da se većina učitelja razredne nastave potpuno slaže s time da bi osnovna škola trebala trajati devet godina te da se, ako bi došlo do uvođenja devetogodišnje osnovne škole, smatraju osposobljenima za nastavu u dodatnom razredu. Potpuno se slažu i s tvrdnjom da treba uvesti licenciranje ravnatelja u osnovnim školama, kao i s tvrdnjom da treba povećati satnicu nastavnoga predmeta Hrvatski jezik te da ima prostora za poboljšanje kontrole rada nastavnika od nadležnih institucija (Agencije, Ministarstva i sl.) u osmišljavanju novih načina rada i poboljšanju kvalitete nastave. Dobiveni rezultati, što je potvrdila i statistička obrada, upućuju na ujednačenost stavova i mišljenja o bitnim elementima obrazovne reforme i nastave Hrvatskoga jezika, što bi trebalo uzeti u obzir u kreiranju novih pristupa vezanih uz suvremenu osnovnu školu.

Ključne riječi: licenciranje ravnatelja; nastava Hrvatskoga jezika; reforma odgojno-obrazovnoga sustava; suvremena osnovna škola; učitelji razredne nastave

Opinions and Attitudes of Primary Teachers Toward the Structural Elements of the Educational System and the Teaching of Croatian

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Abstract

Implementation of the Strategy for Education, Science and Technology, which was adopted by the Croatian Parliament in October 2014, began with the Comprehensive Curricular Reform. At the beginning of 2016, the first versions of the National Curriculum and subject curricula for all educational levels were published, i.e., 52 documents, including the National Curriculum Framework and the National Curriculum for Pre-School Education and General Compulsory and Secondary Education. As one of the fundamental negative criticisms of the educational reform was focused on the fact that the current state of the educational system was not analyzed prior to the beginning of the reform, this research focused precisely on examining the views and attitudes of primary school teachers toward the educational system as a whole, about the changes that, in their view, should be introduced to the system, about specific important issues related to teaching as a whole, and to the teaching of the Croatian language. The aim was to gather their opinions and views about the elements that constitute the important factors in the educational reform. The survey was conducted in February 2016 among primary teachers (N=400) from all over the Republic of Croatia, as a part of a professional conference for primary school teachers organized by the Croatian Pedagogical-Literary Choir. The results are presented

using descriptive and graphical methods and are divided into thematic groups – educational system in general, the structure of the educational system, teaching the Croatian language, general data on respondents, school, professional work experience, county, etc. Quantitative and qualitative analyses have shown that the majority of primary school teachers fully agree that primary school should last for 9 years and, should the nine-year primary school system be introduced, they consider themselves qualified for teaching the additional grade. They also fully agree with the claim that principal licensing should be introduced into primary schools, that the number of hours dedicated to teaching the Croatian language should be increased, and that there is room for the competent institutions (the Agency, the Ministry and the like) to improve the control of teachers' work with regards to devising new ways of working and improving the quality of teaching.

The obtained results, also confirmed by statistical analysis, point to the uniformity of views and attitudes about the essential elements of the educational reform and the teaching of the Croatian language that should be taken into consideration when creating new approaches related to modern primary education.

Keywords: contemporary primary school; primary class teachers; principal licensing; reform of the educational system; teaching the Croatian language

Obrazovna neuroznanost – 12 načela prirodnog učenja

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Sažetak

Obrazovna neuroznanost nova je disciplina koja polazi od mozgu primjerenih strategija učenja. Ona nam omogućava bolje razumijevanje funkcija mozga s implicitnom pretpostavkom da ako dobro razumijemo načine učenja, onda slijedi i dobro poučavanje, odnosno dobra odgojno-obrazovna praksa. Obrazovanje se odnosi na poboljšanje učenja u svim razvojnim područjima, dok se neuroznanost odnosi na razumijevanje mentalnih procesa uključenih u učenje. Cilj je obrazovne neuroznanosti pomoći svakom djetetu u razvoju njegovih potencijala i učiniti učenje učinkovitijim. Tijekom posljednjih desetljeća nove spoznaje i rezultati u neuroznanstvenim istraživanjima omogućili su stvaranje dijaloga u odnosu neuroznanosti i obrazovnih znanosti, što neminovno dovodi do stvaranja bolje odgojno-obrazovne prakse i novih principa učenja. Cilj je ovog rada prikazati razvoj obrazovne neuroznanosti i njezin utjecaj na odgojno-obrazovnu praksu putem 12 načela prirodnog učenja. Isto tako, prikazat će se kako se obrazovna načela, mehanizmi i teorije mogu proširiti na temelju spoznaja iz obrazovne neuroznanosti te koja načela, mehanizmi i teorije obrazovne neuroznanosti mogu imati implikacije na kreiranje i provođenje novih oblika učenja implementiranih u odgojno-obrazovni proces.

Ključne riječi: interdisciplinarna praksa; obrazovna neuroznanost; odgojno-obrazovni proces; prirodno učenje

Educational Neuroscience – 12 Principles of Natural Learning

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Abstract

Educational neuroscience is a new discipline founded on brain-based learning strategies. It allows us to better understand the ways of functioning of a brain, including an implicit assumption that if we understand learning styles, we will be better teachers and educators. Education refers to the improvement of learning in all areas of development, while neuroscience refers to the understanding of mental processes involved in learning. The goals of educational neuroscience are to help each child develop their potential, and to make learning more effective. Over the past decades, new insights and results of neuroscientific research have enabled a dialogue

between neuroscience and educational science, which inevitably leads to the development of better educational practices and new learning principles. The aim of this paper is to describe the development of educational neuroscience and its impact on educational practice by means of 12 principles of natural learning and the ways of extending educational principles, mechanisms, and theory based on the findings of educational neuroscience, as well as principles, mechanisms, and theories of educational neuroscience that affect the development and implementation of new forms of learning within the educational process.

Keywords: educational neuroscience; educational process; interdisciplinary practice; natural learning

Mrežni izvori Instituta za hrvatski jezik i jezikoslovlje u nastavi hrvatskoga jezika

Željko Jozić

Institut za hrvatski jezik i jezikoslovlje

Sažetak

Institut za hrvatski jezik i jezikoslovlje u posljednjih je nekoliko godina razvio niz mrežnih i digitalnih obrazovnih sadržaja kojima želi nastavu hrvatskoga jezika učiniti dinamičnijom, modernijom i općenito privlačnijom i prihvatljivijom novim generacijama. Predvodnik tih sadržaja svakako je portal Hrvatski u školi (hrvatski.hr) koji objedinjuje brojne servise i usluge za olakšavanje ovladavanja hrvatskim jezikom. Posebno je vrijedna mogućnost pisanja novim fontovima hrvatskoga školskog rukopisnog standarda koji je u primjeni u svim hrvatskim školama od 2014. godine. Dodatan sadržaj u obliku interaktivnih igara povezanih s hrvatskim jezikom, kvizovima znanja i pomagalima u ovladavanju pisanjem hrvatskom glagoljicom važan su segment cijeloga portala kojim se nastoji moderne generacije školske djece privući i poučiti kroz igru i zabavu.

Ključne riječi: mrežni izvori, nastava hrvatskog jezika, ovladavanje hrvatskim jezikom

Network Resources of the Institute for Croatian Language and Linguistics in Croatian

Language Teaching

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Abstract

Over the past several years, the Institute for Croatian Language and Linguistics has developed a variety of network and digital contents, the aim of which is making the teaching of Croatian more dynamic, modern, and generally more attractive and acceptable to the new generations of learners. The portal Croatian in School (hrvatski.hr) is the front runner that consolidates numerous services designed to enable the mastery of Croatian. The special value lies in the possibility of using the new fonts of the Croatian school handwriting standard that has been in use by all Croatian schools since 2014. Additional materials related to the Croatian language that comprise interactive games, quizzes, and special tools that facilitate writing in the Glagolitic script, make a significant part of the portal, the goal of which is to attract the modern generations of school children and teach them through amusing and playful activities.

Keywords: Croatian language teaching; mastering the Croatian language; network resources

Razvoj predčitačkih vještina uz glazbenu motivaciju

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Sažetak

Predčitačke vještine uvjet su za uspješno svladavanje početnog čitanja u okviru formalnog obrazovanja koje započinje u prvom razredu osnovne škole. Slušna i vidna obrada osnovne su predvještine koje dijete treba usvojiti kako bi ovladalo vještinom čitanja. Slušna obrada, osim što je važna za razvoj jezika, a uz vidnu obradu i za razvoj čitanja, presudna je i za razvoj fonološke svjesnosti, koja je pak ključna za uspješno ovladavanje početnim čitanjem. Dijete je razvilo fonološku svjesnost kada je osvijestilo da se rečenica sastoji od riječi, riječ od slogova, a slogovi od fonema (glasova). Mnogobrojna interdisciplinarna znanstvena istraživanja u području neuroznanosti, metodike hrvatskog jezika i glazbene pedagogije i umjetnosti potvrdila su pozitivan utjecaj glazbe na opći razvoj djeteta. Pozitivan utjecaj potvrđen je na kognitivnim, psihomotornim, socijalnim i emocionalnim aspektima razvoja. Glazbene aktivnosti i glazbena motivacija, u vrijeme kada dijete intenzivno ovladava jezikom, utječu na razvoj jezičnih sposobnosti i fonološke svjesnosti te jačaju osjećaj za ritam. Cilj istraživanja bio je utvrditi promjene u razvoju fonološke svjesnosti pod utjecajem glazbene motivacije kod djece predškolske dobi. Nasumičnim odabirom (N = 28) djeca su podijeljena na eksperimentalnu i kontrolnu skupinu. Kod eksperimentalne skupine istraživala se razina fonološke svjesnosti uz uvođenje glazbene motivacije, dok se u kontrolnoj skupini pratio razvoj fonološke svjesnosti bez uvođenja glazbene motivacije. U istraživanju su sudjelovala djeca polaznici Dječjeg vrtića Radost iz Splita jednako podijeljenih u eksperimentalnu i kontrolnu skupinu, tako da je 6 dječaka i 8 djevojčica u eksperimentalnoj, a 8 dječaka i 6 djevojčica u kontrolnoj skupini. Rezultati dobiveni ovim istraživanjem ukazuju na to da djeca postižu bolje rezultate na finalnom nego na inicijalnom testiranju, kao i da djeca iz eksperimentalne skupine pokazuju veći stupanj napretka unutar svoje skupina na finalnom testiranju, u odnosu na kontrolnu skupinu. Također, djeca obuhvaćena ovim istraživanjem uspješnije rješavaju zahtjevnije zadatke fonološke svjesnosti od onih jednostavnijih. Dobiveni rezultati ograničene su relevantnosti zbog malog uzorka ispitanika i zbog kratkoga vremenskog perioda u kojem je istraživanje provedeno, stoga smatramo da bi podatci bili relevantniji kada bi ispitivanje bilo provedeno na većem broju ispitanika i u dužem vremenskom razdoblju (jedna pedagoška godina).

Ključne riječi: fonološka svjesnost; glazbena motivacija; predčitačke vještine; vještina čitanja

Development of Pre-Reading Skills with Music Motivation

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Abstract

Pre-reading skills are essential for mastering the initial reading within formal education that begins in the first grade of elementary school. Listening and visual processing are the basic abilities that a child needs to acquire to master the reading skills. Auditory processing, besides being important for language development, and along with visual processing for reading development, is also crucial for the development of phonological awareness, which is then crucial for mastering the initial reading. The child has developed phonological awareness when it becomes aware that the sentence is made of words, and words of syllables, and syllables of phonemes (sounds). Numerous interdisciplinary scientific studies in the field of neuroscience, the methodology of the Croatian language, music art and music pedagogy, have confirmed the positive effect of music on the general development of children. The positive influence was confirmed in cognitive, psychomotor, social, and emotional aspects of development. Musical activities and musical motivation, during the time in which children intensively master the language, affect the development of language skills and phonological awareness, and increase the sense of rhythm. The aim of this paper was to identify changes in the development of phonological awareness under the influence of musical motivation in pre-school children. By random selection, the children (N=28) were divided into an experimental and control group. In the experimental group, the level of phonological awareness with the introduction of musical motivation was investigated, whereas, in the control group, the development of phonological awareness without introducing musical motivation was followed. The study involved the children attending kindergarten "Radost" in Split, equally divided into two

groups, thereof 6 boys and 8 girls were in the experimental group, and 8 boys and 6 girls were in the control group. The obtained results suggested that the children achieved better results on the final than on the initial testing, as well as that the children from the experimental group showed a greater degree of progress within their group on the final test, compared to the control group. Also, the children covered by this research were more successful at solving more demanding tasks of phonological awareness than in solving the simpler ones. The results obtained are of limited relevance because of the small sample size, and the short period of time in which the research was conducted, so we believe that the findings would be even more relevant if the testing is applied on a larger group of participants over a longer period of time (e.g., one pedagogical year).

Keywords: musical motivation; phonological awareness; pre-reading skills; reading skills

Položaj ruke, tijela i pisaljke pri početnom opismenjavanju na hrvatskome jeziku

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Sažetak

Nastava početnoga čitanja i pisanja obuhvaća poučavanje učenika čitanju do razine razumijevanja teksta i pisanju do razine produkcije. Uz slušnu i vidnu obradu tijekom procesa poučavanja, potrebno je usmjeriti pozornost na usklađenost sluha, vida i motorike te na pravilno prostorno smještanje onoga što se piše (Kuvač, 2007). U metodičkome pristupu početnome opismenjavanju grafičko oblikovanje slova smatra se važnim segmentom učenja jezika u širem smislu. Na grafičko oblikovanje slova, lakoću pisanja i formiranje rukopisa utječe način držanja pisaljke, položaj ruke te držanje tijela (Bežen & Reberski, 2014), ali nedostaju znanstveni podatci o postojećem stanju u hrvatskome obrazovnom sustavu. Školska slova standardizirana su Hrvatskim pravopisom (IHJJ, 2013) te su postala obvezna za poučavanje u školama. Učitelji pri poučavanju trebaju za vizualno uporište primjenjivati standardno oblikovano slovo i uvažavati smjer pisanja, a u metodičkim uputama standardizirano je crtovlje, opisan je kut i nagib pisma te je naznačeno preporučeno držanje pisaljke, ruke i tijela pri pisanju. Navedeni standardi omogućuju praćenje pravilne metodičke realizacije nastave početnoga čitanja i pisanja.

Ovo istraživanje obuhvaća jedan segment poučavanja početnoga pisanja u prvome razredu, a odnosi se na pravilan položaj tijela, ruke i pisaljke. Usmjereno je na identificiranje položaja tijela pri pisanju te držanje ruke i olovke (N = 629) u odnosu na ono što preporučuje znanstvena literatura. Također je ispitano mišljenje učitelja (N = 30) o primjeni digitalnoga vizualnog uporišta pri demonstraciji formalnih i rukopisnih slova. Ispitano je upućuju li učitelji učenike na pravilno držanje tijela, ruke i pisaljke pri pisanju te na pravilan smjer pisanja standardnih školskih slova. Učitelji su također iskazali mišljenje o tome dopuštaju li odstupanja od smjera pisanja i standardnog izgleda slova te odstupanja od školskoga slovopisa u drugim nastavnim predmetima. Rezultati ovoga istraživanja pokazat će razinu implementacije standarda i preporuka za poučavanje početnoga pisanja te mišljenje učitelja o dopuštenim odstupanjima u poučavanju.

Glavne riječi: metodika hrvatskoga jezika; početno čitanje i pisanje

Position of the Hand, Body, and Pencil in the Teaching of Initial Literacy in the Croatian Language

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Abstract

Teaching initial reading and writing implies teaching students to read up to the level of text comprehension, and write up to the level of production. Alongside the auditory and visual processing in the course of teaching, it is also necessary to direct one's attention to the coordination of hearing, vision, and

motor skills, as well as the correct spatial positioning of what is being written (Kuvač, 2007). In the teaching methodology approach to teaching initial literacy, the graphical forming of letters is considered an important segment of language learning in a broader sense. The graphical forming of letters, the ease of writing, and formation of one's handwriting are influenced by the manner of grasping a pencil, the position of the hand, and body posture (Bežen & Reberski, 2014), but there is a lack of pertaining scientific data on the current situation in the Croatian educational system.

School letters are standardized by the Croatian Orthography (IHJJ, 2013) and they have become obligatory for teaching in schools. While teaching, a teacher should apply a standardized letter as a visual base, and respect the direction of writing. In the teaching methodology instructions, there are standardized ruled lines and spacing, as well as the angle and inclination of writing, and a recommended manner of grasping a pencil, the position of the hand and body when writing. The said standards facilitate the monitoring of correct methodological realization of teaching initial reading and writing.

This research covers one segment of teaching initial writing in the first grade and pertains to the proper position of the body, hand, and pencil. It is aimed at the identification of the body posture while writing, as well as the position of a student's hand and the way a pencil is grasped (N=629) in relation to the recommendations of scientific literature. The opinions of teachers (N=30) were also surveyed regarding the application of a digital visual base in the demonstration of formal and handwritten letters (script). It was surveyed whether teachers instruct their students regarding the proper body posture, hand position, and pencil grasps while writing, alongside the proper direction of writing standard school letters. The teachers have also expressed their opinions on whether they allowed any deviations in the writing direction and standard form of letters, as well as deviations from the school letter formation in other subjects. The results of this research will show the implementation level of standards and recommendations for teaching initial writing as well as the teachers' opinions on allowed deviations in teaching.

Keywords: initial reading and writing; teaching methodology of the Croatian language

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Teorijski i praktični aspekti cjelodnevnog nastave

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Sažetak

Organizirana odgojno-obrazovna djelatnost osnovnih škola u Republici Hrvatskoj na razini primarnog obrazovanja provodi se pet radnih dana u tjednu u periodu od 8 do 11.30 ili 12.15 sati. U navedenom periodu predviđene su petominutne stanke nakon svakoga školskog sata koji traje 45 minuta, odnosno petnaestominutna stanke nakon dva školska sata. Nakon obveznog dijela nastavnog dana i školskih aktivnosti učenici su uglavnom uključeni u organizirani boravak s prehranom, odnosno produženi boravak. Suvremeni način života, koji podrazumijeva produljeno radno vrijeme roditelja, iziskuje potrebu za organiziranim cjelodnevnom odgojno-obrazovnim radom škole u obliku cjelodnevnog nastave. U osnovnim školama uglavnom se ne odvija cjelodnevna nastava. Iznimka su u izvođenju cjelodnevnog nastave neke škole riječkog područja, poput Osnovne škole „Nikola Tesla“ i Osnovne škole „Kantrida“. Cjelodnevnom nastavom nastoji se vrijeme provedeno u školi ispuniti aktivnostima koje će povoljno utjecati na kognitivni, psihomotorni i afektivni razvoj učenika uz pravilne izmjene aktivnog učenja i odmora. Dinamičan nastavni proces usmjeren osobnom razvoju svakog učenika i jest jedan od ciljeva odgoja i obrazovanja. Implementacija cjelodnevnog nastave u hrvatski odgojno-obrazovni sustav podrazumijeva promjenu načina izvođenja nastave kao i promjenu organizacijsko-tehničkih te infrastrukturnih uvjeta škole. Samim time će i učitelji, kao glavni nositelji promjene, morati prilagođavati i usavršavati osobni i profesionalni pristup poučavanju. U radu su uspoređena organizacijska obilježja nastave u produženom boravku i cjelodnevnoj nastavi. Prikazane su dobrobiti, uvjeti za implementaciju te način

organizacije cjelodnevne nastave unutar odgojno-obrazovnih sustava nekih zemalja.

Ključne riječi: nastava; osnovna škola; produženi boravak

Theoretical and Practical Aspects of Full-Day Program of Education

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Abstract

Organised educational activity in Croatian elementary schools, at the level of primary education, is carried out during the five working days in a week, from 8 to 11:30 am, or 12:15 pm. During this period, five-minute breaks are provided after each 45-minute lesson, or a fifteen-minute break after two lessons. Following the compulsory part of the school day and school activities, students are mostly involved in organized children's stay at school with a meal, i.e., after-school stay. The contemporary way of living, which implies extended working hours of parents, requires the need for educationally organized school days as a full-day program of education. Elementary schools in Croatia generally do not have a full-day program of education. An exception are some schools in the Rijeka area, such as Elementary school "Nikola Tesla" and Elementary school "Kantrida". Full-day education program strives to fulfill the time spent in school with activities fostering the development of cognitive, psychomotor, and affective skills of students, with appropriate alternations of active learning and rest. A dynamic teaching process focused on the personal development of each student is one of the goals of education. The implementation of the full-day program of education in the Croatian educational system implies a change in teaching methods, as well as changes in the organizational, technical and infrastructural conditions of the school. Teachers, as the main deliverers of the change, will need to adapt and improve their personal and professional approaches to teaching. In this paper, the organizational features of teaching in after-school stay and full-day programs of education are compared. Benefits, as well as the conditions required for implementation and the way of organization of the full-day program of education within the educational systems of some countries, are presented.

Keywords: after-school stay; elementary school; teaching

Prepreke i izazovi uspješne implementacije istraživačkog učenja u početnoj nastavi prirodoslovlja

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Sažetak

Prednosti istraživački usmjerene, u odnosu na tradicionalnu predavačko-prikazivačku nastavu, očituju se u nekoliko segmenata: u uključivanju učenika u situacije stjecanja novih iskustava koja im omogućuju promjenu prethodnih koncepata, u mogućnostima da učenici svojim reakcijama i odgovorima usmjeravaju tijek nastavnog procesa, u prevladavajućem ozračju radoznalosti i propitivanja te u povezivanju spoznajnog procesa i procesa istraživanja. Unatoč brojnim prednostima istraživačkog učenja, dosadašnja istraživanja pokazala su kako učitelji takav oblik učenja relativno rjetko primjenjuju u svojoj svakodnevnoj nastavnoj praksi. U ovome radu prikazani su rezultati istraživanja čiji je cilj bio utvrditi koji su temeljni izazovi i moguće prepreke za provedbu istraživačkog učenja u početnoj nastavi prirodoslovlja. Istraživanje je provedeno na uzorku od 290 učitelja razredne nastave Grada Zagreba i Zagrebačke županije. Rezultati su pokazali kako učitelji prepreke za izvođenje istraživački usmjerene nastave ne vide u učenicima, njihovim radnim navikama, motivaciji ili disciplini, već među istaknutim preprekama i izazovima naglasak stavljaju na materijalne uvjete nužne za oblikovanje istraživački usmjerene nastave, na vrijeme koje je potrebno za njezinu provedbu i na nedostatna iskustva u

njezinoj organizaciji. Navedene izazove i prepreke potrebno je nadvladati kako bi istraživački usmjerena nastava postala sastavni dio svakodnevne odgojno-obrazovne prakse. Kako bi to bilo moguće, potrebno je kvalitetno osposobljavanje učitelja za njezinu uspješnu implementaciju.

Ključne riječi: istraživački usmjerena nastava; izazovi istraživačkog učenja; mišljenje učitelja; početna nastava prirodoslovlja; prepreke za provedbu

Barriers and Challenges for Successful Implementation of Inquiry-Based Learning in Primary Science

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Abstract

The advantages of inquiry-based, in comparison to traditional, lecture-based teaching is reflected in the student involvement in gaining new experiences that enable them to change earlier concepts, the possibilities for students to direct classes, the prevailing atmosphere of curiosity and questioning, and the connection of the cognitive and research processes. Despite many advantages of inquiry learning, recent research has shown that inquiry-based teaching is relatively rarely included in daily teaching practice. This paper presents the results of the research the aim of which was to identify the challenges and barriers of the implementation of inquiry-based teaching in primary science. The survey was conducted on a sample of 290 teachers of the City of Zagreb and Zagreb County. The results showed that teachers did not see the obstacles to the inquiry-based teaching in their students, their working habits, motivation or discipline, but they emphasized the material conditions necessary for the design of inquiry-based teaching, the time it takes for its implementation, and insufficient experience in its organization. Teachers need to overcome the above-mentioned challenges and barriers so that inquiry-based learning becomes an integral part of everyday educational practice. For successful implementation, adequate teacher professional development is necessary.

Keywords: barriers to implementation; challenges of inquiry-based learning; inquiry-based teaching; primary science; teacher's opinion

Socijalna dimenzija kao dio integriranoga održivog razvoja i učenje djece predškolske dobi

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Sažetak

U implementaciji tema u području održivoga razvoja, socijalna dimenzija i teme koje se odnose na siromaštvo, nejednakost, socijalne razlike, solidarnost, međuljudske odnose i sl. ostaju u sjeni ekoloških tema. Odnos prema prirodi, često se u radu odgojitelja stavlja ispred usmjerenosti na teme koje propituju međuljudske odnose. Poimanje održivoga razvoja u širem kontekstu koji se oslanja na ekonomske, kulturne, socijalne pa i ekološke teme, danas postaje sve više zastupljeno u obrazovanju budućih odgojitelja i njihovoj praksi. Iako odgojitelji radije biraju teme iz ekologije kao prigodne i prilagođene deci predškolske dobi, djeca su često intrinzično motivirana i zainteresirana za teme i aktivnosti sa socijalnom dimenzijom, ugrađuju ih u različite igre i aktivnosti usmjerene k istraživanju i spoznavanju svijeta koji ih okružuje. U istraživanju provedenome na prigodnom uzorku odgojitelja (N = 125, Novi Sad, Vojvodina) utvrđeno je u polovine anketiranih ispitanika neprepoznavanje prevladavanja siromaštva kao elementa održivoga razvoja, a nešto manje od polovine ispitanika smatra da održivi razvoj nije povezan sa socijalnom pravdom. Također, više od polovine anketiranih nije sigurno ili smatra da temu siromaštva ne treba uključiti u rad s djecom rane i predškolske dobi. U radu su dalje prikazani rezultati istraživanja stavova i motivacije odgojitelja prema temama iz svih ostalih područja održivoga razvoja koje su služile kao osnova za obrazovanje odgojitelja i njihovu senzibilizaciju za razumijevanje integriranja

održivoga razvoja u sva druga područja rada usmjerena k cjelovitome razvoju djeteta. Kao rezultat provedenoga obrazovanog ciklusa odgojitelja izdvojili smo primjer aktivnosti s temom ukidanja razlika, kao jednoj od ciljeva integriranoga održivoga razvoja, provedenoj primjenom kamišibaj kazališta (japansko lutkarsko kazalište od papira). Ono je po svojim odlikama i mogućnostima prilagođeno djeci predškolske dobi, kako sudjelovanju u učenju putem gotovih pripremljenih sadržaja tako i u aktivnom participativnom učenju djece. Ta je metoda rada bila tijekom edukacije predložena odgojiteljima kao nova metoda učenja dramskim aktivnostima. Provedeno akcijsko istraživanje, edukacija odgojitelja i primijenjene vještine i znanja u odgojno-obrazovnoj praksi bili su učinkoviti u senzibilizaciji i motivaciji odgojitelja za uvođenje novih područja rada, aktivnosti i tema koje se često ne prepoznaju kao dio održivoga razvoja. Praktično značenje vidljivo je u otvaranju procesa učenja odgojitelja i djece rane i predškolske dobi prema polemiziranju, preispitivanju i razumijevanju tema u području socijalne dimenzije integriranoga održivoga razvoja.

Ključne riječi: integrirani održivi razvoj; kamišibaj; socijalna dimenzija; stavovi odgojitelja; učenje djece predškolske dobi

Social Dimension as a Part of an Integrated Sustainable Development and Learning of Preschool Children

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Abstract

Social dimension and topics related to poverty, inequality, social differences, solidarity, interpersonal relations, and others, remain in the shadow of environmental issues in implementing the themes within the field of sustainable development. In the work of preschool teachers, the attitude toward nature is often placed after the topics related to interpersonal relations. Looking at sustainable development in a wider context that relies on economic, cultural, social, and environmental issues, it becomes more important in the education of future preschool teachers and their practice. Although teachers frequently choose ecology topics as appropriate for preschoolers, children are often intrinsically motivated and interested in the area and topics of the social dimension, as well as the activities and different games oriented at exploring and understanding the world around them. In a survey carried out on a sample of preschool teachers (N=125, Novi Sad, Vojvodina), half of the respondents did not recognize the prevalence of poverty as an element of sustainable development, and slightly less than half of the respondents considered that sustainable development was not related to social justice. Also, more than half of the respondents were not sure or think that the topic of overcoming poverty should not be included in work with preschool children. The paper further presents the results of research on the attitudes and motivation of educators towards topics from all other areas of sustainable development, which served as a basis for educating and developing the sensitivity of preschool teachers to understanding how to integrate sustainable development in all areas of work-oriented towards the holistic development of children. As a result of the implemented educational cycle for preschool teachers, we set out an example of activities aimed at eliminating differences, as one of the defined goals of integrated sustainable development, using the kamišibai theater (Japanese paper theater). According to its features and capabilities, it is adapted to preschool children, both in learning through ready-made contents and in their active self-learning participation. This method was proposed to educators during the conducted education, as a new method of learning drama activities. This action research, i.e., the education of educators and application of skills and knowledge in educational practice, was effective in sensibilisation and motivation of preschool teachers to introduce new areas of work, activities, and topics that are rarely recognized as part of integrated sustainable development.

Keywords: attitudes of preschool teachers; integrated sustainable development; kamišibai social dimension; learning of preschool children

Prvi odgojno-obrazovni ciklus u svjetlu kurikularne reforme

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Sažetak

Nacionalnim kurikulumom za osnovnoškolski odgoj i obrazovanje (2016) definirana su odgojno-obrazovna razvojna razdoblja učenika, a u prvi odgojno-obrazovni ciklus uključeno je i obvezno predškolsko obrazovanje te prvi i drugi razred osnovne škole. Ključnim je dokumentima također predviđeno da se od školske godine 2020./2021. pomakne dobna granica za polazak u osnovnu školu kako bi djeca s navršениh šest godina krenula u prvi razred. Tako će djeca u program predškole ulaziti jednu godinu ranije, odnosno u prvi odgojno-obrazovni ciklus s navršениh pet godina života. Brojna istraživanja prepoznaju razdoblje tranzicije iz predškolskoga u osnovnoškolski sustav kao jedno od stresnijih razdoblja u životu djeteta te kao jedno od značajnih pitanja u promišljanju suvremenog djetinjstva (npr. Moss, 2013; Bennet, 2013; Dockett i Perry, 2014; Somolanji Tokić, 2016 i dr.).

Temeljem najavljenih promjena, u radu se teorijskom analizom razmatraju tri ključne teme: usklađenost predškolskog i školskog kurikula (u funkciji izbjegavanja školifikacije programa predškole, lakšeg prijelaza djece iz predškole u prvi razred osnovne škole te ostvarenja načela pedagoškog kontinuiteta između dvaju odgojno-obrazovnih sustava), spremnost odgojitelja i učitelja na promjene koje se najavljuju (usklađenost i/ili reforma studijskih programa za obrazovanje odgojitelja i učitelja) te spremnost roditelja i obitelji u procesu prelaska djece iz vrtića u osnovnu školu (što je i za obitelj je značajno, a često i stresno, razvojno razdoblje). Temeljem napravljene analize postojećeg stanja i potreba djece i roditelja, predlaže se poduzimanje sljedećih aktivnosti: izgradnja adekvatnog modela odnosa između predškolske ustanove i osnovne škole, odnosno osnaživanje kurikulskih poveznica između predškolskog i osnovnoškolskog sustava; usuglašavanje profesionalnog razvoja i cjeloživotnog učenja odgojitelja i učitelja; uspostava istinskih partnerskih odnosa između djece, roditelja, odgojitelja i učitelja kao sudionika u sukonstrukciji kurikula prelaska iz dječjeg vrtića u osnovnu školu. U radu se napušta jednostrani koncept spremnosti djeteta za polazak u škole te se prihvaća i promovira model spremnosti svih subjekata uključenih u proces prelaska djeteta iz predškolske ustanove u osnovnu školu.

Ključne riječi: kurikulske poveznice; osnovna škola; partnerstvo; program predškole

The First Educational Cycle in the Light of Curricular Reform

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Abstract

The National Curriculum for Compulsory Education (2016) defines the educational and developmental stages of pupils, and the first education cycle includes compulsory preschool education, as well as the first and second grades of primary school. Other key documents have also announced that the age limit for entering primary school would be shifted, so children could start their first grade from the age of six. Thus, children would start with the first educational cycle by enrolling in preschool one year earlier, i.e., at the age of five. A large body of research has recognized the transition period from preschool to primary school system as one of the most stressful periods in childhood life, and as one of the most important issues in considering the features of contemporary childhood (e.g., Moss, 2013, Bennet, 2013, Dockett & Perry, 2014, Somolanji Tokić, 2016, and others). Based on the announced changes, this article deals with three key themes: (1) compatibility of preschool and school curricula (to avoid “schoolification” of preschool education, to ease children’s transition from preschool to the first grade of primary school, and to realize the principles of pedagogical continuity between these two educational systems); (2) the readiness of preschool teachers and compulsory school teachers for the announced changes (compatibility and/or reform of study programs for preschool teachers and compulsory school teachers); and (3) the readiness of parents and families in the process of children’s transition from kindergarten to primary school (children’s transition into the primary school system is a very sensible and stressful developmental period for their families, as well). Based on the analysis of the existing situation

and the needs of children and parents, it is proposed to undertake the following activities: building an adequate model of the relationship between preschool and primary school, or strengthening the curricular links between the preschool and primary school system; harmonization of professional development and lifelong learning of preschool teachers and compulsory school teachers; establishing true partnerships between children, parents, preschool teachers, and compulsory school teachers as active participants in the construction of the curriculum transition from kindergarten to primary school. In this article, the one-sided concept of children's readiness for school is abandoned, but the model of all subjects included in transition processes is accepted.

Keywords: curricula links; partnership; preschool program; primary school

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Prakseološke metode i korelacija s teorijskom nastavom u strukovnom obrazovanju

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Sažetak

U Elektrotehničkoj školi u Zagrebu, na praktičnoj nastavi u okviru Radioničkih vježbi, već dugi niz godina učenici od prvoga do četvrtog razreda rade na vlastitom projektu, to jest izrađuju cjeloviti proizvod koji ima praktičnu primjenu. Naziv tog proizvoda je Višenamjenski izvor napajanja (skraćeno VIN) koji ima praktičnu primjenu kao izvor istosmjernog napona. Metodički je razrađen u četirima inačicama, ovisno o predznanju i zanimanju učenika za koji se školuju (VIN0, VIN1, VIN2 i VIN3). Inačice su razrađene u četiri razine koje se razlikuju po složenosti, najjednostavnija je VIN0, a najslabija je VIN3. Rad na uređaju podijeljen je u četiri etape, a svaka etapa traje jednu školsku godinu. Etape su razrađene u skladu s planom i programom nastavnog predmeta Radioničke vježbe, a u korelaciji s nastavnim sadržajima koji se usvajaju na strukovnim predmetima u teoretskoj nastavi i Tehničkim odgojem koji su učenici savladali u osnovnoj školi. Na prvoj godini primjenjuju se znanja i vještine stečene na Tehničkom odgoju u osnovnoj školi, a postoji korelacija s nastavnim predmetima Tehničko crtanje dokumentiranje i Osnove elektrotehnike, na drugoj s nastavnim predmetima Osnove elektrotehnike, Mjerenja u elektrotehnici te Elektroničkim materijali i komponente (koji je postojao u starom kurikulumu usmjerenja Tehničar za računalstvo), na trećoj godini s nastavnim predmetima Elektronički sklopovi i poglavljima Digitalne elektronike. Tijekom četvrte godine uređaj se testira i objedinjuju se ishodi svih strukovnih predmeta. Detaljnim planiranjem i kombiniranjem različitih prakseoloških nastavnih metoda postignuto je da učenici različitih predznanja i motoričkih predispozicija prema praktičnom radu i uporabi različitih alata tijekom četverogodišnje naobrazbe postignu jednake ishode, gotov proizvod koji ispravno radi te koji postaje njihov i nose ga kući. Istraživanje provedeno u Elektrotehničkoj školi pokazalo je da učenici bolje znaju teorijske nastavne sadržaje vezane za elemente i sklopove ugrađene u uređaj na praktičnoj nastavi. Dio učenika koji ima mogućnosti za to ohrabren vještinama stečenim praktičnim radom odvažuje se na samostalne projekte kod kuće ili bira izradu uređaja kao temu završnog rada.

Ključne riječi: korelacija; prakseološke metode; projekt; radioničke vježbe; strukovna nastava

Practical Methods and Correlations with Theoretical Instruction in Vocational Education

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Abstract

In the School of Electrical Engineering in Zagreb, within the framework of Workshop Exercises, for many years, students from the first through fourth grade have worked on their projects to design complete products with practical application. The name of that product is Multipurpose Power Supply (abbreviated MPS), which has a practical purpose as a source of DC voltage. It is methodically elaborated in four variants, depending on the foreknowledge and profession of the students (MPS0, MPS1, MPS2, and MPS3). These are elaborated at four levels that differ in complexity: the most varied is MPS0, and the most complex variant is MPS3. The operations on the device are divided into four stages, and each stage lasts for one school year. The stages were elaborated following the Workshop Exercise course curriculum, and in correlation with the teaching contents used in the theoretical and technical education subjects learned by pupils in elementary school. In the first year, the knowledge and skills acquired in the Technical Education in elementary school are applied, and there is a correlation with the subjects of Technical Drawing of Documentation and Fundamentals of Electrical Engineering in the second year, with the subjects Computer Engineering Technician on the third year, and the subject of Electronic Circuits and some chapters of Digital Electronics. During the fourth year, the device is tested and the outcomes of all professional subjects are combined. Detailed planning and combination of various practical teaching methods helped all students reach the same outcomes during the four years, that is, to complete a functioning product that becomes their possession. That is accomplished regardless of students' previous knowledge and motor skills predispositions concerning practical work and the use of various tools. The research conducted at the School of Electrical Engineering has shown that practical teaching results in students' better theoretical knowledge in elements and unit assemblies. Some students, encouraged by the skills gained during the engagement in practical work, take the opportunity to start their own projects at home, or as their final projects.

Keywords: correlation; practical methods; project; vocational training; workshop exercises

Digitalno doba – napredak ili prepreka u odgojno-obrazovnom procesu?

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Sažetak

Napretkom tehnologije nastupilo je digitalno doba tijekom kojega su nastale promjene u tehnologiji, ali i u stilu života. Za digitalne medije, zbog njihove sveprisutnosti u životima suvremene obitelji i brza pristupa informacijama i zabavi, djeca imaju velik interes. Napredak je neminovno utjecao i na odgojno-obrazovni proces u predškolskim ustanovama. Da bi djeci omogućili kvalitetan proces učenja, odgojitelji trebaju poznavati suvremene odgojne teorije, usklađene sa životnim promjenama. Digitalne kompetencije ključne su u radu u predškolskim ustanovama u 21. Stoljeću, a rezultat toga nove su teorije digitalnih kompetencija. Da bi u svome radu pravilno mogli provesti složen proces učenja, odgojitelji predškolske djece trebaju posjedovati digitalne kompetencije, kao što su upotreba elektroničkih medija u odgojno-obrazovnom procesu, kritičko promišljanje, upravljanje informacijama i komunikacijske vještine. Cilj je ovoga rada prikazati prednosti i prepreke koje su se pojavile kao rezultat promjena do kojih je u odgojno-obrazovnom procesu došlo s pojavom digitalnog doba. Prednost je digitalizacije pristup informacijama od kojih nas dijeli samo nekoliko sekundi te ih se može lako prenijeti tijekom procesa učenja u predškolskim ustanovama. Iskustveno učenje i socijalna okolina najvažniji su segmenti u djetetovu cjelokupnom razvoju, a digitalni uređaji samo su instrument u pronalasku i dijeljenju informacija. Jedna od prepreka je izostanak digitalnih kompetencija i manjak medijske pismenosti stručnjaka u neposrednom odgojno-obrazovnom procesu. Hipoteze prikazane u ovom radu utemeljene su na rezultatima mrežnog istraživanja provedenoga na reprezentativnom uzorku od 154 odgojitelja djece rane i predškolske dobi, na području Sisačko-Moslavačke županije i Grada Zagreba. Provedeno istraživanje potvrdilo je hipotezu da su digitalne kompetencije važna komponenta u odgojno-obrazovnom radu odgojitelja.

Ključne riječi: digitalne kompetencije; digitalno doba; odgojno-obrazovni proces

Digital Age: Progress or Obstacle in the Educational Process

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Abstract

Technology advances have brought the digital age, during which not only changes in technology emerged, but also in lifestyle. Digital media are of great interest to children because of their omnipresence in modern family life, and quick access to information and entertainment. Progress has inevitably affected the educational process in preschool institutions. To provide children with quality learning processes, preschool educators need to know and apply contemporary theories that accompany lifestyle changes. Digital competences are key in the work of preschool institutions of the 21st century. As a result of the new theories of digital competences, preschool educators should have certain digital competencies in their work, such as the use of electronic media in the educational process, critical thinking, information management and communication skills, to the proper execution of a complex learning process. This paper aims to show some advantages and some obstacles that have arisen as a result of changes in the digital age of the educational process. One of the obstacles is the lack of digital competence of experts in the educational process. The advantage of digitization is in easy access to information that is only a few seconds away, and information can easily be transmitted during the learning process in preschool institutions. Experiential learning and social environment are the most important segments in children's overall development, and digital devices are only instruments for finding information. Some of the hypotheses presented in this paper are based on the results of an online survey conducted on a representative sample of 154 kindergarten teachers in Sisak-Moslavina County and the City of Zagreb. The online research confirmed the hypothesis that digital competences are an important component of the educational work of preschool educators.

Keywords: digital age; digital competence; educational process

Metrijske karakteristike testa koordinacije i repetitivne snage

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Sažetak

Glavni cilj istraživanja bio je utvrditi metrijske karakteristike testa sunožnih bočnih preskoka preko konopca i testa s loptom. Istraživanje je provedeno u 2 dječja vrtića, jedan iz Zagreba, a drugi iz Dugog Sela, na uzorku djece predškolske dobi. Veći broj djece (N = 51) sudjelovao je u testu sunožnih bočnih preskoka preko konopca, a manji broj djece (N = 37) u testu puzanja s loptom. Cilj je rada ispitati metrijske karakteristike testa repetitivne snage (sunožni bočni preskoci) i metrijske karakteristike testa koordinacije (puzanje s loptom). Mjerenje je provedeno tijekom svibnja i lipnja 2018. godine.

Dobiveni rezultati pokazali su dobre metrijske karakteristike obaju mjernih instrumenata te je moguća njihova primjena u radu s djecom predškolske dobi.

Ključne riječi: djeca predškolske dobi; koordinacija; mjerni instrumenti; repetitivna snaga nogu

Metric Characteristics of Coordination and Repetitive Straight

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Abstract

The main aim of this research was to determine the metric characteristics of jumping over the rope and crawling with the ball. The research was conducted in two kindergartens, one in Zagreb, and one in Dugo Selo, on a sample of preschool children. A larger sample (N=51) took part in the jumping over the rope test,

and a smaller group of children (N=37) participated in the crawling with the ball test. The aim of the tests was to examine the metric characteristics of the repetitive strength test (jumping over the rope), and the metric characteristics of the coordination test (crawling with the ball). The measurements were taken during May and June 2018.

The results showed good metric characteristics in both measuring instruments, and they are possibly applicable in working with preschool children.

Keywords: coordination; measuring instruments; preschool children; repetitive leg strength

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Rodna ravnopravnost i smanjenje siromaštva u učenju djece predškolske dobi

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Sažetak

Socijalna održivost, izražena pored ostaloga kao prevladavanje siromaštva i ostvarenje spolne ravnopravnosti, integrirani je dio ostvarivanja društvene održivosti. Pitanja rodne ravnopravnosti i prevladavanja siromaštva, preduvjeti su univerzalnih standarda građanskoga društva, i ostvarivanja ljudskih prava, socijalne pravde i uključenosti, te su ključne odrednice strategije razvoja društva u 21. stoljeću. S obzirom na to da ostvarivanje održivosti pretpostavlja proaktivan odnos prema okruženju, rano obrazovanje ključno je za njegovo razvijanje. Iako se čini da se o ovim temama dovoljno govori, one su slabo vidljive u odgojno-obrazovnoj praksi kojom djeca od rane i predškolske dobi istražuju, uče i usvajaju vrijednosti usmjerene k održivome razvoju. U radu su prikazani rezultati istraživanja odnosa odgojitelja djece rane i predškolske dobi prema učenju o socijalnoj održivosti, a s ciljem stjecanja uvida u njihove stavove o tim pitanjima. Istraživanje je provedeno na uzorku od 125 novosadskih odgojitelja. Rezultati pokazuju da samo polovina ispitanih povezuje održivi razvoj s prevladavanjem siromaštva i nešto više njih (59 %) sa ravnopravnošću spolova. Značajan istraživački doprinos jest afirmacija dviju tema, za koje je najveći broj odgojitelja izrazio nesigurnost u pogledu potrebe njihova uvođenja u područje rada s djecom rane i predškolske dobi. U slučaju prevladavanja siromaštva nije utvrđena statistički značajna povezanost (mjereno Hi-kvadrat testom) između prepoznavanja prevladavanja siromaštva kao elementa održivoga razvoja i izražavanja nesigurnosti u pogledu uvođenja te teme u predškolske programe. Međutim, prepoznavanje rodne ravnopravnosti kao elementa održivog razvoja jest statistički značajno povezana s procjenom uključivanja te teme u rad s djecom rane i predškolske dobi (Hi-kvadrat = 8,298; $p < 0,05$, Cramer'V = 0,259). Ta se povezanost iskazuje tako što značajan broj odgojitelja koji prepoznaju rodnu ravnopravnost kao element održivog razvoja drži da je tema važna i da je treba uključiti u programe ranog i predškolskog odgoja i obrazovanja, dok skoro polovina onih koji rodnu ravnopravnost ne povezuju s održivim razvojem nije sigurna da je temu treba uključiti u odgojno-obrazovne programe. Iako dobiveni rezultati zahtijevaju temeljniju analizu

razloga iskazanih stavova, oni ukazuju na potrebu intenzivnijega metodičkog obrazovanja i senzibilizacije odgojitelja o navedenim temama u području ranog i predškolskog odgoja i obrazovanja, kao preduvjet uspjeha obrazovnog procesa i ostvarenja održivog društva.

Ključne riječi: održivi razvoj; prevladavanje siromaštva; rodna ravnopravnost; socijalna održivost; učenje djece predškolske dobi

Gender Equality and Poverty Reduction in Early and Preschool Children Education

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Abstract

Livelihood sustainability, among other things, known as overcoming poverty and achieving gender equality, is an integral part of reaching social sustainability. The issues of gender equality and overcoming poverty are prerequisites for universal standards of civil society, a realization of human rights, social justice and inclusion, and are the key determinants of the developmental strategy of the 21st-century society. Given that achieving sustainability requires a proactive attitude towards the environment, early education is crucial for its development. Although the impression is that these topics are sufficiently discussed, they are poorly visible in the educational practice where children research, learn and adopt values that are oriented towards sustainable development, from an early age. The paper presents the findings of a survey of preschool teachers' attitudes on learning about social sustainability aiming to gain more insight into them. The research was conducted on a sample of 125 preschool teachers in Novi Sad. The findings indicate that only half of them relate sustainable development with overcoming poverty, and slightly more (59 percent) with gender equality. The important contribution of this research is the affirmation of the two topics, for which the largest number of educators expressed uncertainty regarding the need for their introduction into the early and preschool age learning program. In the case of overcoming poverty, the connection between identifying the overcoming of poverty as an element of sustainable development and expressing uncertainty regarding the introduction of this topic into preschool programs is not statistically significant (by the Hi-square test). However, the connection between recognition of gender equality as an element of sustainable development and assessment of the inclusion of this topic in early and preschool children education is statistically significant (Hi-square=8.298, $p < .05$, Cramér's $V = .259$). This connection is expressed by the fact that a significant number of preschool teachers who identify gender equality as an element of sustainable development consider this topic as important, and that it should be included in early and preschool educational programs, while almost half of those who do not identify gender equality as element of sustainable development are not sure that it is necessary to include it in educational programs. Although the obtained results require a more thorough analysis of the reasons for the stated attitudes, they certainly point to the need for more intensive methodical education and sensitization of preschool teachers in this field as a precondition for the success of the educational process and the achievement of a sustainable society.

Keywords: early and preschool learning; gender equality; overcoming poverty; sustainable development; social sustainability

Pristup zavičajnoj nastavi na primjeru gradske lože u Labinu

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Sažetak

Slijedom utjecaja globalizacije i modernizacije, kao i sve češćim iseljavanjem u inozemstvo, u društvu dolazi do slabljenja identifikacije sa zavičajem i tradicijskim običajima. Stoga je 2014. godine u Istarskoj županiji uvedena zavičajna nastava u predškolskim ustanovama, a primjer dobre prakse proširio se 2015. godine na osnovne i srednje škole.

Gradska loža u Labinu, kao jedna od najljepših loža u Istri, zbog svoje iznimno dobro sačuvane arhivske građe, nudi mogućnost implementacije zavičajnih sadržaja u odgojno-obrazovni proces. Njezinom prenamjenom i vraćanjem u društveni život građana stvoren je prostor koji odgovara potrebama suvremenog života i arhitektonsko-umjetničkom ambijentu te je ujedno osigurana primjerena zaštita spomeničke baštine za buduća vremena. Kao takva, ona može zauzeti važno mjesto u zavičajnoj nastavi i zadovoljiti njezine opće i specifične ciljeve. Iz tog je razloga u radu prikazana provedba zavičajne nastave u razrednoj nastavi na primjeru gradske lože u Labinu.

Glavni ciljevi ovog rada jesu da se sadržaji zavičajne nastave na primjeru gradske lože u Labinu implementiraju u nastavne planove i programe, odnosno kurikule nižih razreda osnovnih škola na području Labinštine te da učenici putem iskustvenog učenja i istraživačkih aktivnosti upoznaju, očuvaju i afirmiraju jednu od vrijednosti i osobitosti grada Labina. Najmlađe bi se učenike ovakvim projektom potaklo na suradničko istraživanje, otkrivanje i zaključivanje. Sudjelovanjem na ovom projektu kod učenika bi se razvila znatiželja prema vlastitome gradu i kulturi te bi ih se potaklo na promišljanje i uspoređivanje s drugim kulturama, čime se pridonosi razvoju kompetencije kulturne svijesti i izražavanja, a ujedno i razvijanju istraživačke radoznalosti, kreativnog mišljenja, komunikacijskih vještina i povezivanja sadržaja učenja.

Realizacijom projekta doprinijelo bi se ciljevima Istarske kulturne strategije za razdoblje 2014. – 2020. tako što bi se povećali interesi javnosti za kulturnu baštinu Istarske županije i grada Labina. Također, realizirala bi se i Strategija obrazovanja Istarske županije gdje je relevantno značenje stavljeno na osiguravanje aktivne uloge djece u očuvanju nasljeđa i identiteta.

Ključne riječi: gradska loža; kulturna baština; Labin; razredna nastava; zavičajna nastava

Approach to Homeland Teaching on the Example of the City Loggia in Labin

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Abstract

Due to the impact of globalisation and modernisation, as well as the more frequent migrations to foreign countries, there is a social occurrence in the form of diminished identification with one's homeland and attenuation of traditional customs. Therefore, in 2014, preschool institutions of Istria County introduced homeland teaching, and this example of good practice spread further onto primary and secondary schools in 2015.

The Labin city loggia, as one of the most beautiful loggias in Istria, due to its well-preserved archival materials, offers the possibility of implementation of homeland contents in the educational process. After its conversion, it regained importance in the citizens' social life, and it became a space that is appropriate for the needs of contemporary life, and an architectural-artistic ambiance has been created. At the same time, adequate protection of the monumental heritage for future times has been ensured. As such, it can take a significant place in homeland teaching, and this fulfills its general and specific aims. Therefore, this paper presents homeland teaching in lower grades of primary school through the example of the Labin city loggia.

The main aim of this paper is to implement the contents of homeland teaching from the example of the Labin city loggia into teaching plans and programmes, i.e., curricula for lower grades of primary school in the area of Labin, and to enable pupils, through experiential learning and research activities, to meet, preserve, and affirm one of the values and characteristics of the city of Labin. This project would encourage the youngest pupils to do research, reveal findings and conclusions collaboratively. The participation in this project would develop pupils' curiosity about their hometown and culture, and encourage them to consider and compare their culture with other cultures, which contributes to the development of cultural awareness and research competence, as well as to the development of research curiosity, creative thinking, communicational skills, and correlation of learning contents.

The realisation of the project would contribute to the aims of the Istrian Cultural Strategy for the period 2014 – 2020 by increasing the public interest for Istria County and the City of Labin's cultural heritage. Moreover, the Istria County Educational Strategy would also be realised, where relevant significance is put on ensuring children's active role in preserving their own heritage and identity.

Keywords: city loggia; classroom teaching; cultural heritage; homeland teaching; Labin

Potencijali suradničkog učenja u medijskom opismenjavanju na primjeru projekta

Medijska gradionica GFG-a Koprivnica

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Sažetak

U ovom se radu iznose rezultati istraživanja provedenog metodom studije slučaja te strukturiranim upitnicima radi uvođenja projektne nastave, a s krajnjim ciljem provođenja suradničkog učenja, tj. osnivanja mreže ekspertnih učeničkih timova srednjoškolaca sa zadaćom vršnjačkoga medijskog opismenjavanja.

U Gimnaziji Frana Galovića u Koprivnici učenički je interes za medijsku pismenost istražen strukturiranim ulaznim upitnikom u lipnju 2017. godine, nakon čega je uveden fakultativni predmet Medijska kultura. Kao ekstenzija toga predmeta, a s ciljem uključivanja većeg broja učenika, u 2018./2019. realiziran je projekt Medijska gradionica. Projekt je ostvaren u trima ciklusima obuhvativši sve sastavnice tradicionalne definicije medijske pismenosti. Prvi je pripremni ciklus pružio temeljna teorijska znanja učenicima i nastavnicima u obliku predavanja renomiranih medijskih pedagoga, teoretičara i praktičara. Drugi se ciklus sastojao od radionica na kojima su se analizirali i vrednovali medijski sadržaji te su se stjecala praktična znanja i vještine s područja filma, radija i televizije. U trećem ciklusu poticalo se učeničko stvaralaštvo, a raspisan je i natječaj za najbolji multimedijски uradak i medijski tekst.

U osnovi je projekta bilo načelo interaktivnosti i vršnjačke suradnje. Svaki je stupanj projektnog sadržaja po završetku evaluiran. Ulaznim i izlaznim upitnikom zahvaćeno je oko 460 učenika; prvi je bio dijagnostički, a drugomu je bio cilj istražiti može li se jednogodišnjim školskim projektom senzibilizirati srednjoškolce za medijske teme i njihovo kritičko promišljanje. Nakon toga je selektiran učenički projektni tim koji je prošao strukturiranu osnovnu medijsku teorijsku i praktičnu edukaciju te započeo sa samostalno vođenim radionicama za vršnjake.

Takav metodički pristup medijskom opismenjavanju važan je suvremeni obrazovni oblik poučavanja koji se pokazao učinkovit i poticajan za inicijativu o osnivanju mreže ekspertnih učeničkih timova (i medijski pametnih gradova) što se artikularalo kao kruna Medijske gradionice. Ovdje se, na tragu iskustva i znanja iz pera njemačkih srednjoškolskih nastavnika Ludgera Brüninga i Tobiasa Sauma opisanima u knjizi Suradničkim učenjem do uspješne nastave: kako aktivirati učenike i potaknuti ih na suradnju, detaljno prikazuje koprivničko iskustvo.

Ključne riječi: ekspertni učenički tim; Medijska gradionica; medijska pismenost; projektna nastava; suradničko učenje

The Benefits of Collaborative Learning in Media Literacy as Exemplified by the

“Medijska gradionica” GFG Koprivnica

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Abstract

This text contains the results of case studies and structured questionnaires made to institute project-based learning, with the final goal of incorporating peer-learning into the class structure and creating a network of expert teams of high-schoolers for achieving media literacy through collaborative learning.

At Koprivnica's Fran Galovic High School, the level of interest in media literacy was determined by a preliminary questionnaire in June of 2017, after which an elective course, Media Culture, was introduced. As an extension of this class, a project by the name of Medijska gradionica (Eng. Media Buildshop) GFG started in the school year 2018/2019. The project was carried out in three cycles. The initial cycle provided students and teachers with basic theoretical knowledge through lectures held by renowned media pedagogues, theoreticians, and practitioners. The second cycle consisted of workshops dedicated to analysing and determining the value of various media texts and gaining practical knowledge and skills in the area of film, radio, and television. In

the third cycle, students were encouraged to submit their own media work – a competition was introduced to determine the best student multimedia project and media text.

The project was largely based on the principles of interactivity and peer collaboration. Each stage of this project was post-evaluated. The preliminary and final questionnaires were taken by about 460 students; the first was intended for diagnostic purposes, and the second to determine whether a one-year school project can pique high school students' interest in media topics and critical analysis. After this research, a team of students was assembled, and they started holding workshops for their peers. This methodical approach to media literacy is a crucial contemporary form of education that has proven to be very efficient as a mean for establishing networks of expert student teams (and media-literate cities), which was emphasized as the peek of Medijska gradionica.

The case of Koprivnica's media literacy program is here explored in detail, with the theoretical base presented by German high school teachers, Ludger Brüning and Tobias Saum, in their book Successful Teaching through Cooperative Learning.

Keywords: collaborative learning; expert student teams; medijska gradionica; media literacy; project classes

Izražavanje doživljaja o književnomjetničkom tekstu u nastavi Hrvatskoga jezika

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Sažetak

U ovome radu govori se o istraživanju novih načina provedbe objave doživljaja u analizi književnomjetnočkoga teksta. Novi načini potraženi su u dramskim i psihologijskim tehnikama. Rad se temelji na istraživanju koje se sastoji od ispitivanja mišljenja 60 učitelja razredne nastave o objavi doživljaja u analizi književnomjetnočkoga teksta, a pomoću polustrukturiranoga upitnika te praktičnoga dijela koji je proveden u četirima razredima petrinjskih osnovnih škola. Prvim dijelom istraživanja došlo se do spoznaja o mišljenjima učitelja o objavi doživljaja i važnosti te etape nastavnoga sata u daljnjoj interpretaciji teksta. Analiza rezultata provedenoga istraživanja pokazuje da većina učitelja provodi objavu doživljaja i smatraju je važnom za daljnju interpretaciju teksta. Nadalje, rezultati pokazuju da se dio ispitanika koristi različitim načinima objave doživljaja, dok dio njih nema dovoljno znanja o drugačijim načinima provedbe objave doživljaja. Praktični dio istraživanja pokazao je da su učenici vrlo otvoreni za drugačije načine provedbe objave doživljaja i kako su im korištene dramske i psihologijske tehnike bile dobar predložak za verbalizaciju svojih misli i osjećaja te se olakšala literarna komunikacija s književnim tekstom. Rezultati ovoga istraživanja mogu biti predložak za pronalazak atraktivnijih i učinkovitijih načina provedbe izražavanja doživljaja o književnomjetničkom tekstu.

Ključne riječi: dramske tehnike; izražavanje (objava) doživljaja; misli i osjećaji; psihologijske tehnike

Expression of the Experience of Literary Text in the Teaching of the Croatian Language

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Abstract

This paper deals with the exploration of new ways of expressing emotional experience during the analysis of literary texts. These new ways of expression have been studied in dramatic and psychological techniques. The paper is based on a study that investigated the opinions of 60 classroom teachers regarding this phase of a lesson using a semi-structured questionnaire, and which also included lessons taught in two 3rd grades and two 4th grades. The first part of the research provided the data on teachers' opinions about the

expression of emotional experience and the importance of this lesson phase in the further interpretation of the text. The analysis of the obtained results indicates that most teachers implement the expression of emotional experience in their teaching, and they consider it important for further text interpretation. Moreover, the results show that some teachers use different ways of expressing emotional experiences, while some believe they lack the knowledge necessary to introduce these different and new ways of expressing emotional experience. The practical part of the research, i.e. teaching the lesson, showed that the students were very open to different ways of expressing their experiences and that the implemented dramatic and psychological techniques were a good model for verbalizing their thoughts and feelings, which further facilitated literary communication with the text. The results of this research may, therefore, be used as a model for finding more attractive and more effective ways for students to express their emotional experiences of literary texts.

Keywords: expression (disclosure) of experiences; drama techniques; psychological techniques; thoughts and feelings

Simpozij P(r)oučavanje hrvatskoga jezika, književnosti, dramske i medijske culture

Symposium Education and Research in the Croatian Language, Drama and Media Culture

Sažetke simpozija pripremile su voditeljica simpozija Vladimira Velički i tajnica simpozija Zrinka Vukojević. The abstracts were prepared by the chair of the symposium, Vladimira Velički, and the secretary of the symposium, Zrinka Vukojević.

Pozvano predavanje / Keynote lecture

Individualisation, conversation, competence

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Abstract

The presentation is primarily focused on the concept of reading a conversation between a reader and a text, and between readers about texts. The construction of literary meaning arises primarily from an interaction between the reader and the text in an interpersonal, intertextual, and a broader context, but the key question of teaching literature (also at the higher education level) is how to build the interpretive community related to literature, and how to interlace different motivations (intrinsic, extrinsic and social), literary meaning, the substantiated opinion about texts, as well as knowledge and creativity. Several examples of good practice in Children's Literature seminar at the university are presented to illustrate the mentioned basis for a contemporary communicative literature teaching: a seminar work can be a parody (Hansel and Gretel of the 21st Century on Facebook), a pastiche (The Witches' Tea Party), a short film focused on a problem topic novel or a combination of all possibilities mentioned above (Fairy Tale Hangover). Students are encouraged to take such complex approaches to literature by using directives (command terms when working with texts) such as explore, evaluate, interpret by, etc. In addition, talented students are taken into consideration: How could a student be identified as gifted for literature discussion? The presentation proceeds to music by quoting American rapper Brother Ali, "I think music and conversation really go together. Music is a conversation." An answer to the question of why it is reasonable to relate literature to hip-hop is offered: this approach is highly relevant for contemporary young readers, especially boys. The participants' individual work will focus on the question how to compare and contrast a literary text and rap; the task will be to find links between texts, the possibilities of linking them to a wider (literary and social) context, and the ways students' independent work could be promoted to increase their competence.

Keywords: conversation; individualisation; literature; rap; reading competence; reading

Prisutnost anglizama u spontanome govorenju djece osnovnoškolske dobi

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Sažetak

Hrvatski jezik relativno je malen jezik jer broji tek oko sedam milijuna govornika. Upravo zato, kao i svi drugi mali jezici, podložan je utjecaju drugih, većih i dominantnijih jezika. Tijekom povijesti bio je ponajviše pod utjecajem turskoga, talijanskoga, mađarskoga, njemačkoga i francuskoga jezika. Svi ti jezici s kojima je hrvatski bio u bliskome kontaktu ostavili su svoj trag u leksiku te vrlo malo i u gramatici pojedinih dijalekata. Danas na hrvatski, kao uostalom i na većinu drugih jezika, ponajviše utječe engleski jezik koji se u posljednjih dvadesetak godina nametnuo kao lingua franca. Dolaskom SMS poruka te širenjem društvenih mreža, njegova je prisutnost postala sve snažnija, osobito kod mlađih generacija. Veći dio vokabulara koji se koristi za komunikaciju na društvenim mrežama i u internetskom okruženju pripada engleskom jeziku, odnosno koriste

se engleski leksemi s hrvatskim sufixima najčešće u tvorbi imenica, glagola ili pridjeva. Upravo je zato cilj ovoga istraživanja ispitati koliko učenici osnovnoškolske dobi upotrebljavaju anglizme u svome spontanome govoru. U tu svrhu napravljeno je ispitivanje učenika četvrtoga i šestoga razreda osnovne škole u kojemu su učenici govorili o temi društvenih mreža, youtubera i influencera te su njihovi iskazi snimljeni. Svi će iskazi biti transkribirani te analizirani tako da se napravi čestotni rječnik najčešće upotrjebljenih anglizama, najčešćih kolokacija, te će se usporediti iskazi učenika četvrtoga i šestoga razreda kako bi se vidjelo raste li uporaba anglizama s obzirom na dob. Izolirani jezični primjeri poslužiti će i za detaljniju jezičnu analizu, odnosno koliko je engleski leksem prilagođen hrvatskomu jezičnom sustavu, na koji način i s kojim ciljem. Očekuje se da učenici u svojim iskazima imaju po desetak anglizama, najčešće imenica, ali i glagola, te da broj anglizama s dobi raste.

Ključne riječi: anglizmi; hrvatski jezik; rano učenje hrvatskoga jezika; spontani govor

Anglicisms in Primary School Children's Spontaneous Speech

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Abstract

The Croatian language is relatively small since there are only about seven million speakers of it. For this reason, it is, like other small languages, under the influence of other, bigger and more dominant languages. The strongest were the influences of Turkish, Italian, Hungarian, German and French languages. All these languages, that Croatian came in close contact with, left their traces in the lexis and, to a small extent, in the grammar of particular dialects of Croatian. Today, the biggest influence on Croatian, as well as on most other languages in the world, is English, which has become lingua franca in the last twenty years. Its presence has only been getting stronger with the arrival of SMS and the expansion of social networking, especially among younger generations. A great deal of vocabulary used in communication on social networks and online surroundings comes from the English language, i. e. English lexemes with Croatian suffixes are used, mostly in forming nouns, verbs, and adjectives. It is, therefore, the aim of this research to examine to what extent primary school children use Anglicisms in spontaneous speech. For this purpose, the fourth and sixth-grade primary school students were examined speaking on the subject of social networks, YouTubers and influencers, and their speech was recorded. All recordings will be transcribed and analysed to create a frequency dictionary of Anglicisms and collocations that are most commonly used. The fourth and sixth-grade students' speech will be compared to determine if the use of Anglicisms increases with age. Isolated language examples will serve the purpose of a more detailed analysis, i. e. to establish to what extent the English lexeme is adjusted to the Croatian language system, in what way and with what purpose. It is expected that students will use about ten Anglicisms in their speech, mostly nouns, but also verbs and that the number of lexemes will increase with age.

Keywords: Croatian language; early learning of Croatian language; English words; spontaneous speech

Odnos učenika prema lektiri i čitanju: percepcija učenika i nastavnika u zagrebačkim školama

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Sažetak

U današnje se vrijeme nerijetko govori kako učenici ne pristupaju svojim školskim obavezama i lektirama ozbiljno i revno. Učenici svoje radne navike i pristup obavezama razvijaju unutar škole i školske klime (Way, Reddy, Rhodes, 2008) koja može biti takva da učenike motivira, ali i demotivira za pozitivan angažman

u izvršavanju školskih obaveza. Školska se klima sastoji od četiri dimenzije, a jedna od njih fokusirana je na odnose učenika i nastavnika (Way, Reddy, Rhodes, 2008), njihovo međusobno slaganje ili neslaganje u percepciji konkretnih aspekata života u školi. Iako je čitanje važan i masovan fenomen (Sabolović-Krajina, 2003) rijetka su znanstvena istraživanja aspekata čitalačke kulture. Istraživanja o lektiri u Hrvatskoj većinom provode i objavljuju novinske kuće u svrhu objavljivanja senzacionalističkih naslova, a upitna je njihova znanstvena vrijednost i metodološka valjanost. Cilj je rada analizirati kako učenici i nastavnici percipiraju odnosa učenika prema izvršavanju obaveza vezanih uz školsku lektiru. Istraživanje je provedeno na uzorku od 451 učenika završnih razreda pet zagrebačkih srednjih škola i 102 nastavnika koji su predavali učenicima tih završnih razreda tijekom školske godine 2017./2018. Podatci su prikupljeni anonimnim i dobrovoljnim anketiranjem učenika i nastavnika. Rezultati ukazuju na određena neslaganja između učenika i nastavnika u percepciji odnosa učenika prema školskoj lektiri i drugim školskim obavezama. Testiranje značajnosti tih razlika učinjeno je neparametrijskim Mann-Whitneyevim U-testom zbog odstupanja u pretpostavci o normalnosti raspodjela i homogenosti varijanci za korištene varijable te zbog toga što uzorak u dvjema skupinama nije približno jednake veličine. Navedenim testom utvrđeno je nepostojanje statistički značajne razlike u procjeni aktivnog sudjelovanja učenika na nastavi i njihova redovitog izvršavanja školskih obaveza. No postoji statistički značajna razlika između učenika i nastavnika u percepciji odnosa učenika prema školskoj lektiri, pri čemu nastavnici u većoj mjeri od učenika smatraju da učenici u njihovoj školi imaju pozitivan stav prema školskoj lektiri. Dobiveni rezultati upućuju na daljnju potrebu istraživanja porijekla ovakvih percepcija nastavnika: radi li se o tome da su neobjektivni, da se samozavaravaju ili možda snižavaju kriterije iz generacije u generaciju.

Ključne riječi: lektira; nastavnici; percepcija; srednja škola; učenici

Students' Attitudes Towards Reading Assignments and Reading: Students' and Teachers' Perceptions in High Schools in Zagreb

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Abstract

Nowadays, it is often mentioned that students are not engaged in their schoolwork and required reading with profoundness and diligence. Students develop their working habits within their school and school climate (Way, Reddy, & Rhodes, 2008), which can be such that it motivates students, but also such that demotivates them for positive engagement in doing schoolwork. School climate consists of four dimensions, one of which focuses on relationships between students and teachers (Way, Reddy, & Rhodes, 2008) where their mutual agreement or disagreement in the perception of specific aspects of school life is placed. Even though reading presents an important and mass phenomenon (Sabolović-Krajina, 2003), the scientific research of the aspects of reading culture is scarce. Research on required reading in Croatia is mainly conducted by press institutions, only to publish sensationalistic headlines. This paper aims to analyse how students and teachers perceive the attitude of students towards fulfilling the requirements pertaining to reading assignments. The anonymous and voluntary survey was conducted on the sample of 451 senior class students in five high schools in Zagreb, and 102 of their teachers, in the school year 2017-2018. The results indicate certain disagreements between students and teachers in the perception of the students' attitude towards required reading and other schoolwork. Testing the significance of those differences was done by Mann-Whitney U test due to the discrepancy in the assumption on the normality of distributions and homogeneity of variances for utilized variables, and also due to the considerable difference in sample sizes of the two groups. The results reveal no statistically significant difference in the assessment of students' active participation in class and their regular engagement in schoolwork. However, there is a statistically significant difference between students and teachers in the perception of students' attitudes towards required reading, where teachers believe, to a greater extent than students, that students in their school have a positive attitude towards reading assignments.

Further research on the origins of such teachers' perceptions is needed: whether it is about their lack of objectivity, wishful thinking or lowering criteria from generation to generation.

Keywords: required reading; high school; perception; students; teachers

Dječja lektira i novi mediji

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Sažetak

Kulturu čitanja oblikuje niz individualno i društveno određenih čimbenika koji proizlaze i iz kulturne tradicije neke sredine, zbog čega je status knjige neodvojiv od cjelokupnoga vrijednosnog sustava pojedinoga društva. Čitanje u djetinjstvu i adolescenciji od presudne je važnosti za razinu čitateljske kulture pojedinca u kasnijoj dobi. Kultura čitanja postupno se izgrađuje jer je čitanje složen i zahtjevan postupak tijekom kojega mlada osoba treba razviti pozitivan stav prema lijepoj književnosti.

Učitelj materinskoga jezika ključna je figura u procesu literarnog sazrijevanja buduće čitateljske publike, a njegova je uloga otežana društvenim promjenama u današnjem kompjutorskom svijetu gdje su položaj čitatelja i knjige bitno izmijenjeni u odnosu na ne tako davnu prošlost. Osim toga, programska dotrajalost i metodički propusti u interpretaciji školske lektire jedan su od razloga zašto mladi sve manje posežu za knjigom. Ne možemo za sve kriviti digitalne medije, pa tako ni za smanjen interes učenika za čitanje knjiga. Današnja djeca imaju drugačije afinitete i zastarjeli pristup uvođenja u čitateljski svijet samo će potencirati njihovu ravnodušnost prema knjizi kao tradicionalnomu mediju.

U ovom radu promišlja se o funkcionalnoj uporabi novih medija u nastavi lektire u primarnom obrazovanju. Informatička tehnologija uvelike pomaže u pripremi zanimljivih nastavnih sati književnosti. U osmišljavanju kreativnih postupaka i načina interpretacije literarnih predložaka učitelji mogu istražiti mrežne stranice i portale na kojima su ponuđeni različiti načini interpretacije pojedinoga lektirnog djela. Digitalni alati u nastavi, poput edukativnoga CD-a Čista petica ili vodiča kroz lektiru s kvizom, nadaju se kao funkcionalno nastavno sredstvo pri analizi djela i provjeri čitanosti. Osim toga, LCDS alati u nastavi književnosti omogućuju učenicima da sami biraju određeni lektirni naslov za čitanje.

Tehnologija otvara nove prostore u obrazovanju – danas je dječje odrastanje usko povezano s digitalizacijom i društvenim mrežama čiji utjecaj ne mora biti negativan, samo ga treba funkcionalno iskoristiti i usmjeriti pozornost prema neupitnom potencijalu dobre knjige.

Ključne riječi: dječja književnost; digitalni mediji; LCDS alati; lektira; literarni interesi

Children's Reading and New Media
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Abstract

Reading culture is shaped by a series of individually and socially-determined factors that arise from the cultural tradition of some milieu. The status of books is thus inseparable from the overall value system of a particular society. Reading in childhood and adolescence is of crucial importance to the level of readership culture of an individual at a later age, as reading is a multifaceted activity. The reading culture is gradually evolving as reading is a complex and demanding process during which a young person should develop a positive attitude toward fiction.

The teacher of a mother tongue is a key figure in the process of literary maturation of future readers. Societal changes in a contemporary computerized world make the teacher's role more challenging, with teachers facing a significantly altered relation between readers and books, compared to the recent past. Moreover, young people are less inclined to reach for a book, due to the programmatic failures and methodical shortcomings in the interpretation of school reading. The digital media cannot be blamed for all, even for the students' reduced interest in reading. Contemporary children have different affinities, so an outdated approach to their introduction into the reader's world will only strengthen their indifference toward the book as a traditional medium.

This paper deals with the functional use of new media in teaching reading in primary education. Information technology considerably assists in the preparation of interesting lessons in teaching literature. While searching for creative methods and novel ways of interpretation of literary templates, teachers can explore web pages and portals that offer different ways of interpreting a particular literary work. Digital teaching tools,

such as an educational CD “Čistapetica” (Eng. Straight-A), a guide through reading using quiz, are a functional teaching tool in analyzing a literary work and readability verification. Besides, the LCDS tools in literature teaching enable students to select a certain work for reading by themselves.

Technology opens new educational areas - today's children's growing up is closely linked to digitalization and social networks whose impact is not necessarily negative; it only needs to be functionally effective with attention directed toward the undisputed potential of a good book.

Keywords: children's literature; digital media; LCDS tools; literary interests; reading

Konstrukcije prošlosti u filmskim adaptacijama dječjih romana Ivana Kušana: Uzbuna na Zelenom Vrhu, Koko i duhovi te Zagonetni dječak

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Sažetak

Svaka izgradnja predodžbe prošlosti fikcionalna je u nekoj mjeri. Pogotovo konstrukcija prošlosti u fikcionalnom djelu kakav je dječji roman ne može imati za svoju prvenstvenu namjeru rekonstrukciju vjerodostojne slike prošlosti. Slika prošlosti koja će se pojaviti u romanu mora prije svega biti u funkciji stvaranja umjetničkog doživljaja koji je bitan za fikcionalno djelo. Time će zanimljivije biti vidjeti do kakvih pomaka u slici pripovjedne, fikcionalne slike prošlosti stvorene dječjim romanom dolazi pri filmskim adaptacijama romana. Osobito će biti zanimljivo to vidjeti u adaptacijama dječjih romana Ivana Kušana zbog Kušanova inzistiranja na preciznom vremenskom smještaju radnji romana.

Radnja Uzbune na Zelenom Vrhu (1956) odvija se „dvadesetak dana“ nakon kraja 2. svjetskog rata u prigradskom naselju Zeleni Vrh. Radnja romana Koko i duhovi (1958) vremenski je smještena u rujnu 1945. u zagrebački kvart Stara Peščenica, točnije u onaj njegov dio omeđen Bužanovom, Heinzelovom i Kušlanovom ulicom, a radnja romana Zagonetni dječak (1963) odvija se na samom početku školske godine 1946./1947. na više lokacija u Zagrebu.

Iz nekih razloga, u koje nije potrebno ulaziti, autori filmova Daniel Kušan Koko i duhovi (2011), Dražen Žarković Zagonetni dječak (2013) te Čejen Černić Uzbuna na Zelenom Vrhu (2017) radnje svojih filmskih adaptacija romana Ivana Kušana odlučili su izmjestiti iz izvornoga vremenskog i geografskog smještaja radnji romana i konstruirati novu ne samo fikcionalnu već i fiktivnu povijest.

U radu će se pokušati rekonstruirati povijesna i geografska lokalizacija filmskih adaptacija te istražiti svrhovitost izgradnje takvih „izmišljenih“ prošlosti.

Ključne riječi: adaptacije dječjih romana; adaptacije Kušanovih romana; kronotop adaptacije dječjeg romana; kronotop u dječjem romanu; prošlost u Kušanovim dječjim romanima

Constructions of the Past in Film Adaptations of Children's Novels by Ivan Kušan: The Mystery of Green Hill, Koko and the Ghosts, and The Mysterious Body

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Abstract

Every reconstruction of the picture of the past is, to a certain extent, fictional. This is particularly true of fictional works, such as children's novels, where the primary aim of depicting the past is not to reconstruct a faithful picture of the past. In a novel, the picture of the past is created, in the first place, to create an artistic experience that is important for a particular work of fiction. Since Ivan Kušan insisted on the precise time frame in which the plots of his novels occur, it is especially interesting to see which shifts, in the narrative,

fictional picture of the past, are present in the adaptations of his children's novels.

The plot of *The Mystery of Green Hill*, published in 1956, takes place “about twenty days” after the end of World War II, in Zeleni vrh, a neighbourhood at the outskirts of Zagreb. The plot of *Koko and the Ghosts*, published in 1958, occurs in September of 1945, in the Zagreb neighbourhood of Stara Peščenica, or more precisely, in the part of the neighbourhood whose boundaries are Bužanova Street, Heinzelova Street, and Kušlanova Street. The plot of *The Mysterious Boy*, published in 1963, occurs at the beginning of the school year 1946/47, at several locations in Zagreb.

For some reasons, which are beyond our focus, the author of the film *Koko and the Ghosts* (2011), Daniel Kušan, as well as Dražen Žarković, the author of *The Mysterious Boy* (2013), and Čejan Černić, the author of *The Mystery of Green Hill* (2017) decided to dislocate the plots from their original times and geographical frames, and construct new, not only fictional, but fictitious history.

The objective of this paper is to reconstruct the historical and geographical localization of film adaptations and to examine the purposefulness of the construction of such “fictitious” pasts.

Keywords: adaptations of children's novels; adaptations of novels by Ivan Kušan; chronotope of adaptations of children's novels; past in children's novels by Ivan Kušan

Prilog proučavanju medijske kulture – filmske radionice i ostali oblici izvanškolskoga medijskog opismenjavanja

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Sažetak

Cilj ovog rada bio je istražiti zastupljenost filmskih radionica u obliku izvannastavne i izvanškolske aktivnosti kao mogućeg modela medijskog opismenjavanja od osnovne do srednje škole i to na razini Republike Hrvatske. Koristio se pismeni upitnik od deset strukturiranih pitanja i jedne napomene, a koji je poslan svima registriranim filmskih radionicama, druženjima i skupinama pri Hrvatskom filmskom savezu što je krovna Udruga tog područja u Republici Hrvatskoj.

S obzirom da u aktualnom kurikulumu medijska kultura i dalje nije zaseban predmet te nema odvojenoga filmsko-nastavnog programa, još uvijek vrijede navodi Stjepka Težaka (2002) o načinima na koje se sve filmsko obrazovanje provodi u općeobrazovnim školama: kao samostalni predmet (u posebno usmjerenim odjelima srednje škole te u izbornoj ili fakultativnoj nastavi); kao sadržaj unutar nastavnog predmeta umjetnost ili povijest umjetnosti; kao sadržaj svih predmeta masovne komunikacije; kao jedno od nekoliko područja u nastavi književnosti i jezika; kao skup nastavnih sadržaja koji su raspoređeni po raznim predmetima poput književnosti, likovne umjetnosti, glazbe, tehnike i fizike; kao školska izvannastavna aktivnost (kinoklubovi, filmske radionice, filmske družine, filmske matineeje i slično) te kao filmske obrazovne emisije školske televizije (poput serije *Što je film?*). Ono što nije obuhvaćeno tim popisom načina filmskog opismenjavanja važni su izvanškolski obrazovni programi poput onih Hrvatskoga filmskog saveza, kao što su Škola medijske kulture „dr. Ante Peterlić“, međunarodni filmski kamp za djecu i mlade u Kraljevici, scenarijski program „Palunko“, programi u kinu Tuškanac (Radionica animiranog filma za niže razrede osnovne škole i Radionica igranog filma za više razrede osnovne škole).

Ovo se istraživanje fokusiralo na iskustva i znanja ispitanika, voditelja i organizatora izvannastavnih i izvanškolskih aktivnosti medijskog opismenjavanja, posebice filmskoga, o stanju i provedbi filmskih radionica u osnovnoj i srednjoj školi u organizacijskom, obrazovnom, odgojnom, sadržajnom, formalnom, metodičkom, strukturnom i kompetencijskom te financijskom i promidžbenom aspektu njihova djelovanja, što može biti korisno i poticajno za širu primjenu filmske radionice kao modela medijskog opismenjavanja učenika u školama i izvan njih.

Ključne riječi: filmska radionica; izvannastavna aktivnost; medijska kultura; medijsko opismenjavanje

An Extension of Media Studies – Film Workshops and Other Extracurricular Media Literacy Programs

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Abstract

The purpose of this text was to research how commonly film workshops were implemented as extracurricular activities to achieve media literacy for elementary school and high school students in Croatia. To determine this, a written questionnaire consisting of ten questions was sent to every film workshop, club, and group registered with the Croatian Film Alliance, the head organization for this field in Croatia.

Taking into account that Media Studies still aren't a standalone subject, and that there is no separate film studies program in the current curriculum, the words of Stjepko Težak (2002) about how film education is carried out in primary and secondary education facilities still hold true: as a standalone subject (in specific departments of high schools, and as an elective or extracurricular subject); as part of Art or Art History; as a part of every mass communication subject; as one of many areas of study in language and literature classes; as a collection of lessons spread across various subjects such as Literature, Art History, Music, Technology and Physics; as an extracurricular activity for students (film clubs, film workshops, film groups, film viewings and so on), and as educational school television programmes (like the series *What is film?*). What this list of media literacy education methods does not encompass, are the programs pioneered by the Croatian Film Alliance that are not attached to specific schools, such as the “Dr. Ante Peterlić” Media Studies School, an international film camp for children and adolescents, the “Palunko” screenplay workshop, and animation and live-action filmmaking workshops for elementary school pupils, organized at the Tuškanac cinema.

There search focused on the experiences of those who completed the questionnaire, the organizers of elective and extracurricular media literacy activities, especially the film-based ones, and their view of the implementation and impact of film workshops in primary and secondary education, from an organizational, educational, content-based, formal, methodical, structural, competence, financial, and promotional standpoints – the information which can be very useful in stimulating a wider application of the film workshop as a model of improving students' media literacy skills, within and outside of primary and secondary educational facilities.

Keywords: extracurricular activities; film workshops; media culture; media literacy

O jezičnim igrama iz učiteljske perspektive

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Sažetak

Kurikularna reforma koja u sve osnovne škole ulazi u jesen 2019./2020. godine donosi niz promjena, kako u samoj strukturi nastavnoga predmeta Hrvatski jezik temeljeći se na obrazovnim ishodima u pojedinim područjima: Jezik i komunikacija, Književnost i stvaralaštvo te Kultura i mediji, tako i u njegovu sadržaju. Ipak, suština predmeta ostaje nepromijenjena, ali raspored i način obrade sadržaja te vrednovanje obrađenoga mijenja svoju dosadašnju strukturu. Naglasak se u Kurikulu nastavnoga predmeta Hrvatski jezik (2019) stavlja na učenika, koji treba biti u središtu obrazovnoga procesa, dok s druge strane učitelj treba biti njegov mentor koji će ga kroz proces učenja voditi, poticati, usmjeravati, procjenjivati te pratiti. Kako je Hrvatski jezik najopsežniji predmet osnovnoškolskoga obrazovanja, učenicima sadržajno vrlo zahtjevan, postavlja se pitanje što sve učitelj u nastavnome procesu može činiti kako bi učenicima te često apstraktne sadržaje približio te promijenio percepciju samoga predmeta iz izrazito negativne u pozitivnu. Osim što učenici imaju negativan stav prema nastavnome predmetu, često su i njihovi rezultati u ovladavanju pravopisnim i gramatičkim pravilima loši te se govori o funkcionalno nepismenim generacijama. Budući da se sadržaj ne može značajno mijenjati, osim drugačije rasporediti i prilagoditi razvojnoj dobi učenika, ono što se svakako može mijenjati jesu načini i strategije poučavanja. Korištenje jezične igre kao nastavne strategije pokazalo se u ranome jezičnome poučavanju jako svrhovitim jer su učenici usvajali sadržaje lako, bez puno zamora, u relativno kratkom vremenu, a da nisu bili svjesni kako uče. Upravo zato cilj je ovoga rada ispitati koliko se današnji učitelji (N = 100) koriste

igrom kao nastavnom strategijom u nastavi hrvatskoga jezika, u kojim područjima, za koje sadržaje te ima li značajne razlike s obzirom na godine njihova radnoga staža. Očekuje se da učitelji znaju vrijednost igre, ali je u svojoj nastavi koriste tek ponekad.

Ključne riječi: Hrvatski jezik; jezične igre; rano učenje hrvatskoga jezika; učitelj

On Language Play from Teacher Perspective
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Abstract

The Curricular Reform that is implemented in all primary schools from the autumn of 2019/2020, introduces numerous changes that refer to both the structure and the content of the school subject Croatian Language based on the learning outcomes in particular areas: language and communication, literature and creation, and culture and media. However, the essence of the subject will remain unchanged, even though the course and the manner of dealing with the subject matter, as well as the evaluation of the processed subject matter, will change. What is emphasised in the Curriculum for the subject Croatian Language (2019) is the student, who is the centre of the education process, while on the other hand, the teacher assumes the role of the mentor, guiding the student through the process, encouraging, directing, evaluating, and monitoring his progress. Since Croatian Language is the most comprehensive of the primary school subjects, and therefore, quite demanding for students, the question arises as to what the teacher can do in the teaching process to make students familiar with the content that is often abstract to them, and thus change their perception of the subject from clearly negative into positive. Apart from their negative attitude towards the subject, their results in mastering the orthographic and grammatical rules of language are often inferior, and they are sometimes described as functionally illiterate generations. Since the content cannot be significantly changed, but distributed differently and adapted to students' developmental age, what can certainly be changed are the teaching methods and strategies. Implementing language play as a teaching strategy has proven to be very beneficial in the early language teaching because students acquire content easily, without becoming weary, and in a relatively short time, usually unaware that they are learning. It is, therefore, the aim of this paper to examine to what extent teachers today (N=100) use play as a teaching strategy in the Croatian language teaching, in which areas, for what content, and if there is a difference between teachers pertaining to their years of service. It is expected that the teachers know the value of play, but only use it sometimes in their teaching.

Keywords: Croatian language; early learning of the Croatian language; language games; teacher

Bioetički motivi u pjesništvu Janka Bubala (1913. – 1997.) kao odgojno-obrazovni elementi
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Sažetak

Janko Bubalo (1913. – 1997.), bosansko-hercegovački hrvatski pisac, ostavio je iza sebe više zbirke pjesama i nekoliko djela vjerskog i memoarskog sadržaja. U poetskom sricanju tajne života Bubalo polazi od vlastitog iskustva i iz svakidašnjice upire svoj pjesnički pogled sad u početke sad u krajnje dosege živoga u svim njegovim manifestacijama. Brojnim ponavljanjima previđeni trenutak Bubalo riječju petrificira i pruža čitatelju kao stih, ključ za prepoznavanje živoga skrivenoga u životu i oko njega. Iako splavarenje u rijeci života uvijek završava smrtnim ishodom, ono je i izazov za onoga tko se ne želi tek prepustiti struji života. U prvom dijelu ovog izlaganja sagledava se bogatstvo oblika živoga u pjesništvu Janka Bubala, dok se u drugom dijelu propituje razlog Bubalova načelno optimističnog stava prema životu. U trećem dijelu izlaganja iznalaze se načini kako takav stav pretočiti u odgojno-obrazovni zadatak, s ciljem buđenja svijesti o neprocjenjivoj vrijednosti živoga u

pojavnostima života.

Ključne riječi: bioetika; Bubalo, Janko; filozofsko propitivanje književnog teksta

Bioethical Motives in Janko Bubalo's Poetry (1913-1997) as Educational Elements
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Abstract

Janko Bubalo (1913-1997) is a Bosnian-Herzegovinian and Croatian writer. He wrote several books of poems. Bubalo wrote about life from his experience, about the beginning of life, and the end of life. He was a master in describing a moment. He never wanted to give in to the flow of life. In the first part of the presentation, there is an insight into the wealth of life in Janko Bubalo's poems. In the second part, the reasons for optimism in life are looked into. In the third part of the presentation, it is suggested how to apply such attitudes to educational topics. Our intention is to show that life is priceless.

Keywords: bioethics; Bubalo, Janko; philosophical questioning of literary text

Onomastička analiza virtualnih identiteta u romanima za mlade

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Sažetak

Digitalna komunikacija i provođenje vremena uz računala i društvene mreže dio su svakodnevice današnjih adolescenata, stoga se takvi načini komunikacije odražavaju i u književnosti za mlade, na tematskoj i na jezičnoj razini. Komunikacija na društvenim mrežama omogućuje pojedincima stvaranje slike o sebi kakvu žele, a ona se može i razlikovati od njihova pravog identiteta. Tako društvene mreže omogućuju pojedincima izražavanje identiteta na različite načine, od odabira virtualnih nadimaka, načina komunikacije, fotografija koje će odabrati za dijeljenje do iznošenja osobnih interesa i mišljenja. Književnost za mlade na jezičnoj razini često karakteriziraju odstupanja od standardnoga jezika, unošenje žargonizama, barbarizama, vulgarizama, dijalektizama te u posljednje vrijeme sve zastupljenijih anglizama, što se uočava i u odabiru nadimaka. S obzirom na to da se imenovanje veže uz oblikovanje identiteta, u što ubrajamo osobno ime, nadimke i virtualne nadimke kojima se pojedinci služe u virtualnom svijetu (Skelin Horvat, 2017), u radu je istraženo na koji se način imenuju virtualni identiteti u romanima za mlade. Nadimak je u onomastičkoj literaturi opisivan ne samo kao jezični znak nego i sociolingvistički, stoga će se i u ovom radu nadimak promatrati kao semiotički znak čija će analiza slijediti Morrisovu tročlanu formulu: pragmatika, semantika, sintaktika, dakle proučit će se forma, značenje i kontekst virtualnih nadimaka likova. Korpus čine odabrani suvremeni hrvatski romani za mlade koji među ostalim tematiziraju uporabu interneta i društvenih mreža. Rezultati onomastičke analize pokazuju različite postupke u tvorbi virtualnih identiteta, ovisno o odabiru društvene mreže, koja može zahtijevati uporabu pravih imena i prezimena ili pak uporabu nadimaka, a samim time i veću anonimnost korisnika. Kao najzastupljeniji postupak na semantičkoj se razini pokazao utjecaj engleskoga jezika i pop- kulture. Nadalje, vidljiva je povezanosti jezika i skupine, odnosno pripadnost nadimaka leksičkom inventaru govora mladih.

Ključne riječi: društvene mreže; književnost za mlade; onomastička analiza; virtualni identiteti

Onomastic Analysis of Virtual Identities in Young Adult Novels

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Abstract

Digital communication and spending time on computers and social networks are parts of everyday life of today's adolescents, therefore, these ways of communication are also reflected in young adult literature, both at the thematic and at the linguistic level. Communication on social networks allows individuals to create desired images of themselves, and it can be different from their true identities. In such a manner, social networks allow individuals to express their identities in different ways, from selecting virtual nicknames, ways of communication, photos they choose to share, to expressing their interests and opinions. Young adult literature, at the language level, is often characterized by deviations from the standard language, by the introduction of jargonisms, barbarisms, vulgarisms, dialects and, recently, more represented Anglicisms, which is also evident in the selection of nicknames. Since naming is related to identity formation, including personal names, nicknames, and virtual nicknames that individuals use in the virtual world (Skelin Horvat, 2017), the paper explores how virtual identities are formed in young adult novels. The nickname in the onomastic literature is described, not only as a linguistic sign but also as a sociolinguistic one, therefore, in this paper the nickname will be regarded as a semiotic sign whose analysis will follow Morris's three-element formula: pragmatics, semantics, syntax, and therefore, the form, meaning, and context of virtual nicknames of characters will be examined. The corpus consists of selected contemporary Croatian young adult novels, which, among other topics, discuss the use of the Internet and social networks. The results of the onomastic analysis show different processes in the creation of virtual identities, depending on the selection of the social network, which may require the use of real names and surnames or the use of nicknames, and, therefore, the greater anonymity of the user. As the most prominent process at the semantic level, the influence of the English language and pop culture has been demonstrated. Furthermore, the connection between the language and the group is also visible, respectively, the affiliation of nicknames to the lexical inventory of youth speech.

Keywords: literature for young people; onomastic analysis; social networks; virtual identities

Simpozij Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika

Symposium Trends and Challenges in FL Education and Research

Sažetke simpozija pripremile su voditeljica simpozija Ivana Cindrić i tajnica simpozija Ivana Milković.

The abstracts were prepared by the chair of the symposium, Ivana Cindrić, and the secretary of the symposium, Ivana Milković.

Pozvano predavanje / Keynote lecture

Foreign Language Teaching and Teacher Education: Retrospect and Prospect

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Abstract

The contribution shows how our understanding of (foreign) language teaching and teacher education has changed over the past few decades, and what the current beliefs and practices in relation to this issue are. To this end, we will be looking at the scope of English language teaching today and what characterizes its global spread. The trend in language teaching practice has been one which goes from simplicity to complexity, turning ELT into a mosaic that is changing continuously, rapidly, and unpredictably. The field of ELT has reached a point where the accumulation of theoretical, empirical, and pedagogical knowledge is too sophisticated to be conceptualized in terms of methods, which has placed us in a postmethod condition.

In language teacher education, too, a profound shift from simplicity to complexity has taken place. Two key elements of this process have been (a) the re-examination and the radical expansion of the professions' knowledge base, and (b) a marked shift in teacher preparation programs from teacher training (teaching as a finite skill) to teacher education (teaching as a constantly evolving process of growth and change). This re-orientation of our perspectives on pre-service teacher education means that teacher preparation programmes should include not simply what teachers need to learn, but increasingly how they would learn it. A Postmethod pedagogy poses a lot of challenges to language teachers, and their preparation "requires the existence of an appropriate teacher education infrastructure".

Keywords: EFL; English as a lingua franca (ELF); language teacher education; postmethod; reflective teaching

Gender Representation in Croatian EFL Textbooks: Has Anything Changed?

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Abstract

Gender, as an object of interdisciplinary investigation, will be examined from a sociolinguistic perspective, whereby gender is a social construct, determined by social roles and norms (Lindsey, 2015), while language is an active mechanism which is influenced by thinking and perception and therefore has an impact on social identity formation. EFL textbooks are the best source for the investigation of gender representation as they are designed to reflect the most common and prevailing features of gender representation in a society, providing a linguistic background for gender description at the same time. Previous research of foreign language textbooks in Croatia (e.g. Andraka, 2014; Bilić-Štefan, 2008; Petravić, 2010; Vrhovac et al., 1999; Vrhovac et al., 2019; and others) mention gender issues. However, there has been no systematic in-depth research on the topic to date. Gender issues in EFL textbooks can be investigated: (1) through socially marked gender items (such as gender roles, gender attributes, occupations, visibility, and dialogues) and (2) through linguistic items (e.g. gender-marked nouns, pronouns, derivational morphemes, titles and "firstness", the choice of vocabulary items used with respect to gender. Some aspects of the latter will be analyzed in this study. An investigation

into gender representation in Croatian-authored EFL textbooks for primary school will be conducted, drawing a comparison between textbooks used in the 1980s – 40 years ago – and those in use today. For this purpose, two textbooks from the series I speak English and Way to go plus, both written by Croatian authors and respectively used in grades 5 and 8 of primary school, have been selected for analysis. Quantitative and qualitative approaches for collecting and interpreting the data will be used. The quantitative approach is used for calculating the relative frequency of occurrence of gender-marked linguistic features. Content analysis will be used to analyze the particular items in context and help interpret the quantitative results. The aim is to find out similarities and differences in the way these textbooks, used in different periods and during different political systems, deal with gender issues.

Keywords: EFL textbooks; English language teaching; gender representation; linguistic analysis; primary school

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enetCollect: Combining Language Learning with Crowdsourcing Techniques

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Abstract

Crowdsourcing is a practice of collecting goods and services (e.g. information, ideas, financial resources, etc.), usually using the Internet, from an undefined network of people by publishing an open call. More recently, there has been a growing need to make more language materials available, leading to the launch of the European COST Action 16105: European Network for Combining Language Learning with Crowdsourcing Techniques (enetCollect) aimed at developing a network of more than a hundred stakeholders from Europe and beyond (Lyding et al., 2018). The main task of this European initiative is to combine the well-established domain of language learning and teaching with the recent and successful crowdsourcing approaches. In an educational environment, crowdsourcing has significant implications on the development of practical experiences in learners, as well as on the exchange of acquired knowledge among teachers by means of creating educational content (textbooks, language materials) (Jiang, Schlagwein, & Benatallah, 2018). Crowdsourcing can be used to generate/annotate language learning materials, and thus does not need to be confined to only collecting/logging data from language learners (Volodina, 2019). In the field of second and foreign language learning, crowdsourcing overlaps with computer-assisted language learning (CALL), which enables the use of technology in the creation, collection and evaluation of language materials and content by (non)native speakers, teachers, translators, and other interested professionals and institutions (e.g. Keuleers et al., 2015). The objectives of enetCollect are pursued by five working groups: WG1 – Research and Innovation on Explicit Crowdsourcing for Language Learning material production, WG2 – Research and Innovation on Implicit Crowdsourcing for Language Learning material production, WG3 – User-oriented design strategies for a competitive solution, WG4 – Technology-oriented specifications for a flexible and robust solution, and WG5 – Application-oriented specifications for an ethical, legal and profitable solution. The aim of this poster is for the Croatian team of experts participating in COST Action to present objectives and current results of this international network.

Keywords: COST Action; crowdsourcing; enetCollect; language learning

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Croatian as a Foreign Language: The Inquiry Approach

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Abstract

To answer the demands of the 21st century complexities, teachers need to design learning experiences that are personalized and globally interconnected. The inquiry approach to teaching and learning is one of the most popular practices in international schools, connecting personal interests with global relevance. Despite the popularity of inquiry among international educators, a search with inquiry as a key word within SLA literature shows that the inquiry approach has not yet been recognized. At the same time, analysis of the inquiry principles shows strong alignment with the principles of the popular SLA theory of language instruction—Task-Based Language Teaching (TBLT).

Inquiry refers both to the nature of learning, as well as to the disposition of the teacher who challenges the learner as an active participant in the learning process that demands high-order thinking (Murdoch, 2015). The teacher designs learning opportunities that make learning more meaningful and therefore engaging for each student, as well as transferable to various situations beyond a specific context. In the language classroom, the teacher's goal is to help students develop a conceptual understanding and acquire both language and non-language skills by tapping into their interests and motivation.

The aim of this paper is twofold: to introduce the concept of inquiry as an efficient instructional approach in the Croatian educational context, and to explore a model of inquiry from the perspective of two teachers who taught Croatian as a foreign language (FL). First, the principles and practical implications of the inquiry approach and TBLT will be compared. Then, examples of instructional methods, tasks, skills integration, assessments, and students' achievement in grades 3, 4, and 5 from the American International School in Zagreb will be displayed. Finally, the interdependence among key features of inquiry learning will be explained and their challenges discussed. This overview of language inquiry with authentic examples from practice in the Croatian FL context will add to the understanding of inquiry as one of the most influential trends in education with the hope to initiate further discussions and advanced applications.

Keywords: educational trends; foreign language teaching; personalized learning; Task-Based Language Teaching

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Cross-Border, Contact-Based Language Education of Preschool Children and Their Educators

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Abstract

Contextualized (foreign) language (FL) education, following the Communicative language teaching

approach (Spada, 2006) and Contact-Based, Language Learning and Teaching (Cavaion, 2016), enriched the FL classroom with the challenge of interpersonal, face-to-face contacts and communication between pre-schools in cross-border areas. Incorporating direct involvement of learners and teachers, an international two-year Erasmus+ project, titled Developing Social Competences of Children with Early Childhood Language Learning will be introduced.

The project involved preschool institutions from Bulgaria, Estonia, Italy, and Slovenia. The aim of the project was twofold. Firstly, it increased the personal and professional competence of preschool educators intending to improve their FL (English) skills. Foreign language learning of pre-primary educators took place in all four countries in a similar way. They met once or twice a week, with an English teacher, and discussed preschool specific vocabulary and contexts. English lessons were also organized in the form of VOX web conferences, where all participants in the project were actively involved in English communication. They discussed the planning of their international lessons, shared their experiences in the project, exchanged good teaching practices and reflected on the project.

Secondly, the project enhanced the development of social competences and language interaction of preschool children, at first in an indirect way, with their FL educators in their preschool institutions. This was followed by direct, face-to-face contact with their fellow peers from the four EU countries, using Skype video conferencing. In this way, children faced a linguistically, culturally and geographically diverse world.

Against this background, the conference contribution describes qualitative research based on a case study. It introduces the impact of this kind of international cooperation on the development of preschool educators' personal and professional development and their attitudes towards the overall effects of the international project. Research findings imply that there is a need for the permanent, inter-personal, cross-border professional development of preschool educators, as one of the essential needs of education for the 21st century.

Keywords: contact-based; foreign language education; preschool; professional development

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Pre-Primary Foreign Language Teacher Competences

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Abstract

Pre-primary foreign language (FL) teaching in Croatia extends as far as the 1960s. This sets a solid foundation for implementing FL learning from the earliest age, i.e. the mother tongue plus two additional languages recommendation (European Council, 2002). However, despite the FLL tradition, to date, there has been no systematic education of pre-primary (early childhood and preschool) FL educators at the national level even though preschool teachers have been recognized as the key quality service providers (OECD, 2006). Furthermore, both teaching methodology and linguistic competences are emphasized as an indispensable prerequisite for effective language teaching at the earliest age (European Commission, 2011). The paper will present the results of the needs analysis conducted in 2017 among 117 in-service preschool teachers. The analysis focused on the existing FL programs in preschool institutions, teacher education, the need for further education, self-assessment of English language competences (CEFR), and their estimate of the importance of generic and specific competences for early childhood FL teaching. Based on the obtained result, it may be proposed that a study program for pre-primary FL teachers would provide standardization of the required competences and raise the standard of EFL teaching in early childhood and preschool age throughout the country. Such a program would offer an opportunity to gain new qualifications for carrying out FL programs in early childhood, meet the needs of preschool institutions for professionals in the area of FL, enhance and

expand possibilities of vertical mobility of students towards doctoral programs and other forms of lifelong education, and provide competent answers to the contemporary demands of the labor market.

Keywords: needs analysis; study program; teacher training; teaching English as a foreign language

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Teachers' Perceptions of Developing Foreign Language Literacy Skills

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Abstract

As many European countries introduced English language teaching at pre-primary and primary levels (Enever & Lindgren, 2017; Pinter, 2017), the need to develop FL literacy skills effectively has proven to be essential. Traditionally, literacy is defined as the ability to read and write, however, UNESCO (2004) defines it as the ability to identify, understand and interpret different materials, and communicate in various contexts. However, most of the teacher education programs do not provide sufficient training in this area, and teachers feel they do not get enough support in developing initial and basic FL literacy skills of their learners. As a result, among Slovenian pupils, the least mastered English language skill is reading, with 12 percent of them not even reaching the A1 level in reading and 29 percent remaining at that level at the end of the primary school (Surveylang, 2012).

The present research aimed to investigate English teachers' perceptions (N=111) of developing foreign language literacy skills in Slovenian primary schools. A questionnaire was constructed for this purpose, exploring teachers' conceptualization of (developing) FL literacy, teachers' perceptions of pupils' difficulties with reading and writing tasks, and the literacy areas in which they feel they would need more support in their teaching. A quantitative approach and a content analysis of the open questions were used. Differences among groups of teachers were measured with the chi-squared test. The preliminary test showed two defining factors in teachers' perceptions of FL literacy. The research indicated teachers' restricted views on the meaning of literacy in the open questions, whereas the closed questions implied a broader understanding of the concept. Most of the teachers expressed the wish to gain more professional knowledge in the area. The research results will serve as a guide in developing more effective FL literacy teacher training programs, and in creating FL literacy teaching materials at the primary level.

Keywords: foreign language; literacy; primary education; professional development; teachers' perceptions

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Stripovi u osnovnoškolskom obrazovanju

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Sažetak

Izlaganje iznosi rezultate istraživanja koji su prikupljeni proučavanjem učenika osnovne škole i analizom njihovih reakcija na rad uz pomoć prikladnog stripa. Učenici 8. razreda (13 – 14 godina starosti) slušali su predavanje gdje je strip bio središnji alat za učenje, uz komentare profesora. Odabrana nastavna jedinica bila je iz predmeta Povijest, o Pearl Harboru. Na kraju, učenicima je predstavljen ispit od 9 pitanja, gdje 8 pitanja izravno odgovara sadržaju stripa (koji precizno predstavlja događaje kod Pearl Harbora tijekom Drugoga svjetskog rata), dok su u posljednjem pitanju (otvorenog tipa) učenici mogli zapisati što misle o satu (i načinu na koji je izveden), je li im se svidio ili nije i zašto. Podatci istraživanja prikupljeni su tako da se napravila analiza učeničkih odgovora o događaju kod Pearl Harbora na način da se gledalo koliko su učenici zapamtili u 45 minuta, koliko su bili precizni u odgovaranju na pitanja, kojem se broju njih svidio ovaj način poučavanja i kakve dodatne komentare su iznijeli. Nakon iznošenja rezultata, bit će prezentirane ključne informacije koje su prethodno bile prikupljene, a vezane su uz alternativne metode poučavanja stranog jezika, odnosno odgovaraju na pitanje zašto bi stripovi mogli općenito biti korisni u poučavanju.

Ključne riječi: alternativne metode poučavanja; nastava povijesti; obrazovanje mladih; stripovi

Comics in Primary Education

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Abstract

The presentation will show research results that were obtained by examining whether primary education students would like having school lessons with an addition of convenient comic books. The participants were 8th grade students (13 and 14-year olds). They were presented with a lesson in which a comic book was the central tool for learning, along with the teacher's commentary. The chosen lesson was a History lesson relating to the events at Pearl Harbor. Following the lesson, students were presented with a 9-question test, where 8 questions were directly related to the content of the comic (that presented an accurate depiction of events at Pearl Harbor during WW2). The final question was an open-ended question where students had the opportunity to write down their thoughts on the lesson (and the way it was carried out), if they liked/disliked it, and why. The students' answers provided data relating to the extent to which students have remembered the content within a 45-minute time frame (and how precise their answers to questions about the historical event at Pearl Harbor were), how many of them liked this method of teaching, and what they had to comment on the method. After displaying the results, key information that has been gathered in the past regarding the use of comics for EFL learning, and why comic books may generally be beneficial to teaching, will be presented.

Keywords: alternative teaching methods; comic books; history class; young learners

Uloga posredovanja ili medijacije u učenju i poučavanju stranih jezika

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Sažetak

Zajednički europski referentni okvir za jezike (ZEROJ) nepuna dva desetljeća transparentan je, ujednačen

i sveobuhvatan instrument Vijeća Europe za procjenu i usporedbu razina jezičnih kompetencija. ZEROJ nudi novu paradigmu u učenju i poučavanju jezika, ali se dotiče i procesa ovladavanja različitim aspektima jezika i kultura na koje se mora odgovoriti primjerenim, diversificiranim i uravnoteženim poučavanjem. Ta nova paradigma artikulirana je oko koncepta višejezičnosti i učenika kao aktivnoga pojedinca. Dopunski svezak (Companion Volume, CV; Volume complémentaire) objavljen je početkom 2018. godine te sadrži nove opisnike za posredovanje ili medijaciju i višejezičnu kompetenciju. Dok uči ili usvaja jezik, učenik djeluje i kao posrednik, povezuje i pomaže u stvaranju i prenošenju značenja, nekad unutar jednoga jezika, a nekad među različitim jezicima (CV, str. 103). Još od 2012. mnogi su autori isticali važnost posredovanja u učenju i poučavanju stranih jezika, s naglaskom na njegov potencijal u stvaranju značenja (Piccardo, 2012), prijenosu ili transmisiji značenja kao i stvaranju novih mreža značenja (Aden, 2012). No upozoravali su i na to da je riječ o konceptu koji nije nov i po kojem se prevođenje vraća u nastavu, u nešto formalnijem okviru (De Carlo, 2012).

Rad će se kritički osvrnuti na posredovanje kao koncept, njegovu ulogu kao i predložene opisnike. Utvrdit će se u kojoj se mjeri s opisnicima mogu povezati učenikove aktivnosti. Temeljem dosadašnjih spoznaja utvrdit će se može li se govoriti o ovom pojmu kao o kompetenciji ili o strategiji. Istražit će se i nadilazi li ovako zamišljeno posredovanje perspektivu učenja i poučavanja stranih jezika i kompetencije u užem smislu te u kojoj su mjeri kurikuli stranih jezika u hrvatskomu obrazovnom sustavu integrirali ovaj koncept.

Ključne riječi: aktivni pristup; medijacija; opisnici; višejezična kompetencija; ZEROJ

The Role of Mediation in Foreign Language Learning and Teaching

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Abstract

For nearly two decades, the Common European Framework of Reference for Languages (CERFL) has been a transparent, unvarying, and comprehensive instrument for the assessment and comparison of language competence levels provided by the Council of Europe. The CERFL offers a new language learning and teaching paradigm, but it also includes the process of mastering various aspects of languages and cultures, which entails appropriate, diversified, and balanced teaching. That new paradigm is based on the concept of plurilingualism, where the learner as an active individual. In early 2018, a supplementary volume (Companion Volume, CV; Volume complémentaire) was published, introducing new descriptors for mediation and plurilingual competence. While learning or acquiring a language, a learner acts as a mediator, thus connecting, and helping in creating and conveying meaning, sometimes within one language, and sometimes between different languages (CV, p. 103). Since 2012, many authors have endorsed the importance of mediation in language learning and teaching, with special emphasis on its potential to co-create meaning (Piccardo, 2012), on the transmission of meaning, as well as the creation of new meaning networks (Aden, 2012). At the same time, the authors have pointed out the fact that such a concept was not new; moreover, it put translation back into teaching, but in a more formal framework (De Carlo, 2012).

In this paper, we will critically refer to mediation as a concept, its role and recommended descriptors. We will establish the extent to which these descriptors can be related to pupils' activities. Based on previous findings, we will determine whether this term should be regarded as competence or strategy. In addition, we will explore whether such mediation outgrows the perspective of foreign language learning and teaching, together with the competences in a narrower sense, and to what extent the concept has been integrated into foreign language curricula within the Croatian education system.

Keywords: active approach; CEFRL; descriptors; mediation; plurilingual competence

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Early Language Learning and the Art of Movement

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Abstract

This paper studies using movement in English language teaching from the perspective of the art of movement, i.e. the art of dance. The author's approach to teaching English combined with rhythmic and dance teaching, developed and conducted by the author over a period of almost ten years, will be presented.

The theory of movement is based on the work of Ana Maletić, a dance pedagogue and a choreographer who combined Rudolph Laban's theory of movement and analyses of space with the eurhythmics of Jacques Dalcroze. In the field of language teaching, the theoretical foundation may be found in James J. Asher's Total Physical Response and Petar Guberina's Verbotonal Method and SGAV. As an illustration, in body movements stimulations (Verbotonal Method) movement is used for achieving perception and the provocation of speech activity in hearing and speech impaired children.

Combining elements of dance teaching methodology with language teaching methodology may facilitate the process of language learning by bringing it closer to the young learner's level of development. Movement can be employed in fostering the development of listening comprehension as a precondition for language learning allowing children to demonstrate understanding without production, in achieving correct pronunciation and fluency, in encouraging creative and artistic expression, as well as in promoting the learner's active involvement in the learning process and in developing a positive attitude towards learning.

Different ways of using sound, rhythm, intonation, movement, music, and dance in language teaching will be examined, as well as how this approach provides children with a holistic experience of learning a language.

The positive effects of this approach, not only regarding language learning, but also a child's complete development, will be presented through a description of the author's observations, the results of questionnaires for parents, and interviews with children, conducted at regular intervals during a school year with one generation of learners.

Keywords: artistic and creative expression; dance; listening comprehension; playing; rhythm and intonation of natural speech

To Be a Teacher of (Very) Young Learners

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Abstract

Being aware of the importance of learning foreign languages and developing intercultural communicative competence to be able to use different languages appropriately and effectively for communication (as stated in the European Council Recommendation of 22 May 2018 on key competences for lifelong learning), as well as to be able to communicate across cultures and to fully participate in a modern, multicultural society, places a great responsibility of building strong foundations at the very beginning of learning a language on teachers of young learners.

As learners start learning a foreign language at a very early age, teachers have to adapt their teaching methods to match the developmental and individual characteristics of their learners. One of the first tasks presented before the teachers is the development of motivation and a positive attitude towards learning another language. Teachers play a major role – their competence in both language and teaching methodology is crucial. The teacher provides an example and a role model for learners who, in this sensitive period, absorb the presented language content. Furthermore, young learners will benefit from a positive, encouraging and supportive student-teacher relationship. With support from a competent teacher, young learners can avoid barriers such as foreign language anxiety, and the fear of language.

Some of the benefits of learning a second language at an early age may also include acquiring correct pronunciation, intonation, and rhythm of natural speech and fluency. By skillfully adapting their teaching to young learners' needs, teachers can provide favorable conditions and adequate support to lay the firm groundwork and start scaffolding children's development in a foreign language, enabling each child to achieve

their potential.

This paper will attempt to identify the areas of teaching young learners where teachers may encounter difficulties or specific challenges. Presented in this paper are the author's observations from extensive experience in (very) early English language teaching, as well as in working with novice teachers, students, and their mentors. The presented observations may suggest areas for future research.

Keywords: communicative competence; motivation; positive attitude; supportive student-teacher relationship; teaching (very) young learners

Sind die Nationalsprachen noch Wissenschaftssprachen? Perspektiven der Mehrsprachigkeit im Wissenschaftssystem Siegfried Gehrmann

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Zusammenfassung

Im Mittelpunkt des Vortrags steht die Frage, ob die Nationalsprachen angesichts der Anglophonisierung von großen Teilen der Wissenschaft überhaupt noch als Sprachen der Wissenschaft gebraucht werden oder wir uns damit abfinden müssen, dass die Sprache der internationalen Wissenschaft heute Englisch ist. Was sind die Gewinne, was die Verluste einer solchen Sprachumstellung? Ist diese selbst irreversibel und Ausdruck einer „natürlichen“ sprachlichen Entwicklung oder ist sie im Gegenteil, wie Kritiker dieser Entwicklung behaupten, Ausdruck hegemonialer Herrschaftsstrukturen, die Wissenschaft an den Interessen und Paradigmen des anglophonen Wissenschaftsmarktes ausrichtet und dadurch kolonialisiert. Der Vortrag zeichnet Grundlinien dieses Disputes nach und kommt zu der Schlussfolgerung, dass eine mehrsprachige Wissenschaft sowohl für Prozesse wissenschaftlicher Erkenntnisfindung als auch für eine plurale Gesellschaftsordnung eine nicht hintergehbare Voraussetzung darstellt.

Schlüsselwörter: Anglophonisierung; hegemoniale Herrschaftsstrukturen; internationale Wissenschaft; mehrsprachige Wissenschaft; Nationalsprachen

Project-Based Learning in German Language Teaching – Teachers' Opinions and Perceptions

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Abstract

Project-based learning (PBL) is a teaching method that has been present in the Croatian educational system for many years. The importance of PBL is also recognized within the current curricular reform and it is a recommended teaching strategy in the curricula of interdisciplinary topics and most teaching subjects. Through PBL, students do not only acquire knowledge but develop a whole range of complex skills and abilities that prepare them for different life situations. In foreign language teaching and learning, PBL can have particularly positive impacts on the acquisitions of language – students are active, they have the opportunity to use the foreign language in authentic situations, and are motivated to be creative in communication (Quetz & Handt, 2002; Rösler, 2007). However, studies in this area point to deficits when it comes to integrating PBL in teaching practice. Namely, teachers are often unsure of the components that are a precondition for PBL, and a large number of activities that teachers consider to be PBL, are not projects (Traub, 2012). Furthermore, despite affirmative attitudes to PBL and proven positive effects (Bas, 2011), teachers rarely integrate this teaching strategy into their practice (Habok & Nagy, 2016).

To examine German language teachers' knowledge of PBL, and to explore their opinions and perceptions of the integration of PBL in their teaching, a questionnaire was given to a population of 101 German language teachers in Croatia. The results showed that the respondents were often not sure how to define PBL. As the greatest advantage of PBL, they often stated that it was simply a step away from the usual teaching practice. It

also turned out that younger respondents were less likely to integrate projects into their teaching practice than the older ones, although older respondents were more inclined to think negatively about PBL. Such findings point to the need for further teacher education in this area.

Keywords: foreign language teaching; German as a foreign language; project-based learning; teaching strategies; teachers' opinions and perceptions

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“And what happened next?” An Analysis of Croatian Children's Narratives in L2 English

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Abstract

In order to gain a deeper understanding of how children acquire and utilize an L2, it is important to consider not only their command of vocabulary items and grammatical structures but also how they implement their linguistic knowledge in different contexts (Kupersmitt & Berman, 2001). The present study thus addresses the question of how young language learners perform an elicited narrative task in L2 English, and how successful they are in the use of their knowledge of linguistic structures in this particular context. The aim of the research is to provide insight into how young learners employ the limited resources at their disposal to get the intended meaning across to the listener, and how specific features of their speech relate to the listener's perception of the successfulness of their task.

The study is based on a small corpus comprising elicited narratives of twenty Croatian learners of English as an L2, ten aged 10-11 (4th grade) and ten aged 12-13 (6th grade). Each child performed four picture-based narrative tasks which were audio-recorded and transcribed. The transcripts of the narratives will be analysed by determining the range of the vocabulary used, possible errors in syntax and vocabulary, as well as features of discourse organisation. The audio recordings of the narratives will then be scored by two trained assessors who will score them according to predetermined criteria including range and control of vocabulary and grammar, cohesion, intonation, and general fluency. The scores and the more detailed analyses of the features of their speech will provide a representation of the children's language use in context.

The results of this small-scale study will shed more light on the strategies that young learners use to structure their narratives and make their intended meaning clearer and show how successful they are in that task. The results can be used as a starting point for further research of children's potential for constructing meaning in an L2.

Keywords: discourse organisation; elicited narrative; error analysis; fluency; young language learners

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Kompetencije nastavnika stranih jezika iz perspektive studenata neofiloloških studija

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Sažetak

Suvremeni pristup nastavi i poučavanju općenito, pa tako i nastavi stranih jezika, temelji se na ishodima učenja, što nužno postavlja pred nastavnike nove zahtjeve, mijenja njihovu ulogu u nastavnom procesu i traži od njih širok raspon znanja i vještina. Već se u fazi inicijalnog obrazovanja nastavnika preporuča da im se u okviru studijskog programa osigura dubinsko znanje i razumijevanje pojedinih predmetnih sadržaja, omogućiti primjerena kombinacija teorijskih spoznaja i praktičnoga pedagoškog iskustva, pobudi istraživački i reflektivni duh te da ih se potakne na samostalnu analizu obrazovnog konteksta radi prilagođavanja potrebama učenika (Kelly i sur., 2004; ETUCE, 2008; Vizek Vidović i Domović, 2013). Recentna promišljanja o ovoj temi uglavnom spominju tzv. kompetencijski pristup obrazovanju (Vizek Vidović, 2009), a u tom se smislu u području nastave stranih jezika obično govori o generičkim kompetencijama i područno-specifičnim kompetencijama (Borg, 2006). Proveden je i određen broj istraživanja o stavovima i percepciji nastavnika u različitim fazama karijere o navedenoj problematici (Mihaljević Djigunović, 2008; Mihaljević Djigunović i Mardešić, 2009; Kömür, 2010; Choi, 2012; Cindrić, Andrača i Bilić-Štefan, 2014).

Cilj je ovoga istraživanja promotriti kompetencije nastavnika stranih jezika iz perspektive studenata neofiloloških studija, odnosno ispitati njihove stavove o pojedinim sastavnicama nastavničke kompetencije u području stranih jezika, prikupiti podatke o tome u kojoj mjeri smatraju da im inicijalno obrazovanje omogućuje stjecanje pojedinih sastavnica navedene kompetencije te utvrditi njihovu percepciju ostalih čimbenika koji mogu utjecati na razvoj nastavničke kompetencije (primjerice vlastito prethodno iskustvo učenja stranog jezika i razina jezične kompetencije). Istraživanje obuhvaća studente diplomskog studija nastavničkih usmjerenja na više neofiloloških studija na Filozofskom fakultetu Sveučilišta u Zagrebu (N = 80). Kvantitativni podatci prikupljeni su upitnikom koji sadrži niz zatvorenih i otvorenih pitanja, temelji se na poznatim referentnim i kompetencijskim okvirima za strane jezike (Kelly i sur., 2004; EPOSTL, 2007; CCP-Instituto Cervantes, 2012) i obuhvaća više kompetencijskih područja. Kvalitativni podatci prikupljeni su polustrukturiranim grupnim intervjuom na poduzorku ispitanika (N = 10). Dobiveni podatci mogu poslužiti kao podloga za promišljanje o primjerenosti sadržaja ponuđenih u okviru inicijalnog obrazovanja nastavnika stranih jezika, kao i za unaprjeđenje nastave na diplomskoj sveučilišnoj razini neofiloloških studijskih grupa, posebno u svjetlu reforme predmetnih i programskih kurikula.

Ključne riječi: inicijalno obrazovanje nastavnika; kompetencije nastavnika stranih jezika; kompetencijski pristup; kurikulum; stavovi studenata

Foreign Language Teacher Competence from the Perspective of Neophilology Students

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Summary

A contemporary approach to education and teaching in general, as well as foreign language teaching, is based on learning outcomes, which necessarily sets new challenges for the teachers, changes their role in the teaching process, and requires them to possess broad knowledge and set of skills. It is already during their initial education that, for example, the study program should provide them with an in-depth knowledge and understanding of individual subject contents, offer an appropriate combination of theoretical knowledge and practical pedagogical experience, stimulate their research and reflexive spirit and incite them to analyze the educational context in order to adapt to learners' needs (Kelly, 2004; ETUCE, 2008; Vizek Vidović & Domović, 2013). Recent developments regarding the subject mostly refer to a competence-based approach (Vizek Vidović, 2009) which, in the area of foreign language teaching, is usually reflected in generic and subject-specific competencies (Borg, 2006). Many studies have been conducted on teacher attitudes and perceptions regarding this issue in different phases of their careers (Mihaljević Djigunović, 2008; Mihaljević Djigunović & Mardešić,

2009; Kömür, 2010; Choi, 2012; Cindrić, Andrača & Bilić-Štefan, 2014).

The aim of this research is to examine foreign language teacher competence from the perspective of neophilology students, i.e. explore their attitudes about individual elements of teacher competence in the field of foreign languages, gather data about the extent to which they consider that the initial education enables them to acquire these elements and discover their perception of other factors which may influence the development of teacher competence (e.g., previous foreign language learning experience and language proficiency). The participants are students enrolled in graduate programs in the area of foreign language teaching within various neophilology study groups at the Faculty of Humanities and Social Sciences in Zagreb (N=80). Quantitative data have been gathered by a questionnaire containing a series of closed and open questions, based on the reference and competence frameworks (Kelly, 2004; EPOSTL, 2007; CCP-Instituto Cervantes, 2012), and involving several competence areas. Qualitative data have been gathered during a group interview with a sub-sample (n=10). Obtained results may serve as a basis for reflections on the appropriateness of the contents offered within initial education programs aimed at foreign language teachers, as well as for the further improvement of teaching practices within university graduate programs of neophilology study groups, especially in the light of the reform of course and program curricula.

Keywords: competence-based approach; curriculum; foreign language teacher competence initial teacher education; student attitudes

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Stavovi budućih učitelja o korištenju robota kao edukacijskog sredstva

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Sažetak

Prema Papertovoj (1980) teoriji konstruktivizma, učenici imaju potrebu za izradom i korištenjem objekata koji ih potiču na učenje radom, a tako razvijaju apstraktno mišljenje, stvaraju nove ideje i uviđaju proizvod svoga rada. Bers i suradnici (2002) proveli su istraživanje s budućim učiteljima koji su kreirali robota kao edukacijsko sredstvo te proveli aktivnost s učenicima predškolskog i primarnog obrazovanja. Pokazalo se da su buduću učitelji osmislili izrazito domišljate ideje kreirajući projekte s robotima pomoću kojih su učenici rane dobi uključeni u stvaralački proces.

Cilj ovoga istraživanja bio je ispitati stavove budućih učitelja engleskog jezika o implementaciji robota kao edukacijskog sredstva u nastavu engleskog jezika u Republici Hrvatskoj. Zanimalo nas je koliko su sudionici spremni koristiti se robotima u nastavi te na koje bi načine primijenili robota kao edukacijsko sredstvo u obrazovnom procesu. Sudionici istraživanja bili su buduću učitelji engleskog jezika (N = 70) koji su u sklopu jednog kolegija svojega studija sudjelovali na radionici na kojoj su slagali i učili programirati robota crtača.

Istraživanje je provedeno u dva dijela. Najprije je šest sudionika sudjelovalo u fokus grupi. Na temelju

odgovora pripremljen je internetski upitnik koji je poslan svim sudionicima radionice, a u kojemu se ispitivao stav sudionika prema uporabi robota u nastavi engleskog jezika te njihova predviđanja reakcija učenika na nastavu u kojoj se koriste roboti. Provedena je faktorska analiza (prvi dio upitnika) te analiza odgovora na pitanja otvorenog tipa (drugi dio upitnika).

Pretpostavka je da će sudionici imati pozitivan stav o uporabi robota u nastavi te da će predvidjeti pozitivan stav učenika o tome. Dodatno, očekuje se kako će sudionici pružiti izbor rješenja o načinu uporabe robota tijekom provedbe obrazovnog procesa, korelirajući sadržaj unutarpredmetno i međupredmetno. Osim toga, očekuje se da bi sudionici mogli osmisliti nastavni proces s robotom kao edukacijskim sredstvom u kojem bi učenici učili bez izravnog poučavanja, što je temelj suvremene konstruktivističke nastave (Topolovčan, Rajić i Matijević, 2017).

Glavne riječi: konstruktivizam, robot kao edukacijsko sredstvo, stavovi budućih učitelja engleskog jezika, učenje i poučavanje engleskog jezika

Future Teachers' Attitudes on Using Robots as Educational Tools Petra Karabin¹, Kristina Cergol¹, Una Mikac², Ana Sović Kržić³, Liljana Puškar³

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Abstract

According to Papert's constructivist theory (1980), pupils have the need to create and use objects which can stimulate learning by doing and development of abstract thinking, forming new ideas and enjoying the physical product of their endeavors. Bers et al. (2002) studied future teachers who created a robot as an educational tool after which they carried out a robot-based activity with preschool and primary school pupils. Future teachers were very resourceful in designing robot-based projects aimed at involving pupils in the creative process.

The aim of the present study was to investigate future English language teachers' attitudes on the implementation of robots into English language teaching in Croatia. We were interested in learning the participants' willingness to use robots in their future work. Moreover, we focused on how they envisaged using robots in their future classes. Participants were pre-service teachers of English (N=70) who, as part of their studies, participated in a workshop where they put together and learned to program a drawing robot.

The study was carried out in two parts. First, six participants took part in a semi-structured interview focus group. Based on their input, an online questionnaire was created and sent to all the participants. The questionnaire was designed to investigate the participants' attitudes towards using robots in the classroom and their predictions on the pupils' attitudes towards learning with robots. Factor analysis of the responses (first part of the questionnaire) and analysis of the responses to open-ended questions (the second part of the questionnaire) were carried out.

We predicted that the participants would hold personal positive attitudes and predict pupils' positive attitudes on using robots in the classroom. We believe that they will outline some possible solutions on the implementation of this novel tool into the education process inter- and intra-curricularly. We also expect that the participants will design teaching processes using a robot as an educational tool in which pupils would learn indirectly, which is the basis of the contemporary constructivist education (Topolovčan, Rajić, & Matijević, 2017).

Keywords: constructivism; English language learning and teaching; future English language teachers' attitudes; robot as an educational tool

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Uporaba informacijsko-komunikacijske tehnologije u poučavanju jezika: stavovi i iskustva nastavnika

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Sažetak

U današnje vrijeme brzog i sveobuhvatnog razvoja informacijsko-komunikacijske tehnologije (nadalje IKT) neminovan je njezin utjecaj na obrazovanje i pristup nastavi. Mogućnosti su primjene mnogobrojne, kao i aspekti nastave u kojima ona služi – od potpore poučavanju, preko izrade materijala za učenje i vježbu, pa sve do samostalne izrade učeničkih uradaka i projekata. U poučavanju jezika IKT može služiti kao koristan alat za razvoj svih četiriju vještina (govorenje, pisanje, čitanje i slušanje) te može biti izvorom autentičnih materijala, čime se pridonosi dinamičnosti nastave i mogućem rastu motivacije za učenje jezika.

Učenici rođeni u jeku informacijske revolucije mogu se smatrati informacijskim urođenicima jer su okruženi tehnologijom od samog rođenja, a nastavnici se uglavnom smatraju digitalnim useljenicima kojima treba podrška pri integriranju IKT-a u nastavu (Prensky, 2001). To su potvrdila i nedavna istraživanja u Europi (primjerice A ik i sur., 2019; Nikolopoulou i Gialamas, 2016) u kojima su nastavnici iskazali želju za integracijom IKT-a u nastavu, ali i upozorili na nedostatak edukacije i financijskih sredstava da bi se digitalni alati iskoristili na najbolji način. Slični su zaključci istaknuti i u radu Janjić, Librenjak i Kocijan (2015) u kojem su autorice ispitivale upotrebu IKT-a među nastavnicima u Hrvatskoj.

Cilj je ovoga rada istražiti iskustva i stavove hrvatskih nastavnika jezika prema korištenju IKT-a u poučavanju, kao i njihova mišljenja o potrebi za dodatnom edukacijom i razvijanjem digitalnih kompetencija, posebice među mlađom generacijom nastavnika (manje od 10 godina iskustva) koji su visokoškolsko obrazovanje stjecali za vrijeme visoke zrelosti IKT-a. Podatci su prikupljeni internetskom anketom među nastavnicima raznih jezika (hrvatski, engleski, francuski, talijanski, njemački) koji rade u osnovnim, srednjim ili školama stranih jezika te budućim nastavnicima (apsolventi nastavničkog modula koji su radili ili rade u školama stranih jezika). Rezultati su pokazali da nastavnici smatraju korištenje IKT-a u nastavi pozitivnim za učenje i poučavanje jezika te da se u nastavi često služe IKT-om, ponajviše alatima za izradu kvizova i alatima za izradu materijala za učenje. Istovremeno, rezultati potvrđuju potrebu za većom edukacijom nastavnog kadra u korištenju IKT-a različitim oblicima (internetskih) radionica.

Ključne riječi: informacijsko-komunikacijska tehnologija; poučavanje jezika; poučavanje jezika potpomognuto računalnom tehnologijom; učenje jezika

Use of Information and Communication Technology in Language Teaching: Teacher Attitudes and Experiences

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Abstract

Today's fast development of information and communication technology (ICT) inevitably influences all aspects of education, including approaches to teaching. Technology can be applied in numerous ways to serve various purposes – from acting as mere teaching support to being the basis for developing learning and exercise materials, or as a tool used by students to develop their projects. In language teaching, ICT is often perceived as a useful tool for developing all four skills (speaking, writing, reading, and listening), as well as the source of authentic materials. This contributes to lesson dynamics and, possibly, increases student motivation.

While the students born during the information revolution are considered digital natives (having been surrounded by technology from birth), teachers are mainly digital immigrants who need substantial support when integrating ICT in day-to-day lessons (Prensky, 2001). The latter has been confirmed by recent studies across Europe (e.g., A ik et al., 2019; Nikolopoulou & Gialamas, 2016). In these studies, teachers expressed their willingness to integrate ICT into their teaching, but, at the same time, called attention to their substandard

skills and the lack of adequate financial support that would enable digital tools to be used more efficiently. Janjić, Librenjak, and Kocijan (2015), who examined the use of ICT among teachers in Croatia, presented similar results.

This paper presents the results of research examining experiences and attitudes of language teachers in Croatia towards using ICT in teaching, as well as their opinions on the necessity of additional education and development of digital competences. The research especially targeted younger generations of teachers (those with less than 10 years of experience), whose university education coincided with a high degree of maturity of ICT. Data was gathered using an online questionnaire distributed to teachers of various languages (Croatian, English, French, Italian, German) working in primary schools, secondary schools, and private language schools, as well as to in-training teachers (final-year teacher trainees who work or have worked in private language schools). Results reveal that teachers see the use of ICT in teaching as a positive influence on learning and teaching languages. They further reveal a high usage rate among teachers, especially quiz design tools and tools for developing materials. However, the results also confirm the need for additional education on using ICT through various (online) workshops.

Keywords: computer assisted language learning; information and communication technology; language learning; language teaching

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Razumijevanje čitanjem iz perspektive čitalačkih navika učenika

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Sažetak

Za čitanje nismo genetski predodređeni, već ga učimo i time mijenjamo svoj mozak (Dehaene, 2013), što je osobito zanimljivo kada je strani jezik (J2) u pitanju. Njegovo se učenje ostvaruje na temeljima već usvojenoga materinskoga jezika (Butzkamm, 2013), stoga ne iznenađuje da su postignuća na J2 vezana uz znanje materinskoga jezika (Sparks, Patton, Ganschow i Humbach, 2012), pa je pismenost na materinskome jeziku (J1) ujedno jedan od glavnih čimbenika postignuća na J2, posebice kod početnika (Artieda i Muñoz, 2013), a njihova je povezanost održiva i nakon 10 godina učenja J2 (Sparks, Patton, Ganschow, Humbach i Javorsky, 2008, Sparks, Patton, Ganschow i Humbach, 2009).

Osim navedene pismenosti, značajan su čimbenik uspješnosti na J2 i čitalačke navike na J1 (Sparks i sur., 2009) koje se ujedno smatraju prediktorom učenja i čitanja na J2 (Sparks i sur., 2012).

Stoga je glavni cilj u ovome istraživanju utvrditi kakav je odnos između čitalačkih navika na J1 i razumijevanja čitanjem na J1 i J2, kakav je odnos između razumijevanja čitanjem na J1 i razumijevanja čitanjem na J2 te kako se promjene u čitalačkim navikama na J1 odražavaju na razumijevanje čitanjem na J1 i J2.

Pretpostavlja se da će bolje čitalačke navike biti povezane s uspješnijim čitanjem na obama jezicima, a uspješnost razumijevanja pročitanaoga teksta na J1 bit će pozitivno povezana s onom na J2 te da će s godinama učenja doći do promjena u čitalačkim navikama. Iako istraživanja govore da s godinama učenja povezanost čitalačkih navika na J1 i znanja J2 postaje izraženija (Sparks i sur., 2009, Artieda i Muñoz, 2013, i dr.), ovdje se pretpostavlja da čitalačke navike slabe, što će se vjerojatno očitovati kao slabije razumijevanja teksta na obama jezicima.

U istraživanju će sudjelovati ukupno 100 učenika petog i sedmog razreda dviju osnovnih škola u Varaždinskoj županiji, a u njemu će biti korištene dvije vrste mjernih instrumenata. To su upitnik o čitalačkim navikama i standardizirani test za provjeru razumijevanja čitanjem na hrvatskome kao materinskome i njemačkome kao prvome stranom jeziku. Za obradu podataka koristit će se deskriptivna statistika, korelacijska analiza i T-test.

Rezultati ovog istraživanja dali bi doprinos spoznajama o čitalačkim navikama učenika tijekom godina obrazovanja te odnosu između hrvatskoga kao J1 i njemačkoga kao J2, koji je u nas rjeđe istraživani strani jezik u području razumijevanja teksta čitanjem.

Ključne riječi: čitalačke navike; čitanje na hrvatskome jeziku; čitanje na njemačkome jeziku; razumijevanjem čitanjem

Reading Comprehension from the Perspective of Learner Reading Habits

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Abstract

We are not genetically programmed for reading, but reading is something we need to learn, which changes our brain (Dehaene, 2013). This is particularly interesting when L2 reading is discussed since L2 learning is based on the already acquired L1 (Butzkamm, 2013). Therefore, it is not surprising that L2 proficiency is related to L1 knowledge (Sparks, Patton, Ganschow & Humbach, 2012) with L1 literacy being one of the main predictors of L2 proficiency, especially in beginners (Artieda & Muñoz, 2013), and this interrelatedness is strong even ten years after the onset of learning (Sparks, Patton, Ganschow, Humbach & Javorsky, 2008; Sparks, Patton, Ganschow & Humbach, 2009).

Apart from the given literacy, L1 reading habits also significantly contribute to L2 success (Sparks et al., 2009); these are simultaneously viewed as an L2 learning and reading predictor (Sparks et al., 2012).

Therefore, the main aim in the present research is to discover the relationship between L1 reading habits and L1/L2 reading comprehension, and the relationship between L1 and L2 reading comprehension, but also to investigate how changes in L1 reading habits are reflected in L1/L2 reading comprehension.

It is assumed that better reading habits will be related to better reading in both languages; that better L1 reading comprehension will have positive effects on L2 reading comprehension; and that changes in reading habits will appear with the years of learning. Although research based on the length of exposure has confirmed that the relationship between L1 reading habits and L2 proficiency is stronger (Sparks et al., 2009, Artieda & Muñoz, 2013, and other), the hypothesis here is that reading habits will become weaker and have consequences in poorer reading comprehension in both languages (L1 and L2).

The current study will include 100 learners (in grade 5, and grade 7) in two primary schools in Varaždin County. Two types of measurements will be used: reading habits questionnaire and standardized L1/L2 reading comprehension test (L1 is Croatian and L2 is German). Data will be analyzed using descriptive statistics, correlation analysis, and T-test.

The results should contribute to insights into learners' reading habits in the course of their schooling, and to the relationship between Croatian as L1 and German as L2, which seems to be under-researched in Croatia when it comes to German reading comprehension.

Keywords: reading comprehension; reading habits; reading in Croatian; reading in German

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Well-Being and Learning a Foreign Language in the Third Age

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Abstract

There is a large cohort of until recently largely ignored FL learners which warrants close attention – namely, that of the older adult or “third-age” learners (cf. Pfenninger & Singleton, in press). Third-agers' pursuit of language learning is often long-lasting and serious and offers particular insights in relation to, for example, the socio-affective dimensions of language learning, which have wide import for language learning generally. Older learners are for these reasons finally beginning to figure in the research literature on FL learning (see e.g. Gabrys-Barker, 2018).

We shall introduce the case studies of four third-age FL learners from Japan. Examining these cases through the lens of positive psychology, we shall aim to shed some light on the actual experiences of, and motivations for learning a FL in the third age. In this connection, we shall make use of the concept of savouring, “the capacities to attend to, appreciate, and enhance the positive experiences in one's life.” (Bryant, 2006).

We shall go on to offer a series of narratives, i.e. the stories of our four learners - Eve (aged 75, learning French) Adam (aged 73, learning English), Joe (aged 70, learning Russian) and Mary (aged 68, learning French), that were derived from a series of in-depth interviews conducted with them. The narratives reveal (1) the manner in which learning a foreign language with passion contributes to the learners' lives, (2) in what precise ways this process is rewarding for them, and (3) how it adds to their sense of the meaning of their individual worlds - in all these ways contributing to their overall well-being.

Keywords: narrative; positive psychology; resilience; savouring; third age

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Iz studentske bilježnice: prvi kolegij o ranom učenju engleskoga jezika

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Sažetak

U radu se rekonstruira izborni seminar Foreign Language Acquisition at an Early Age koji je održan na Filozofskom fakultetu u Zagrebu kao izborni kolegij u zimskom semestru akademske godine 1978./1979., usporedno s predavanjima iz kolegija Metodika (nastave engleskoga jezika) Mirjane Vilke. Opisuje se sadržaj

kolegija iz metodike i izbornoga seminara te se izvođenje kolegija stavlja u povijesni kontekst početaka znanstvenih istraživanja ranoga učenja u Hrvatskoj.

Ključne riječi: Mirjana Vilke; povijest znanstvenoga istraživanja ranoga učenja; rano učenje engleskoga jezika u Hrvatskoj; studij anglistike

From a Student's Notebook: The First Course on Teaching English to Young Learners

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Abstract

The paper focuses on the seminar titled “Foreign Language Acquisition at an Early Age”, an elective course introduced by Mirjana Vilke, which took place at the Faculty of Humanities and Social Sciences of the University of Zagreb in the winter term of the academic year 1978/1979, in parallel with and as an extension of the lectures on “Teaching Methodology” (of the English Language). This study reconstructs the contents of this course and the elective seminar and considers their significance in the historical context of the beginnings of research on teaching foreign languages to young learners in Croatia.

Keywords: history of research on young learners; Mirjana Vilke; studying English; teaching English to young learners in Croatia

Multilingual Awareness of L3 Students of English and German in Primary School

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Abstract

Researchers in the area of third language acquisition and didactics of plurilingualism emphasize a more developed language awareness (Török & Jessner, 2017) as one of the main advantages of L3 students. Compared to L2 students, this awareness enables them to learn L3 and any additional language in a more efficient way. Moreover, by being aware and creating cross-lingual connections among their interlanguages, L3 students strengthen and broaden their proficiency in all languages of their multilingual system (Jessner, 2008). Previous research of multilinguals' language awareness, i.e. multilingual awareness in the context of the institutionalized acquisition of L3 has established that L3 younger students exposed to bilingual or immersion L1 and L2 programs, develop more prominent metalinguistic awareness (cf. e.g. Hofer, 2016; Lasagabaster Herrarte, 1998). At the same time, they show higher levels of language competence within L3 (ibid.), but also within L1 and L2 (Hofer, 2016).

Due to the specific educational context of these studies, it is questionable to what extent these results can be applied to school learning conditions in consecutive constellations of mother tongue (L1), first (L2) and second (L3) foreign language, in which foreign language input is significantly limited by both time and content. This empirical study focuses on the development of multilingual awareness in fifth-grade students of primary school in two typical foreign language learning sequences in Croatia – L3 German after L2 English, and L3 English after L2 German. The results confirm both starting hypotheses: fifth-grade students notice cross-lingual connections within L3 – L2 – L1 systems (H1), and they are capable of verbalizing them (H2). Furthermore, a positive correlation between successful noticing and verbalizing of cross-lingual connections has been identified. These results reveal that 11-year-old children possess the potential to develop elements of cross-linguistic and metalinguistic awareness. Therefore, taking into consideration the previous findings of the positive correlation between multilingual awareness and multilinguals' language competence, it can be

concluded that 11-year-old students can be exposed to a systematic development of multilingual awareness in L3 primary school instruction.

Keywords: cross-linguistic awareness; metalinguistic awareness; plurilingual competence; primary language education; third language acquisition

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Spracheinstellungen von mehrsprachigen Personen im soziokulturellen Kontext

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Zusammenfassung

Die Arbeit befasst sich mit den Ergebnissen der Untersuchung zu den Spracheinstellungen von mehrsprachigen Personen im Kontext von sozialen Identifikationsprozessen in Verbindung mit der jeweiligen Sprache. In der bisherigen Forschung über Bilinguismus und Emotionen ist es schon bewiesen worden, dass eine positive und statistisch signifikante Beziehung zwischen Motivation, Einstellungen und Sprachenlernen besteht (Gardner and Lambert 1959). Neben den kognitiven Fähigkeiten, die die wichtigsten Variablen im Sprachlernprozess sind (Carroll 1962), werden die affektiven Variablen als die nächstwichtigsten Faktoren gesehen, die zum erfolgreichen Abschluss des Sprachlernprozesses führen (Pavlenko, 31:2005). In den Untersuchungen zur Motivation für das Erlernen von Fremdsprachen wurde bewiesen, dass integrative Motivation bei jungen Menschen häufiger vorkommt als die instrumentale, und dass die erste auch häufiger zum Sprachlernerfolg führt. Auf der anderen Seite soll die instrumentale Motivation häufiger unter erwachsenen Lernern von Fremdsprachen vorkommen (Balenovic 2011). Neuere Untersuchungen im Bereich von Mehrsprachigkeit und Spracheinstellungen weisen auf die soziale Konstruktion von Einstellungen hin (Larsen-Freeman 2001) und bringen die Spracheinstellungen in Verbindung mit soziokulturellen und soziopolitischen Faktoren (Baker 1992, Dörnyei 2001, Husband & Saifullah-Khan 1982, Pavlenko 2005). Vor diesem Hintergrund wurde die vorliegende Studie unter 100 mehrsprachigen Europäern durchgeführt, mit dem Ziel, die Spracheinstellungen und die Motivation der Befragten für das Erlernen und/oder den Gebrauch von den Sprachen aus ihren Sprachrepertoires, mit besonderem Fokus auf Deutsch, zu analysieren. Die Untersuchung wurde mittels eines Online-Fragebogens unter 100 mehrsprachigen Sprechern durchgeführt, die Deutsch als Zweit- oder Fremdsprache in ihrem Sprachenrepertoire haben. Die Untersuchungsergebnisse weisen auf deutliche Unterschiede in den Sprachwahlen der Befragten hin, die auf komplexe Identifikationsprozesse mit den jeweiligen Sprachen hinweisen. Es wurde beobachtet, dass die Sprachenwahl von den Sprechereinstellungen, der jeweiligen kommunikativen Situation und der Beziehung mit dem Kommunikationspartner bestimmt wird. Es konnte festgestellt werden, dass spezifische symbolische und emotionale Werte, wie auch positiv oder negativ perzipierte Identitäten mit unterschiedlichen Sprachen in Verbindung gebracht werden.

Schlüsselwörter: affektive Faktoren; Spracheinstellungen; Sprachidentität; Motivation; Mehrsprachigkeit

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Razlike u motivaciji za učenje engleskoga i njemačkog jezika kod studenata u Hrvatskoj

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Sažetak

Rad se bavi rezultatima istraživanja o motivacijskim razlikama u učenju i korištenju engleskoga i njemačkog jezika kod studenata u Hrvatskoj. Prethodna istraživanja u području motivacije za učenje stranih jezika upućuju na važnost motivacije i afektivnih čimbenika, čija je uloga nakon kognitivnih sposobnosti najvažnija u određivanju uspješnog procesa ovladavanja drugim ili stranim jezikom (Gardner 1985, Gardner i Lambert 1959). Većina istraživanja naglašava važnost integrativne motivacije za uspješno učenje stranog jezika, odnosno pokazuju da je upravo ta vrsta motivacije najčešće prisutna kod mladih, dok je kod odraslih učenika stranog jezika prisutnija instrumentalna motivacija (Balenić 2011). Nadalje, novija istraživanja u području emocija i stavova o jezicima usmjerena su na značenje sociokulturnih i geopolitičkih aspekata koji utječu na stavove učenika nekog jezika prema ciljnoj govornoj zajednici, a time i na stavove prema tom jeziku (Dörnyei 2001, Pavlenko 2005).

S obzirom na to, u ovom radu tema su motivacijske razlike među studentima u Hrvatskoj koji su učili engleski i njemački kao strani jezik u okviru prethodnog školovanja. Istraživanje je provedeno putem upitnika na uzorku od 300 studenata Sveučilišta u Zagrebu. Istraživanjem je ispitivana njihova razina motivacije za učenje i govorenje pojedinoga stranog jezika, njihova ciljana komunikacijska kompetencija, razlozi za učenje i korištenje pojedinih jezika i stavovi prema njima. Rezultati potvrđuju hipotezu da ispitanici mnogo pozitivnije doživljavaju engleski nego njemački jezik te da se razlozi za učenje i primjenu tih dvaju jezika kvalitativno razlikuju. Engleski jezik više se vezuje uz integrativnu motivaciju, a njemački za instrumentalnu. Rezultati su sagledani u kontekstu sociokulturnih aspekata koji pridonose stavovima o jezicima i utječu na motivaciju za ovladavanje nekim jezikom te za njegovo korištenje. Rezultati upućuju na kompleksne procese identificiranja ili neidentificiranja s nekim jezikom, ovisne o emocijama koje mu se pripisuju te simboličkom identitetu konstruiranome pod utjecajem sociokulturnih čimbenika. Ispitanici se koriste jezicima u skladu s vlastitim preferiranim identitetskim narativima koji određuju i koliko se pojedinac emotivno povezuje s jezikom.

Ključne riječi: afektivni čimbenici; stavovi o jeziku; jezični identitet; motivacija; višejezičnost

Motivational Differences in Learning and Using English and German as a Foreign Language Among University Students in Croatia

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Abstract

The paper discusses the results of the study on motivational differences between learning and using English and German among university students in Croatia. Previous research in the field of motivation in

language learning points to the fact that, apart from cognitive abilities, motivation, and affective factors have a major role in successful language acquisition (Gardner 1985, Gardner & Lambert 1959). Most studies emphasize the importance of integrative motivation in language learning success or show that integrative motivation is prevalent with younger learners, whereas instrumental motivation is more frequently observed among adult learners of a foreign language (Balenić, 2011). In addition, recent research in the field of emotions and language attitudes focuses on the relevance of sociocultural and geopolitical aspects, which affect learners' attitudes toward target language communities and, as a result, toward their languages (Dörnyei, 2001; Pavlenko, 2005).

With this in mind, the paper deals with motivational differences among Croatian university students who have studied English and German as foreign languages within the school setting. A questionnaire-based survey was conducted on a sample of 300 students at the University of Zagreb. The study analyzes students' level of motivation, communicative competence goals, reasons for learning the specific languages, and the attitudes toward them. The findings of the study confirm the hypothesis that English is valued more positively than German and that the reasons for learning or using these two languages are qualitatively different. The findings are discussed within the context of sociocultural aspects which contribute to informants' language attitudes and influence their motivation for the study and use of the said languages. The results point to the complex processes of identification and misidentification, which depend on the emotions attached to a given language and its socioculturally influenced symbolic identity. Languages are used by speakers in accordance with their preferred identity narrative, which determines their emotional investment in a given language.

Keywords: affective factors; language attitudes; language identity; motivation; multilingualism

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The Picturebook as a Starting Point: A Case Study of First-Grade Chameleons

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Abstract

The benefits of using authentic literary texts in EFLT have been widely acknowledged owing to many academics, including Ellis and Brewster (1991) and Mourão (2017) in a worldwide context, and Narančić Kovač (1999, 2019) with a specific focus on the Croatian educational context. However, not many teachers venture into using authentic picturebooks as an alternative to textbooks accompanied by various ready-made materials which can easily be used as the best learning material for the hypothetical perfect students, those in the non-existent golden mean. The reasons for such behavior are probably practical but are not the focus of this research.

The goal of this case study is to explore whether picturebooks can be used at the very beginning of the first grade in Croatian schools. At this stage, pupils have little or no previous experience of learning English in a structured learning environment and are at different levels of skills such as reading and writing in their mother tongue. What is more, they have to cope with the difficult social task of finding new friends in a new environment and fitting in with a new social group of their peers.

For the purpose of this study, the picturebook *Blue Chameleon* by Emily Gravett will be used during the first month of school with a randomly chosen class of first-graders from a Croatian primary school. The possibility of the previous learning experience will be recorded. Field research will encompass at least three English lessons based on the selected picturebook. During the lessons, the teacher will be using a number of

projects and activities created specifically for this picturebook. Instructional objectives will be set according to the curriculum and expanded according to the students' personal and cognitive needs and interests. The lessons will be audio-taped and consequently transcribed and analyzed. The findings will be interpreted with regard to receptive (listening and reading) and productive (speaking and writing) language skills. Moreover, different literary competences and the level of pupils' literary literacy will be examined.

Keywords: authentic picturebooks; Blue Chameleon; EFL teaching; first-graders; literary literacy

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Kontrastivna analiza glagolsko-imeničkih općeznanstvenih kolokacija u hrvatskom i njemačkom jeziku

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Sažetak

Ovaj rad bavi se kontrastivnom analizom transdisciplinarnih glagolsko-imeničkih kolokacija koje služe jezičnom oblikovanju i opisu misaone znanstvene djelatnosti u hrvatskom i njemačkom jeziku. Analiza se ograničava na značenjska obilježja odabranih kolokacija u pisanom općeznanstvenom diskurzu i području znanstvenoga jezika (njem. alltägliche Wissenschaftssprache oder wissenschaftliche Alltagssprache prema Ehlich, 1993) kao zanemarenoj sastavnici znanstvenoga jezika koja obiluje brojnim leksičkim sredstvima preuzetima iz općega u znanstveni jezik. Zbog prividne značenjske sličnosti pojedinih kolokacijskih sastavnica sa značenjima u standardnom jeziku, često dolazi do dvojbi i nesigurnosti prevoditelja kao izvornih govornika hrvatskoga jezika, a posebice studenata u akademskom pisanju i ovladavanju akademskim vještinama na njemačkom kao stranom znanstvenom jeziku. Korpusni pristup istraživanju odabran je kako bi se uočile tipične i karakteristične kolokacije uobičajene u suvremenom hrvatskom općeznanstvenom jeziku. Takav pristup pruža uvid u glagole i njihove imeničke kolokacije kojima se opisuju komunikacijski činovi u aktualnom hrvatskom općeznanstvenom jeziku. U radu se polazi od pretpostavke da je jedino na temelju opisa i popisa primjera kolokacija iz korpusa moguće utvrditi potpune ili djelomične prijevodne istovrijednice, odnosno nepostojanje izravnih prijevodnih istovrijednica u njemačkom kao ciljnom znanstvenom jeziku.

Krajnji cilj rada jest ukazati na strategije prevođenja kolokacijskih obrazaca dvaju općeznanstvenih jezika i rasvijetliti moguće probleme studenata u ovladavanju kolokacijskim znanjima na semaziološkoj i onomaziološkoj razini.

Ključne riječi: glagol; hrvatski; imenica; kolokacija; njemački

Contrastive Analysis of Verb-Noun Collocations in Croatian and German Common Language of Science

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Abstract

This paper is a contrastive analysis of Croatian and German verb-noun collocations which are used to formulate and describe mental and scientific activity in the common language of science (Germ. alltägliche Wissenschaftssprache oder wissenschaftliche Alltagssprache, cf. Ehlich 1993).

The analysis is limited to semantic features of selected collocations from written scientific discourse, a neglected component of the scientific language abounding in numerous lexical means taken from the general language. Due to the seemingly significant similarity of certain collocational constituents with their meanings in general language, translators and especially students mastering academic skills in German as a foreign language of science are often at a loss.

A corpus-based approach to the research was selected to identify the typical and characteristic collocations common in the contemporary general Croatian language. In this way, an insight into verbs and their corresponding nominal collocations describing the communication roles in the current Croatian and German general languages will be gained. The paper is based on the assumption that such a description would allow us to determine complete or partial translation equivalents, i.e. the absence of direct translation equivalents and lexical gaps in two different national languages of science.

The main aim of the paper is to point to the translation strategies of collocational patterns of two common languages of science and to clarify possible problems students have in mastering collocational knowledge at the semasiological and onomasiological level.

Keywords: Croatian; collocations; German; noun; verb

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Task-Related Differences in the Use of the English Articles by Advanced Croatian Learners of English

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Abstract

This paper draws on research regarding definiteness and indefiniteness (Chesterman 1991; Trenkic 2004), and the problems of the acquisition of the English articles faced by Croatian learners of English (Zergollern-Miletić 2014). In the author's long teaching career, mostly in higher education (more precisely – the education of future teachers of English and/or translators), the author has come to the conclusion that the acquisition of the English articles by Croatian learners of English is generally lower than the overall level of acquisition of English. This can also be applied to advanced learners of English.

The paper discusses the results of a study conducted among two cohorts of university students – future primary school teachers of English. The total number of respondents is 78.

The analysis looks into the students' performance at the Test of Language Skills and Competences, which is an exam that tests the four skills. In addition, it tests students' knowledge of grammar (Cergol Kovačević, Cindrić & Davies 2014).

The author analysed students' language production on three tasks:

- 1) A cloze test targeting the use of the articles;
- 2) An essay;
- 3) A translation from Croatian into English.

The research questions are as follows:

- 1) What were the mistakes regarding the use of the articles on all three tasks?
- 2) Were the mistakes connected with a particular type of nouns?
- 3) Can the mistakes be attributed to students' not paying attention to the context?
- 4) Do the mistakes reflect certain general confusion when articles are concerned?
- 5) Were there differences in the number of mistakes from one task to another?
- 6) Were there differences in the type of mistakes from one task to another?
- 7) If yes, then what might be the causes behind those differences?

Keywords: context; English articles; level of acquisition; types of nouns; types of tasks

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Simpozij Uloga i mogućnosti informacijske i komunikacijske tehnologije (IKT) u predškolskom i osnovnoškolskom obrazovanju te obrazovanju učitelja

Symposium The Role and Scope of ICT in Preschool and Primary Education and Teacher Education

Sažetke simpozija pripremili su voditelj simpozija Mario Dumančić i tajnica simpozija Maja Homen Pavlin. The abstracts were prepared by the chair of the symposium, Mario Dumančić, and the secretary of the symposium Maja Homen Pavlin.

Pozvano predavanje / Keynote lecture

Artificial Intelligence in Education – Current State and Future Prospects

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Sažetak

One of the biggest potential impact that will radically change the landscape of education is implementation of artificial intelligence. That radical change makes artificial intelligence disruptive technology with unforeseen consequences for students, faculty and society in general. The bottom line is that educational system will be forced to adopt to new technologies, abandoning traditional teaching and pedagogical practices that were in the center of education for centuries.

This paper explores the current status and trends in application of artificial intelligence in education together with the readiness of educational personnel to modify current teaching practices and adopt new ones. It analyses different attitudes of all stakeholders in education toward implementation of ICT solutions and addresses ethical issues that are rising out of increasing implementation of technology in education. Apart from technological factors, paper addresses non technological factors that are often disregarded during implementation of contemporary technologies together with artificial intelligence. In addition to that, presented are future trends in development of artificial intelligence and discussed in the context of future long-term scenarios with the focus on potential transformation of educational landscape in general.

Keywords: artificial intelligence; education; future studies; ICT; scenarios

Uvođenje videoigara u obrazovanje pomoću računalnog oblaka

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Sažetak

Primjena videoigara u obrazovanju već je godinama predmet istraživanja, a njihova korisnost potvrđena je brojnim studijama i znanstvenim istraživanjima. Standardizirana ispitivanja, poput PISA testa, pokazala su da su ispitanici ostvarili bolje rezultate u čitanju, matematici i fizici ako su se više služili računalom za igranje videoigara. Dokazano je da primjena videoigara u obrazovanju povećava motivaciju učenika i poboljšava nekoliko ključnih vještina – društvenost, intelekt, reflekse i koncentraciju. Unatoč tomu, postoji niz zapreka u primjeni videoigara u obrazovanju, a one se mogu kategorizirati kao tehničke (mrežna ograničenja i ograničenja krajnjih uređenja), kompetencijske (znanje nastavnika u tom području), kvalitativne (manjak visokokvalitetnih edukativnih igara) i financijske (visoki troškovi nabavke igara i opreme). Računalna arhitektura novog doba koja omogućava igranje videoigara, kolokvijalno znana „igranje putem računalnog oblaka“, ima potencijal za rješavanje većine postojećih zapreka u primjeni videoigara u obrazovanju. Kod igranja

videoigara putem računalnog oblaka videoigra je u potpunosti pohranjena i igra se na serveru smještenom u računalni oblak, korisnik pritom prima video visoke razlučivosti, a server prima korisnikove naredbe. Dobro osmišljena platforma za igranje u računalnom oblaku omogućila bi besprijekornu i jednostavnu uporabu učenicima i nastavnicima. Igranje videoigara putem računalnog oblaka riješilo bi većinu postojećih problema, ali bi i donijelo nove istraživačke izazove, a upravo se njima ovaj rad bavi. Među te izazove ubraja se optimizacija videokodiranja temeljena na kvaliteti usluge s obzirom na mrežna ograničenja, pojednostavljivanje procedure uporabe takve platforme za učenike i nastavnike te metodologija stvaranja i prilagodbe sadržaja.

Ključne riječi: igre temeljene na računalnom oblaku; iskustvena kvaliteta; obrazovanje; optimizacija; videoigre

Introducing Video Games in Education Through Cloud Gaming

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Abstract

The use of digital games in education has been the subject of research for many years and their usefulness has been confirmed by many studies and research projects. Standardized exams, such as the PISA exam, show that respondents achieved better reading, math and physics results if they used the computer more for gaming-related activities. It has been proven that the application of video games in education increases student motivation, improves several types of key skills – social, intellectual, reflexes, and concentration. Nevertheless, there are several challenges associated with the application of video games in schools, and they can be categorized as technical (network and end device limitations), competency (teachers' knowledge in the area), qualitative (few educational games of high quality), and financial (high cost of purchasing games and equipment). The novel architecture for delivery of gaming content commonly referred to as “cloud gaming” has the potential to solve most of the present challenges of using games in education. In cloud gaming, the game is completely stored and played on a server located on a cloud with a high-definition video sent to the client, and user commands sent to the server. A well-designed cloud gaming platform would enable seamless and simple usage for both students and teachers. While solving most of the present problems, cloud gaming introduces a set of new research challenges that will be discussed in this paper. These challenges include Quality of Experience based optimization for video coding based on network constraints, simplification of procedures for usage of the platform for students and teachers, and methodology for content adaptation and creation.

Keywords: cloud gaming; education; video games; quality of experience; optimizations

Desirable Knowledge of Teachers for an Effective Integration of ICT in Teaching

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Abstract

Although it has been many years since information and communication technology (ICT) was introduced into classrooms, there are still questions about the impact of technology on students' learning. One of the reasons why it is important to understand the whole process of integration of ICT and the effect of ICT on students' learning is because it also affects planning teacher education programmes. A large number of teachers still use computers just as a repository for the content they need in classrooms. ICT could be a great help in many other fields as an interactive learning tool, but teachers do not make the most of it. In most cases where ICT is used in teaching, it is considered as a complete substitute for classroom interaction because all that students have to do is to find the materials they need for their classes on web forums and class webpages. Later, they have to do all the learning and understanding of the material downloaded from the webpages

by themselves. That is why teachers and educators, in general, need to understand both pedagogical and technological principles when using ICT in teaching. It is the only way for them to use ICT effectively. In this paper, suggestions for students and teachers to use ICT in a pedagogically and technologically appropriate way are described. Teachers should be prepared to integrate ICT into their teaching practices by designing and developing ICT-supported learning environments. Those learning environments must be relevant to the particular purposes and educational contexts of the subjects that students are taught. This paper draws on previous research evidence to identify the gaps between what is known about the usage of ICT in classrooms and the effects on students' learning, and what the future teachers should be prepared for, and what kind of knowledge they should possess before they start teaching in classrooms.

Keywords: ICT in classrooms; impact of ICT on education; interactive learning tool; learning environment; suggestions for teacher education

Bayesov model povezanosti matematičkih i informatičkih kompetencija u osnovnoj školi

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Sažetak

U ovom članku autori definiraju matematičke i informatičke kompetencije za peti razred osnovne škole te predstavljaju uzročni model matematičkih i informatičkih kompetencija. Osnovni je cilj bio mjerenje uzročne povezanosti između informatičkih i matematičkih kompetencija u osnovnom obrazovanju.

Uzorak za istraživanje sastoji se od 21 osnovne škole u Republici Hrvatskoj, 9 iz ruralnih i 12 iz urbanih područja. Sudionici su bili 250 učenika koji su pohađali 5. razred, pod pretpostavkom da je bilo najmanje 10 do 15 učenika unutar škole po naraštaju koji prisustvuju informatici kao izbornom predmetu. Učenici su bili od 10 do 11 godina starosti (5. razred) i obaju spolova.

Upitnik je primijenjen među nastavnicima u proljeće 2018. za školsku godinu 2016./2017., a sastojao se od ocjena postignutih na matematičkim i informatičkim testovima u 5 ili 6 pojedinačnih tema u skladu s Nacionalnim planom i programom za matematičke teme i teme izborne informatike.

Koristeći se statističkim skupom varijabli kojima su izmjerene matematičke i informatičke kompetencije, autori su izradili Bayesov model s distribucijama i informacijama o uvjetnim neovisnostima između matematičkih i informatičkih kompetencija. Statistička je analiza provedena korištenjem besplatnog softvera Tetrad 5.2.1-3 (Tetrad projekt 2015). U rezultatima su opisane strukturne jednadžbe između matematičkih i informatičkih kompetencija.

Očekivani znanstveni doprinos unutar informacijskih i komunikacijskih znanosti jest izrada kauzalnog modela povezanosti informatičkih i matematičkih kompetencija u osnovnoj školi, koji može imati veliko značenje pri oblikovanju budućih nastavnih programa i može unaprijediti obrazovni proces u nastavi Informatike i Matematike.

Ovaj je članak rezultat prethodnog istraživanja o uzročnom modeliranju matematičkih kompetencija u vrtiću (Tepeš i sur., 2013, 2014 i 2015) i u osnovnom obrazovanju, na međunarodnim konferencijama u Albaniji (Tepeš, Lešin i Hrkač, 2013) i Ujedinjenim Arapskim Emiratima (Tepeš, Šimović i Tepeš 2014).

Ključne riječi: Bayesov model; informatičke kompetencije; matematičke kompetencije; strukturni model jednadžbi

Bayes' Model of Interconnection Mathematical and Informatical Competences in Elementary Education

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Abstract

In this paper, the authors define mathematical and informatical competences for the 5th-grade elementary school children and present a causal model of mathematical and informatical competences. The basic objective was to measure the causal interconnection between informatical and mathematical competences in elementary education.

The sample for our research comprised 21 elementary schools in the Republic of Croatia, with 9 from rural, and 12 from urban areas. The participants were 250 pupils attending 5th grade, under the presumption that there were at least 10-15 pupils within a school per generation attending informatics as an elective subject. The pupils were 10-11-year-olds of both genders.

A background questionnaire was administered among teachers in the spring of 2018 for the school year 2016/2017, which consisted of the grades scored on mathematical and informatics exams in 5-6 individual topics according to the National Plan and Programme for the compulsory subject Mathematics and the elective subject Informatics.

Using a statistical set of variables that measured mathematical and informatical competences, the authors created a representation of distribution using the Bayes' model with information about conditional independence between mathematical and informatical competences. Statistical analysis was conducted using free software, Tetrad 5.2.1-3 (Tetrad project 2015). In the results section, the structural equations between mathematical and informatical competitions are described.

This research attempts to help systematize the aforementioned competencies and provide the causality model illustrating the connection between computer science and mathematics. The causality model will enable the comparison of competence levels and contribute to developing educational programs for computer science and mathematics in primary school.

This paper is a result of our previous research on causal modeling of mathematical competences in kindergarten (Tepeš et al. 2013, 2014 and 2015), and in elementary education, at international conferences in Albania (Tepeš, Lešin & Hrkač 2013), and the United Arab Emirates (Tepeš, Šimović & Tepeš 2014).

Keywords: Bayes' model; informatical competences; mathematical competences; structural equation model

Digitalne kompetencije odgojitelja u digitalnom okuženju

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Sažetak

Digitalno okuženje nameće potrebu za razvojem novih kompetencija kao što je opća digitalna kompetencija koja uključuje informatičku i podatkovnu pismenost, kreiranje digitalnog sadržaja, sigurnost te komunikaciju i suradnju. Podatkovna pismenost odražava se u pretraživanju baza podataka s ciljem pronalaženja određenih sadržaja te razvoja digitalnih kompetencija za kreiranje vlastitih digitalnih sadržaja korisnih u komunikaciji između roditelja i odgojitelja. Upravo dobra komunikacija omogućava izgradnju suradnje i partnerstva s roditeljima, pri čemu je važno voditi računa o sigurnosti i zaštiti privatnosti svakog sudionika komunikacijskog procesa. Poštivanjem i uvažavanjem svih navedenih elementa omogućuje se stalna kvaliteta i nadogradnja komunikacije. Digitalna tehnologija omogućuje unaprjeđivanje tradicionalnog oblika komunikacije licem u lice sa suvremenim oblicima komunikacije. Velik izbor servisa za komunikaciju pruža mogućnost individualne i grupne komunikacije između odgojitelja i roditelja. Uz prednosti koje donosi suvremena komunikacija pojavljuju se i izazovi poput osiguravanja infrastrukture, formalnog obrazovanje

odgojitelja, digitalne sigurnosti odnosno zaštite individualnog identiteta te definiranja pravila komunikacije putem digitalne tehnologije u ustanovama ranog i predškolskog odgoja i obrazovanja. Prije uključivanja suvremene komunikacije putem digitalne tehnologije u kurikulum ustanove za rani i predškolski odgoj i obrazovanje, potrebno je utvrditi postojeće stanje kao temeljno polazište za uvođenje promjena.

Istraživanje obuhvaća mišljenje 350 odgojitelja o komunikaciji putem digitalne tehnologije te njihovu procjenu vlastitih digitalnih kompetencija, odnosno samoprocjenu digitalne pismenosti. Prema rezultatima istraživanja moguće je determinirati potrebe odgojitelja za neformalnim obrazovanjem iz područja digitalne pismenosti. Rezultati ukazuju na potrebu osiguravanja infrastrukture od strane poslodavca, a koja je potrebna za provođenje komunikacije putem digitalne tehnologije s ciljem osuvremenjivanja komunikacije između odgojitelja i roditelja.

Digitalna tehnologija nema ulogu preuzimanja dominacije u komunikaciji između odgojitelja i roditelja, već pruža mogućnost nadogradnje komunikacije i njezino osuvremenjivanje. Suvremena digitalna tehnologija ubrzava proces svakodnevne komunikacije između odgojitelja i roditelja, odnosno prenošenje informacija te unaprjeđivanje tradicionalne komunikacije.

Cljučne riječi: partnerstvo; suvremena komunikacija; suradnja; tradicionalna komunikacija

Digital Competence of Early Childhood Education Teachers in Digital Environment

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Abstract

Digital assessment implies the need for the development of new competences such as general digital competence that includes information and data literacy, digital content creation, security, communication, and collaboration. Data literacy includes database searches to find specific content, and the development of digital competencies to create own digital content, which is useful in communicating between parents and early childhood education teachers (ECE). Good communication enables the development of cooperation and partnerships with parents, whereby it is important to take into account the security and privacy of each participant in the communication process. Respect for and appreciation of all of the abovementioned elements enables continuous improvement of communication quality. Digital technology enables the advancement of traditional face-to-face communication with the help of modern forms of communication. A wide range of communication services provides the possibility of individual and group communication between ECE teachers and parents. Modern communication brings challenges such as ensuring infrastructure, formal education of ECE teachers, digital security, protection of individual identity, and defining the rules of communication through digital technology in early childhood education. Before incorporating contemporary communication through digital technology into the curriculum of early childhood education, it is necessary to identify the existing situation as a basic starting point for introducing changes. The research includes the opinions of 350 ECE teachers about communication through digital technology, and the assessment of their digital competences, more precisely, their self-assessment of digital literacy. According to the research results, it is possible to determine the needs of ECE teachers for informal education in the field of digital literacy. The results point to the need to provide the infrastructure required by an employer to carry out communication through digital technology to modernize the communication between a parent and an ECE teacher. Digital technology does not have the role of taking dominance in communication between ECE teachers and parents, but it provides the ability to upgrade communication and modernize it.

Contemporary digital technology accelerates the process of everyday communication between ECE teachers and parents, that is, the transfer of information and the advancement of traditional communication.

Keywords: collaboration; contemporary communication; partnership; traditional communication

Samoprocjena digitalnih kompetencija studenata

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Sažetak

Utjecaj informacijske i komunikacijske tehnologije omogućuje pojedincima željnim stjecanja znanja i vještina dostupnost svih obrazovnih materijala. Brzina razvoja informacijske i komunikacijske tehnologije predstavlja izazov za učitelje i institucije uključene u organizaciju, vođenje i financiranje učenja i poučavanja. Primjena informacijske i komunikacijske tehnologije ne smije biti sama sebi svrha, nego se mora kontinuirano i planirano upotrebljavati kako bi se omogućio napredak u stjecanju digitalnih kompetencija. Razumijevanje i uporaba informacijske i komunikacijske tehnologije smatra se jednako važnim kao čitanje, pisanje i računanje. Tako da biti pismen ne podrazumijeva samo kompetencije čitanja, pisanja i računanja, već i digitalnu kompetenciju. Na razvoj digitalnih kompetencija mogu utjecati brojni čimbenici kao što su: šira zajednica (država), škola ili razred, obitelj i individualni čimbenici. Cilj je ovoga rada ispitati razlike u samoprocjeni razine digitalnih kompetencija u pet područja između hrvatskih studenata s Filozofskog fakulteta u Splitu i kanadskih studenata sa Southern Alberta Institute of Technology. Utvrđena je razlika u samoprocjeni digitalnih kompetencija između ispitanika. Hrvatski studenti u većoj mjeri nego kanadski smatraju da su digitalno kompetentni za područje informacije, komunikacije i sigurnosti.

Istraživanja ovoga područja trebala bi biti kontinuirana kako bi se neprestano stjecale nove spoznaje koje će pridonijeti razvoju digitalnih kompetencija kod svih građana. U bliskoj budućnosti digitalna nepismenost može biti jednaka alfabetskoj nepismenosti jer digitalna kompetencija predstavlja imperativ današnjice.

Ključne riječi: digitalne kompetencije; informacijska i komunikacijska tehnologija

Self-Assessment of Students' Digital Competences

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Abstract

The influence of information and communication technology enables access to all educational materials for individuals willing to acquire knowledge and skills. The fast information and communication technology development presents a challenge for teachers and institutions involved in an organization, management, and finances related to learning and teaching. The application of information and communication technology should not be an end in itself but should find its continuous and planned use to enable the advancement of digital competence acquisition. The understanding and use of information and communication technology are considered as equally important as reading, writing, and counting. Thus, being literate does not imply only the reading, writing, and counting competences, but also digital competence. The development of digital competences can be influenced by a number of factors, such as a wider community (e.g., the state), school or class, family, and individual factors. The aim of this paper is to examine the differences in self-assessment of levels of digital competence in five areas between Croatian students from the Faculty of Humanities and Social Sciences in Split and Canadian students from the Southern Alberta Institute of Technology. A difference in self-assessment of digital competences was found among the respondents. Croatian students think they are more competent than Canadian students in the areas of information, communication, and safety. Research in this area should be a continuous process to gain new insights that would contribute to the development of digital competences in all citizens. In the near future, digital illiteracy could be equal to alphabetical illiteracy, just like digital competence is today's imperative.

Keywords: digital competences; information and communication technology

Računalno razmišljanje budućih učitelja razredne nastave

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Sažetak

Računalno razmišljanje široko je prihvaćen pojam za univerzalno primjenjive koncepte, stavove i vještine svojstvene za STEM područja znanosti, kao i za područje informacijskih znanosti. Smatra se nužnim za uspješno funkcioniranje u tehnologijom prožetom društvu 21. stoljeća. Neophodna je integracija računalnog razmišljanja u nastavni proces, pri čemu je značajna uloga učitelja. U Republici Hrvatskoj novim se kurikulumom nastave informatike i eksperimentalnim programom Škola za život računalno razmišljanje apostrofirao kao jedan od četiriju temeljnih elemenata.

Naglasak je ovog rada na učiteljima primarnog obrazovanja – sadašnjima i budućima, te na osnaživanju njihova računalnog razmišljanja (uz druge aspekte koje potiču STEM način razmišljanja) kroz cjelokupnu nastavu, ne samo kroz matematiku ili programiranje. Ideja je osposobiti učenike i studente nesklone STEM područjima da usvoje bitne koncepte i vještine karakteristične upravo za STEM, no preduvjet je da učitelj nema problema s tim konceptima i vještinama.

U radu se analizira anketa studenata prve i druge godine Učiteljskog fakulteta u Zagrebu o sklonostima STEM područjima znanosti. Od 144 studenata svega 27 % studenata na maturi je položilo višu razinu matematike (A razina) te je svega 9 % anketiranih izrazilo izrazitu sklonost STEM područjima (88 % je svoju sklonost označilo osrednjom, a 3 % je navelo da sklonosti nema nimalo). Istovremeno hrvatski učenici na PISA testiranjima pokazuju ispodprosječne rezultate u svim kategorijama, u četirima posljednjim ciklusima testiranja u kojima je Republika Hrvatska sudjelovala. Kvalitetno obrazovanje postavlja pred učitelje zahtjev da suvereno primjenjuju strategije i sadržaje koji će kod učenika razviti kreativnost i motiviranost za široki spektar predmeta. Za očekivati je da će pomanjkanje interesa za STEM područje buduću učitelji prenijeti na nove generacije učenika, a to bi moglo rezultirati lošim uspjehom na objektivnim testiranjima.

Nadalje se u radu daje osvrt na primjere dobre prakse u razvoju računalnog razmišljanja učitelja razredne nastave i njihovih učenika. Predstavlja se projekt Games for Learning Algorithmic Thinking (GLAT) u čijem su fokusu zaposleni učitelji primarnog obrazovanja te posredno učenici iz njihovih razreda.

Na kraju se daju prijedlozi za integraciju koncepata računalnog razmišljanja u nastavu studenata, budućih učitelja na učiteljskim fakultetima, u zaseban kolegij kao i u postojeće kolegije.

Ključne riječi: računalno razmišljanje; STEM; učitelji razredne nastave

Computational Thinking of Future Junior Primary School Teachers

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Abstract

Computational thinking has become a widely accepted term for universally applicable concepts, attitudes, and skills characteristic for the STEM field of science as well as the area of information science. It is considered essential for successful functioning in the technology-perceived society of the 21st century. It is necessary to integrate computational thinking into the teaching process, with a significant teacher's role. In the Republic of Croatia, in the new Curriculum of Computer Science "School for Life", computational thinking is accentuated as one of the four fundamental elements.

The paper analyzes the first and second-year students' surveys at the Faculty of Teacher Education in Zagreb about the preferences of STEM areas of science. Out of the 144 students, only 27 percent of graduate students had a higher math level (A level), and only 9 percent of respondents expressed a "pronounced" tendency to STEM areas (88 percent expressed "moderate" and 3 percent "none"). At the same time, Croatian students show below-average scores on PISA tests in all categories, as recorded in the last four test cycles in which the Republic of Croatia participated. Quality education places demands for teachers to apply the strategies and content that would help students develop creativity and motivation for a wide range of subjects. It is to be expected that the lack of interest in the STEM area will be passed on by future teachers to new generation students, and result in poor performance on objective testing.

In addition, the paper gives examples of good practice in the development of computational thinking of classroom teachers and their students. The Project for Learning Algorithmic Thinking (GLAT) is presented, whose focus is on primary education teachers and indirectly on their students.

Finally, proposals are presented for integrating the concepts of computational thinking into the teaching of students - future teachers at the faculties of teacher education through a separate course, as well as the existing courses.

Keywords: computational thinking; junior elementary school teachers; STEM

Training for Lifelong Learning and Information and Communication Technology

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Abstract

This paper presents the authors' vision of the role that information and communication technology (ICT) plays in the process of training for lifelong learning. It is based on project questionnaire data called Developing Teacher Competencies for a Comprehensive Vocational Education Training (VET) System in Albania (TEAVET), aimed at an in-depth analysis of needs for lifelong learning (LLL) training. The main goals of the questionnaire were to define ways in which LLL in pre-university education could be encouraged effectively through precise defining of the topics of teacher training modules that derive from their real needs, to define the desired learning outcomes of training courses for teachers, and to enhance teacher competences for a comprehensive VET system. It was handled through seven modules. The authors made their estimations based on the data from questionnaires coming from 394 participants in the northern part of Albania, including pre-university teachers, school principals, university staff, teacher association members, administrative staff at universities, and laboratory technicians in order to support the teaching process. General information such as gender and age was gathered, and the focus of the topics was related to ICT, e.g. personal knowledge and the need for the use of ICT, social software, Learning Management System (LMS) which they use, ICT equipment that meets their needs, wireless network, use of ICT in accordance with the curriculum, utilization of digital teaching materials, the need to enhance personal digital skills, the need to improve personal digital pedagogies, and wider digital competences such as use of the Internet in order to update knowledge or skills in various learning situations. The said topics were in the focus of the study. The results show that these topics are a priority at the present stage.

Keywords: information and communication technology; lifelong learning; teacher; training

Multimedijski e-udžbenici u primarnom obrazovanju

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Sažetak

Znamo da učenici lakše savladavaju nastavni sadržaj korištenjem multimedijskih sadržaja. Multimedijski e-udžbenici olakšali su takvu nastavu jer obuhvaćaju videozapise, fotografije, zvučne zapise i razne medije na jednom mjestu. Multimedijski su e-udžbenici prije nekoliko godina ušli u škole. Kako bismo saznali koliko se zapravo učitelji koriste multimedijskim e-udžbenicima u nastavi, kojim se elementima koriste unutar multimedijskih e-udžbenika, što smatraju korisnim, a što nepotrebno, te što im nedostaje unutar multimedijskih e-udžbenika, proveli smo istraživanje na prigodnom uzorku hrvatskih učitelja. Multimedijski e-udžbenici danas nude različite mogućnosti pripreme, provedbe i evaluacije nastavnih sadržaja. Velike mogućnosti primjene e-udžbenika otvara i način pristupa njima putem tableta i mobitela, što zasigurno povećava njihovu uporabljivost i dostupnost današnjim učenicima. U hrvatskim školama mogu se naći različiti multimedijski e-udžbenici koji se mogu koristiti u skladu s kurikulumom primarnog obrazovanja. U ovom radu prikazat će se mogućnosti multimedijskih e-udžbenika te njihova primjena u nastavi i izvannastavnim aktivnostima.

Cljučne riječi: multimedija; multimedijski e-udžbenici; obrazovanje; obrazovna tehnologija

Multimedia e-Textbooks in Primary Education

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Abstract

We are aware that multimedia facilitates the learning process for pupils. Multimedia textbooks facilitate teaching because they comprise videos, photographs, audio files, and other media files in one place. Multimedia textbooks were introduced into schools a few years ago. In order to find out how teachers use multimedia textbooks in class, which elements of multimedia textbooks they use, what they find useful or unnecessary, as well as what multimedia textbooks lack in their opinion, we researched a number of Croatian teachers. Multimedia textbooks allow various possibilities in the preparation, performance, and evaluation of teaching contents. The possibilities of e-textbooks use are made even greater with enabled access via mobile phones and tablets, which makes such textbooks more useful and easily available to pupils today. In Croatian schools, various multimedia textbooks can be used in accordance with the primary education curriculum. This paper presents the possibilities of multimedia textbooks, as well as their application in school and extracurricular activities.

Keywords: education; education technology; multimedia; multimedia e-textbooks

Simpozij Novi izazovi u nastavi matematike

Symposium New Challenges in Mathematics Teaching

Sažetke simpozija pripremili su voditeljica simpozija Dubravka Glasnović Gracin i tajnik simpozija Goran Trupčević.

The abstracts were prepared by the chair of the symposium, Dubravka Glasnović Gracin, and the secretary of the symposium, Goran Trupčević.

Pozvano predavanje / Keynote lecture

Thinking About – Making Sense Reflecting in Mathematics Lessons - Why, What About, How?

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Abstract

Reflecting is seen as an essential activity to be developed in mathematics classrooms as well. There is a broad consensus in the literature referring to mathematics education. Relevant regulations of educational policy such as syllabus, (national) educational standards, international tests like PISA also contain reflecting as a required activity. In real mathematics lessons, on the other hand, there is little evidence of reflecting. So, there seems to be a considerable problem of matching between declarations and reality. This problem of the fitting is a key issue in the project “Reflecting in mathematics classrooms” at the Department of Mathematics Education at the University Klagenfurt. Interventions are developed and proposed for mathematics lessons.

In the first part, the lecture will give insight into the role and meaning attributed to reflecting by mathematics education. In addition to commonalities, various theoretical concepts show more or less great differences - also concerning what should be reflected on.

In the second part, conceptual definitions made in the context of the project are presented. On the one hand, it is a question of what should be meant by reflection in the project and, on the other hand, it is about suggestions, i.e. types of reflection that should be integrated into mathematics teaching. Thus, it is about the question of what should be reflected on and the question of which objects or relationships are at the center of reflections. These can be inner-mathematical relationships, as well as relationships between mathematics and our world or even relationships between mathematics and us humans.

The focus of the third part of the presentation is on concrete tasks that are intended to stimulate reflections in mathematics lessons. As part of the project, a series of tasks were developed for different mathematical topics and different educational levels (esp. grades 5-12). The tasks also address all the types of reflections that are intended for use in the classroom. Some examples of such tasks stimulating reflections will be presented in the lecture. And it will be briefly reported on some experiences with the use of such reflections in secondary school mathematics lessons.

Keywords: mathematics education; reflecting; secondary education; tasks; types of reflection

Influence of Mathematics Content and Teaching of Mathematics on Students' Career Aspirations

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Abstract

In Slovenia, the lack of interests of young people to become researchers or teachers of mathematics and other STEM (Science, Technology, Engineering, and Mathematics) subjects is noticeable, and that could be a

real future threat for the Slovenian educational system. In this research, we observed the correlation between career aspirations and some constructs, i.e. the content of mathematical disciplines, mathematical contents from elementary and secondary school education, and the opinions about the teaching of elementary and secondary school. The research was made on the sample of 552 secondary school students from grades 3 and 4 of different gymnasiums and was part of the research already made by Šorgo and colleagues. In the survey, 15 different career streams were proposed and some of them include contents tightly connected with mathematics (e.g. education, engineering, finances, research, and development). Surprisingly, the results show that there is no correlation between the abovementioned constructs and any of the offered career streams.

Keywords: career aspirations, elementary school mathematics, mathematics teaching, secondary school mathematics, SEM analysis

Utilizing the Task Progressions Framework to Support Lesson Design

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Abstract

The author describes interactions with teachers as they utilize the Task Progressions Framework (Courtney & Glasnović Gracin, 2019) to develop a sequence of mathematics lessons. As described in Courtney and Glasnović Gracin (2019), the Task Progressions Framework integrates components of existing task analysis frameworks, notions of ‘rich’ tasks, differentiated instruction, task format, and learning progressions to develop a guide for use in assembling (for teachers) or analysing (for researchers) a set of tasks that help students develop particular mathematical ideas and particular mathematical habits of mind (e.g., Cuoco, Goldenberg, & Mark, 1996). Whereas Courtney and Glasnović Gracin (2019) focus on the framework’s development and utilization in analysing the quality, diversity, and complexity of tasks in a lesson or sequence of lessons, the focus of this paper is on the research question: How does the Task Progressions Framework help teachers develop mathematics lessons comprised of a focused, coherent, and ‘rich’ sequence of tasks? The author worked with two middle grades (grades 6-8; student ages 11-14 years) and three secondary (grades 9-12; student ages 14-18 years) mathematics teachers in the midwestern U.S. to design lessons covering content chosen by each teacher. Teachers were introduced to all four primary dimensions or categories of the Task Progressions Framework (i.e., content, mathematical habits of mind, task format, task features), and allowed to focus their lessons on specific dimension processes or sub-categories, such as level of task complexity or rigor; or promoting persistence, productive struggle, and/or self-regulation. In addition, teachers were required to situate their tasks along a learning progression, identified as “key waypoints along the path in which students’ knowledge and skills are likely to grow and develop in [mathematics]” (Daro, Mosher, & Corcoran, 2011, p. 12). Results highlight the complex nature of inclusive classroom environments (i.e., general education settings in which students with and without disabilities learn together)—with 63.1 percent of U.S. students with disabilities spending at least 80 percent of the school day “being educated alongside their typically-developing peers” (Diamant, 2019, para. 1)—and the multitude of expectations required of and limited supports provided to mathematics teachers.

Keywords: learning progressions; lesson planning; mathematical habits of mind; task analysis

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“What Is Geometry for You? Draw a Picture.” Young Students’ Understandings of Geometry Revealed Through Drawings

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Abstract

In the past several decades, the proportion of geometry has been reduced in many national curricula over the world. The reason for this was the temptation to increase the coverage of other mathematical disciplines within school mathematics. Additionally, for many years the geometry curriculum worldwide has been somewhat of an eclectic mix of activities, which may have also contributed to the increased coverage of other mathematical content areas at the expense of geometry. These developments raise a question concerning geometry competencies that students acquire in mathematics education. This question is particularly important in early grades as this is an important period for the development of geometric thinking, but also with respect to building a basis for later geometry acquisition.

The study presented in this paper focuses on the analysis of young students’ understanding of geometry by using drawings and a semi-structured interview. For this purpose, we used the adaptation of Wittmann’s model of seven fundamental ideas of geometry as a theoretical perspective which includes geometric forms and their construction, operations with forms, coordinates, spatial relationships and reasoning, measurement, geometric patterns, geometric forms in the environment, and geometrization. The participants were 248 Croatian elementary school students (grades 2 to 4). This age group was chosen as this is an important period for the development of geometric thinking. The students were given a blank piece of paper with the assignment to draw what geometry for him/her was. The analysis of their drawings was conducted with respect to the adapted Wittmann’s model and supplemented with the data from interviews. In this way, the authors gained an in-depth insight into school geometry in Croatia through students’ eyes.

The results revealed that elementary students have a rather narrow image of geometry. Specifically, the fundamental idea of geometric forms and their construction dominated in the students’ drawings regardless of the grade level. These results raise issues regarding re-questioning the primary mathematics curriculum requirements concerning the multi-dimensional nature of geometry.

Keywords: drawings; fundamental ideas; geometry education; primary grade education

Using Comparative Judgement to Assess Students’ Mathematical Proficiency Regarding Quadratic Function

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Abstract

Mathematical proficiency theory is a comprehensive view of successful mathematics learning. It includes five equally important and mutually interdependent strands that represent different aspects of a complex whole: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition (Kilpatrick, Swafford & Findell, 2001). The procedural fluency strand, separately or in contrast with conceptual understanding, has been researched extensively. Researching aspects of strategy, metacognition and beliefs represent significant issues (Schoenfeld, 2007). Thus, some aspects of mathematical proficiency, e.g., conceptual understanding and adaptive reasoning, are neglected in most assessments. Generally, the strands of mathematical proficiency are investigated separately, contrary to the request to assess the aspects of mathematical proficiency as a whole, and not just its separate components (Burkhardt, 2007). This paper aims to address the deficiencies of standard mathematical testing and to enable assessment of more open and less structured tasks, by using an alternative approach to assessment, named comparative judgement. Comparative judgement offers the potential for assessing some global constructs such as mathematical ability and problem-solving (Jones & Inglis, 2015). The objective of this paper was to research the potential of such an assessment approach for investigating students’ mathematical proficiency. To this end, mathematical

proficiency regarding the quadratic function of one high school class was first tested and then assessed using the comparative judgement method.

Keywords: assessment; comparative judgement; high-school students; mathematical proficiency; quadratic function

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Razredni odjel kao referentna točka stavova i uvjerenja učenika u nastavi matematike

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Sažetak

Područje stavova i uvjerenja učenika u nastavi matematike se u praksi dominantno povezuje s uspjehom učenika i obiteljskim čimbenicima. Međutim, u zadnjih tridesetak godina pojačano se razmatra akademsko samopoimanje te kako se oblikuje percepcija akademske samoefikasnosti učenika u okvirima razrednog odjela. Među najutjecajnijim teorijama u tom području je Big Fish in Little Pond Effect (BFLPE) (Marsh, 1984) koju su brojni istraživači diljem svijeta potvrdili na velikim i reprezentativnim uzorcima te time otvorili mnoga nova pitanja i izazove koji se pokazuju naročito značajnima za nastavu matematike. U tom je području istraživanja glavni cilj odrediti na koji način motivacija i uvjerenja učenika ovise o socijalnim usporedbama vršnjaka te kakav je njihov utjecaj na svekolika uvjerenja i vrijednosni sustav učenika u kontekstu nastave matematike.

Prema toj teoriji prosječno postignuće učenika negativno utječe na njegovo akademsko samopoimanje pa je temeljni izazov kako omogućiti većem broju učenika da se ostvare u odgojno-obrazovnom sustavu. Drugim riječima, učenik prosječnoga školskog uspjeha među vršnjacima u razrednom odjelu iznadprosječnog uspjeha može početi smatrati matematiku manje važnom, manje korisnom ili manje zanimljivom jer se njome suočava s nizom negativnih emocija s kojima se teško nosi (Wigfield i Eccles, 2000). Tako će primjerice učenici iz nekog objektivno manje zahtjevnog odgojno-obrazovnog usmjerenja neke srednje strukovne škole često imati više samopouzdanja te pozitivnih stavova i uvjerenja u kontekstu nekog akademskog područja, ili više njih, negoli njihovi vršnjaci podjednagog kapaciteta i znanja koji pohađaju objektivno zahtjevnije odgojno-obrazovne programe.

Kako u hrvatskom odgojno-obrazovnom sustavu nedostaje istraživanja BFLPE teorije za nastavu matematike, cilj ovog rada jest prikazati relevantnu literaturu, teorijsku utemeljenost te specifičnost i važnost ovog fenomena za matematičko obrazovanje. Autor opisuje kako se u različitim razrednim ozračjima osnovnih i srednjih škola ovaj fenomen razvija te kako u nastavi matematike on ima utjecaje širih okvira i posljedice većih razmjera nego u drugim predmetnim područjima. Zaključno ističe kako bi suvremena nastava matematike u središtu svojih namjera trebala imati pedagoški razgovor i savjetovanje kao okosnicu poticajnoga i ohrabrujućega razrednog ozračja koje je nužno kako učenicima ne bi bile uskraćene obrazovne aspiracije i perspektive usklađene s njihovim potencijalima.

Ključne riječi: akademsko samopoimanje; nastava matematike; pedagoško savjetovanje; stavovi i uvjerenja učenika

Mathematics Class as the Reference Point of Students' Attitudes and Beliefs in Mathematics Learning and Teaching

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Abstract

In practice, attitudes and beliefs of students in mathematics teaching have been primarily observed as a consequence of students' success and family background. However, over the last thirty years, academic self-concept has been a topic of focus with recent discussions on how the perception of academic self-efficacy of students within the classroom is shaped. One of the most influential theories in this area is the "Big Fish in the Little Pond Effect" (BFLPE) (Marsh, 1984), which many researchers have confirmed worldwide on large and representative samples, thus opening many new issues and challenges that are particularly important for teaching mathematics. Within this field of research, the main focus is on how students' motivation and beliefs are affected by a social comparison among peers, and what impact they have on a variety of students' mathematics-related beliefs, achievement values, task values, etc.

According to this theory, the average achievement of students negatively influences the academic self-concept of students, and thus, as the main challenge, it shows how to make more students achieve higher academic success. In other words, a student who is performing at an average level in higher-performing class may begin to find mathematics to be less useful, important, or interesting because he or she does not enjoy feeling such negative emotions (Wigfield & Eccles, 2000). Thus, for example, students from an objectively less demanding educational setting of some secondary vocational schools will often have more confidence and positive attitudes and beliefs in the context of some (or more) academic areas than their peers of equal capacities and knowledge attending objectively more demanding educational programs.

As the Croatian education system lacks research in the BFLPE theory for mathematics teaching, this paper aims to present the relevant literature, the theoretical background, and the specificity and importance of this phenomenon for mathematical education. The author describes how this phenomenon develops in different classroom environments of primary and secondary schools, and how its impact on mathematics teaching is heavier, and its consequences are on a larger scale than in other school subjects. In the end, the author states that contemporary math teaching should have pedagogical discussion and counseling as the focal point of supportive and the encouraging classroom atmosphere, which should be an integral part of teachers' work to support students' pursuit of educational aspirations and perspectives that are in line with their academic potentials.

Keywords: academic self-concept; mathematics class; pedagogical counselling; students' attitudes and beliefs

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Sustavni pregled literature kao istraživačka metoda: primjer stručnog usavršavanja učitelja matematike

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Sažetak

U ovoj se studiji koristio sustavni pregled literature kao glavna istraživačka metoda. Takav pregled literature sastoji se od točno propisanih koraka kako bi se osigurala strogost istraživanja. Prvo je potrebno formulirati odgovarajuća istraživačka pitanja. Drugo, potrebno je definirati pojmove za pretraživanje i odabrati baze podataka. Treće, u daljnjem pretraživanju literature potrebno je rabiti kriterije za uključivanje i isključivanje publikacija. Potrebno je ocijeniti i znanstvenu kvalitetu publikacija pomoću unaprijed definiranih kriterija

kvalitete. U ovaj su pregled uključene samo one studije koje su zadovoljile kriterije kvalitete. Naposljetku su izdvojeni podatci koji odgovaraju na postavljena istraživačka pitanja. Cilj ovog istraživanja bio je identificirati one studije koje su istraživale stručno usavršavanje i multikomponentne intervencije učitelja matematike s utjecajem na postignuća učenika. U ovom procesu identificirane su 22 studije povezane s istraživačkim pitanjem. U pregledanim publikacijama ispitalo se kako je stručno usavršavanje utjecalo na postignuće učenika i provjerilo se veličinu učinka učeničkih postignuća. Dodatno, klasificirani su modeli stručnog usavršavanja opisani u tim studijama s obzirom na razinu autonomije koja je dana učiteljima tijekom usavršavanja. Većina usavršavanja bila su transmisivnog tipa, manji broj usavršavanja imao je kombinirane značajke prilagodljivog (malleable) i transmisivnog modela, dok je mali broj studija imao karakteristike samo prilagodljivog modela. Zanimljiv je podatak da polovina pregledanih studija opisuje stručno usavršavanje koje nije utjecalo na postignuća učenika. Također su mnoge studije imale malu veličinu učinka na postignuća učenika, u usporedbi s veličinom učinka 0,40 koju Hattie smatra prijelomnom točkom u obrazovnim intervencijama.

Ključne riječi: postignuća učenika; stručno usavršavanje; sustavni pregled; učitelji matematike

Systematic Review as a Research Method:

A Case of Professional Development of Mathematics Teachers

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Abstract

This study utilized a systematic review of literature as the main research method. The systematic review consists of precisely defined steps to ensure research rigor. First, we formulated appropriate research questions. Second, we defined the search terms and selected databases. Third, we used inclusion and exclusion criteria, which guided us in the further literature search. Fourth, we evaluated the scientific quality of the obtained publications using predefined quality criteria. Only studies that met the quality requirements were included in this review. Finally, data answering the research questions were extracted. Our aim was to identify studies that examined the professional development of mathematics teachers with an influence on student achievements. In this process, we identified 22 studies connected with our research question. In the reviewed studies, we examined whether professional development influenced student achievements, the effect size of achievement, and we classified the models used in professional development according to the autonomy given to the teacher in the professional development. Most professional development models were transmissive, some combined features of malleable and transmissive models, while characteristics of only malleable models were present in few studies. Half of the studies described professional development that did not impact student achievements. Our review showed that many studies had small effect size on student achievements in comparison with the effect size of 0.40, Hattie's "hinge point" for educational interventions.

Keywords: effect size; mathematics teachers; professional development; systematic review

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Razvijanje osjećaja za broj prema usporedbi nacionalnoga, Montessori i Waldorfskog kurikula za matematiku u nižim razredima osnovne škole u Hrvatskoj

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Sažetak

Preporuke Vijeća Europe o ključnim kompetencijama za cjeloživotno obrazovanje uključuju matematičku kompetenciju koja se temelji na sposobnostima računanja i znanju o brojevima. Teorijski okviri međunarodnih istraživanja PISA i TIMSS te hrvatski nacionalni kurikulum sadrže komponentu rada s brojevima. Brojevi su važan dio matematičkog obrazovanja u nižim razredima osnovne škole i neizostavni su u brojnim aspektima profesionalnog i društvenog života.

Pojam osjećaj za broj (eng. number sense) motivira istraživanja s različitim fokusom i pristupom. Psihologima je zanimljiv urođeni osjećaj za broj. Metodiciari su ispitivali kako je osjećaj za broj povezan s uspjehom i sposobnostima u matematici te istraživali i dizajnirali aktivnosti koje razvijaju osjećaj za broj. Dunphy (2007) je pisao kako je osjećaj za broj pojam koji se teško definira. Osjećaj za broj odnosi se na razumijevanja, vještine i stavove o broju koji nadilaze sposobnosti rada s brojevima u svakodnevnom situacijama.

Rezultati hrvatskih učenika na međunarodnim istraživanjima i nacionalnim ispitima te odgovori studenata učiteljskih studija na testu koji je osmislila autorica, ukazuju na slabije sposobnosti u radu s brojevima. Iskustvo autora s alternativnim obrazovnim sustavima, Montessori i Waldorf, potaknulo je ispitivanje kako pojedini kurikuli podržavaju razvijanje osjećaja za broj u kontekstu matematičkog obrazovanja u nižim razredima osnovne škole u Hrvatskoj.

Pregledom znanstvene literature pronađeno je nekoliko teorijskih okvira koji tumače pojam osjećaja za broj (Andrews i Sayers, 2015; Dunphy, 2007; Howell i Kemp, 2010; Yang, 2005). Uspostavljen je okvir za usporedbu kurikula koji se sastoji od deset prepoznatih komponenti osjećaja za broj. Rezultati pokazuju kako hrvatski kurikulum u usporedbi s alternativnim kurikulumima podbacuje u komponentama povezanim s veličinom broja, uzorcima i stavovima o broju. Nadalje, ishodi učenja u hrvatskom kurikulumu, a koji pripadaju komponentama povezanim s odnosima, prikazima, računanjem i primjenom broja, nefleksibilni su, ograničeni i rutinski. Razvijanje osjećaja za broj, u odnosu na uvježbavanje procedura, može se ostvariti aktivnostima važnima za komponente osjećaja za broj, a podzastupljenima u hrvatskom kurikulumu. Smatramo kako obrazovanje budućih učitelja i učitelja u praksi o alternativnim pristupima matematičkom obrazovanju može doprinijeti učenju i poučavanju koje razvija osjećaj za broj.

Ključne riječi: Montessori obrazovanje; osjećaj za broj (eng. number sense); osnovnoškolska matematika; usporedba kurikula; Waldorfsko obrazovanje

The Development of the Number Sense Through the Comparison of the National, Montessori, and Waldorf Curricula for the Primary Mathematics Education in Croatia

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Abstract

The recommendations of the Council of Europe on the key competences for lifelong learning present mathematical competence that builds “on a sound mastery of numeracy” and includes “sound knowledge of numbers”. The theoretical frameworks for international surveys, PISA and TIMSS, and Croatian National curriculum comprise the knowledge of numbers. Numbers are an important part of primary mathematics education, and they permeate many aspects of professional and social life.

The notion number sense inspired studies with different foci and approaches. Psychologists are

interested in the preverbal number sense. Educators examined how number sense correlated with achievement and abilities in mathematics and investigated and designed activities to develop students’ number sense. Dunphy (2007) found that number sense is a difficult-to-define notion. It concerns “understandings, skills, and attitudes about number” that are beyond being numerate in the everyday work-around mathematics.

The achievement of Croatian pupils in international surveys and national exams, and the prospective primary school teachers’ answers in a test developed by the author indicate low-level abilities in working with numbers. Having experience with alternative education, Montessori and Waldorf, we questioned how the corresponding curricula promote the development of the number sense in the context of primary mathematics education in Croatia.

The literature review provided several frameworks to explain the number sense (Andrews & Sayers, 2015; Dunphy, 2007; Howell & Kemp, 2010; Yang, 2005). We created a tool for curriculum analysis that included the ten common components of the number sense. Our results showed that the Croatian National curriculum failed in comparison to the alternative curricula, namely in the number sense components related to the size of numbers, patterns, and attitudes. Furthermore, we found that the outcomes of the Croatian National curriculum, which pertain to the components related to the relationship, representation, calculation, and application, are rigid, limited, and routine. Developing the number sense, as opposed to exercising procedures, can be achieved through the activities relevant to the components that are lacking in the Croatian National curriculum. We believe that educating prospective and in-service teachers about alternative approaches to mathematics education might help promote teaching and learning to develop the number sense.

Keywords: curriculum analysis; number sense; Montessori education; primary school mathematics; Waldorf education

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The Influence of Students’ Personal Characteristics on Their Mathematical Homework Performance

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Abstract

A number of factors, including involved persons, can influence student’s homework performance. Factors are connected to teachers who set up homework tasks, and sometimes also to students’ parents or carers who participate in homework completion, but in any case, many factors originate from students’ characteristics. In the presented study, we focus on the latter. We are studying if and how students’ self-esteem, students’ mathematical confidence, and students’ attitudes toward learning mathematics influence homework performance. We focus on following students’ homework behaviours: the effort that a student invests in homework, the share of homework completed by a student, and students’ optimization of time while doing homework. As several studies suggest, all the abovementioned students’ homework behaviours could be in positive correlation with students’ mathematics achievements (e.g. Núñez et al., 2015; Trautwein, & Lüdtke, 2007). The paper presents the results of an international survey involving 729 students from the final three grades of elementary education in Slovenia and Croatia. The results show that the self-esteem of both Slovenian and Croatian students, measured with the Rosenberg scale (Rosenberg, 1965), is not correlated with

mathematics homework completion, homework time optimization, or even with students' effort invested in homework. The students' mathematical confidence or their perceptions of success in mathematics, and the students' attitudes toward learning mathematics were measured by expressing the level of students' acceptance, with the statements used in the TIMSS 2015 study (IEA, 2013). For Slovenian students, the results show a very weak negative relationship between students' mathematical confidence and homework completion, students' effort and time optimization while doing homework. For the students from Croatia, these relationships cannot be confirmed. However, for the students from both countries, the attitudes toward learning mathematics are in a weak, or respectively, in a moderately positive correlation with all of the mentioned students' homework behaviours that influence mathematical achievements. These results imply that the promotion of students' positive attitudes towards learning mathematics should be more emphasised than building up students' mathematical confidence.

Keywords: attitudes towards learning mathematics; homework; mathematical confidence; mathematics; self-esteem.

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An Analysis of 6th Graders' Abilities to Relate Contextual and Non-Contextual Problems

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Abstract

Mathematical problems could be contextual, relating to everyday real life in comparison to non-contextual, where mathematical concepts prevail and solutions to such problems have a more intellectual than practical value for the solver. We usually relate contextual problems to mathematical literacy that is defined as the ability of an individual to recognize mathematics in everyday life situations and can use mathematical knowledge to satisfy his/her own needs. This means that a student can solve problems in different contexts such as personal, social, professional, and scientific that are connected to mathematics in a specific way. The main focus of our research was to find out how 6th-grade students recognize mathematical concepts in problems based on everyday life contexts, so-called contextual problems. We were interested in analysing the strategies used by 6th graders when faced with non-contextual and contextual problems. They were confronted with six problems, 3 pairs of non-contextual and contextual ones (the mathematical ideas were: common multiples, the power, and parts and wholes). The mathematical concept in a non-contextual problem was visible, whereas, in the contextual problem, the same mathematical idea was not directly visible; the solver had to recognise it within the context. The results have shown that the connection between success in both types of problems is not obvious, which means that success in non-contextual problems is not necessarily a prerequisite for success in the contextual ones. We found many different solutions that clearly show that a non-contextual problem in the pair of problems was solved better than the contextual one and vice versa. We also observed that some pupils were able to use the same strategy in both problems in the pair, but some students approached them differently. The results have also shown that students have problems with the heuristic 'working backward', and therefore, the pair of problems demanding that particular strategy was the most poorly solved. Generally, it was confirmed that being proficient in basic mathematical skills and having basic knowledge of mathematical

concepts are two conditions for mathematical literacy, but on the other hand, they are not necessarily sufficient conditions for making a transfer to a contextual everyday life problem. Mathematical literacy is a specific part of mathematics, consisting of the use of mathematical knowledge in contexts that are not structured in the same way as the usual school contexts, and therefore, some specific attention is needed in school to improve solving such problems. We propose teaching heuristics as a good 'start'.

Keywords: 6th grade students; contextual problem; mathematical literacy; mathematical problem; strategy

Ispitivanje odgojiteljskog poznavanja razvojnog tijeka matematičke kompetencije djece predškolske dobi i stvaranja odgojno-obrazovnih uvjeta za njezin razvoj

Goranka Matić Šarić

Dječji vrtić Dugo Selo

Sažetak

Cilj ovog istraživanja bio je utvrditi stupanj poznavanja razvojnog tijeka matematičke kompetencije djece predškolske dobi kod odgojitelja te ispitati postoji li povezanost između poznavanja razvojnog tijeka matematičke kompetencije djece s nekim aspektima oblikovanja odgojno-obrazovnog konteksta za razvoj navedene kompetencije kod djece.

U istraživanju je sudjelovalo 66 sudionika, odnosno, odgojitelja. Sudjelovanje u ovom anketnom istraživanju bilo je anonimno i dobrovoljno. Sudionici su ispunili Upitnik za odgojitelje koji se sastojao od tri dijela: uvodni dio s pitanjima o socio-demografskim obilježjima sudionika, dio poznavanja razvoja matematičke kompetencije djece te dio o odgojno-obrazovnim uvjetima za razvoj matematičke kompetencije.

Utvrđeni su osnovni statistički parametri odgovora sudionika na Upitniku poznavanja razvoja matematičke kompetencije djece (UMK) i na Upitniku o odgojno-obrazovnim uvjetima za razvoj matematičke kompetencije djece (UO-O). Veći je postotak točnih odgovora na UMK-u za pitanja koja se odnose na razvoj matematičke kompetencije djece na području usvajanja brojenja, naziva za brojeve i pisane simbole za brojeve nego za pitanja koja se odnose na poznavanja rednih brojeva, zbrajanje/oduzimanje i podjelu skupova. Izračunati su postotci odgovora sudionika na pitanja o stvaranju odgojno-obrazovnih uvjeta za razvoj matematičke kompetencije: 53,03 % sudionika navodi da nisu proveli projekt iz područja ranog razvoja matematičke kompetencije djece, a njih 80,3 % navodi da nisu sudjelovali na stručnom skupu/edukaciji o stvaranju uvjeta za razvoj matematičke kompetencije djece u pedagoškoj godini 2017./2018.

Nije utvrđena statistički značajna povezanost između ukupnog rezultata na Upitniku poznavanja razvojnog tijeka matematičke kompetencije djece i odgovora na pojedino pitanje na Upitniku o odgojno-obrazovnom uvjetima za razvoj matematičke kompetencije.

Sudionici su prema godinama radnog staža podijeljeni u dvije podskupine: jednu su podskupinu činili sudionici koji imaju do 5 godina radnog staža na poslovima odgojitelja, a drugu oni sa 6 i više godina radnog staža. Dobivena vrijednost t-testa ukazuje da je razlika između sudionika različite dužine radnog staža na poslovima odgojitelja prema ukupnom rezultatu na UMK-u statistički značajna. Sudionici koji imaju do 5 godina radnog staža postižu viši rezultat na tom upitniku.

U budućim bi istraživanjima bilo korisno na većem uzorku sudionika istražiti povezanost drugih relevantnih varijabli (uvjerenja odgojitelja; odgojno-obrazovne metode i drugo) za poticanje razvoja matematičke kompetencije djece.

Cljučne riječi: matematičke kompetencije djece; odgojitelji; odgojno-obrazovni kontekst

Study of the Developmental Course Knowledge of Mathematical Competence of Children in Preschool Teachers and Designing the Educational Context for the Development of Mathematical Competence

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Abstract

The aim of this study was to determine the level of knowledge of the developmental course of mathematical competence of children in preschool teachers, and to examine the correlation between the knowledge of the developmental course of mathematical competence of children in preschool teachers and some aspects of the design of the educational context for the development of the mentioned competence in children.

The study involved 66 participants, that is, preschool teachers. Participation in this survey was anonymous and voluntary. Participants filled in the Questionnaire for Preschool Teachers consisting of three parts: the introductory part of the Questionnaire that contains questions about the socio-demographic characteristics of the participants, followed by the Questionnaire about knowledge of the development of mathematical competence and Questionnaire about the educational context for the development of mathematical competence.

The basic statistical parameters of preschool teachers' responses to the Questionnaire about knowledge of the development of mathematical competence (QMC) and the Questionnaire about the educational context for the development of mathematical competence (QE-U) were established. There is a higher percentage of accurate QMC responses on the issues related to the development of mathematical competence of children in the area of numeracy and numerical symbols for numbers than the issues related to the knowledge of ordinal numbers, addition/subtraction, and division of sets. Participants' responses to the questions about educational context for the development of mathematical competence were calculated: 53.03 percent of participants stated that they had not carried out a project in the area of early development of mathematical competence of children, and 80.30 percent stated that they had not participated in a professional assembly/education about the educational context for the development of mathematical competence in the pedagogical year 2017/2018.

No statistically significant correlation has been established between the overall score on the Questionnaire about knowledge of the development of mathematical competence and the single question of Questionnaire about the educational context for the development of mathematical competence.

The participants were divided into two subgroups according to the working age: one subgroup was composed of the participants who had up to 5 years of experience working as preschool teachers, while the other subgroup consisted of the participants with 6+ years of work experience. The obtained t-test indicates that the difference between the participants of different lengths of work experience in relation to the overall score on QMC is statistically significant. Participants with up to 5 years of work experience achieved a higher score on this Questionnaire.

In future research, it would be useful to investigate on a larger sample the correlation between other variables relevant for the development of mathematical competence by children (e.g., preschool teachers' beliefs, educational methods, etc.).

Keywords: educational context; mathematical competence by children; preschool teachers

Utjecaj udžbenika na postignuća učenika 3. razreda na SPUR testu

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Sažetak

Udžbenički komplet osnovni je didaktički materijal u nastavi matematike i kao takav ima velik utjecaj na razoj učenika. SPUR je multidimenzionalni pristup učenju matematike koji potiče razvoj učenika u četirima dimenzijama: vještine (eng. *skills*), osobine (eng. *properties*), upotreba (eng. *uses*) i predstavljanje

(eng. *representations*). Vještine podrazumijevaju poznavanje procedura za rješavanje zadataka, osobine podrazumijevaju matematičke principe i činjenice, upotreba podrazumijeva primjenu znanja u svakodnevnom životu, a predstavljanje upotrebu vizualnih prikaza (Thompson i Kaur, 2011). U ovom radu analizirani su udžbenički kompleti matematike za 3. razred osnovne škole iz oblasti Razlomci s ciljem da se utvrdi zastupljenost zadataka po SPUR-u, zatim je ispitan utjecaj udžbeničkih kompleta na postignuća učenika na SPUR testu te u kojoj se mjeri učitelji koriste udžbeničkim kompletima na satu matematike.

Analizirani su udžbenički kompleti matematike za 3. razred osnovne škole, koji se najviše koriste u Školskoj upravi Sombor. Uzorak ispitanika činilo je 125 učenika 3. razreda i njihovi učitelji iz Školske uprve Sombor. Ispitivanje je provedeno pomoću upitnika za učenike i ankete za učitelje, sastavljenih za potrebe ovog istraživanja.

Analize pokazuju da se udžbenički kompleti međusobno znatno razlikuju po broju zadataka po SPUR-u. Udžbenički kompleti najviše sadrže zadatke koji se odnose na vještine, a najmanje zadatke koji se odnose na osobine. Rezultati SPUR testa pokazuju da su učenici najuspješniji u zadacima koji se odnose na vještine, a najmanje uspješni u zadacima koji se odnose na upotrebu. Također, rezultati testa postignuća učenika pokazuju da učenici koji se koriste udžbeničkim kompletem s najmanje zadataka po SPUR-u imaju najbolje rezultate, što navodi na zaključak da broj zadataka ne jamči i dobre rezultate na testu. Rezultati ankete pokazuju da su učitelji zadovoljni brojem i kvalitetom zadataka, da su s učenicima ostvarili više od 75 % zadataka iz udžbeničkih kompleta i da se dodatno koriste zadacima iz radne bilježnice i zadacima koje sami pripremaju. Pored udžbeničkih kompleta, velik utjecaj na postignuća učenika imaju i drugi faktori, poput kompetencija učitelja.

Cljučne riječi: postignuća učenika; radna bilježnica; SPUR, udžbenik; upotreba udžbenika

Influence of Textbooks on 3rd-Grade Students' Achievements on the SPUR Test

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Abstract

A textbook is a basic didactic material in the teaching of mathematics, and as such, has a great influence on students' development. In this study, we analyzed mathematics textbooks for the 3rd grade of elementary school, in the field of fragments to determine the representation of tasks according to SPUR. Next, we determined the impact of textbook sets on students' achievements on the SPUR test and examined the extent to which teachers use textbook sets in mathematics classes. The SPUR test is a multi-dimensional approach to learning mathematics that encourages the development of students through four dimensions: Skills, Properties, Uses, and Representations. The skills include knowledge of procedures for solving a task, the properties include mathematical principles and facts, the uses include knowledge in everyday life, and the representation includes the use of visual representations (Thompson & Kaur, 2011).

The sample consists of textbook sets of mathematics for the 3rd grade of primary school from three publishing houses that are mostly used on the territory of the Sombor School Administration, 125 students of the third grade and their teachers from the territory of the Sombor School Administration. The instruments are a checklist, a test for students, and a teacher survey created for this research.

The analyses show that the textbook sets differ significantly in terms of the number of tasks by SPUR. The textbook sets mostly contain tasks related to skills, and in the least, tasks related to properties. The results on the SPUR test show that students achieved the best results on the tasks related to skills, and the worst results on the tasks related to the use. Also, the results from the student achievement test show that the students who use a textbook that contains the fewest tasks by SPUR have the best results, which leads us to the conclusion that the number of tasks does not guarantee good results on the test. The survey results show that teachers are satisfied with the number and quality of the tasks, that they have done more than 75 percent of the tasks from the textbooks with the students, and that they give homework assignments from the workbook, as well as the tasks they prepare on their own. In addition to textbooks, other factors, such as teachers' competences, have a major impact on students' achievements.

Keywords: SPUR; students' achievements; textbook; use of textbooks; workbook

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Metacognitive Feelings and the Illusion of Linearity

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Abstract

The illusion of linearity is the tendency to comprehend certain sizes as linearly related, even when such understanding is not justified. This illusion is manifested in providing linear answers in non-linear tasks. It occurs due to linearity heuristic, that is, intuitive and automatic, but sometimes an erroneous and biased type of information processing. It is assumed that mathematical education that is focused on procedural knowledge and routine expertise is important in the appearance and maintenance of the illusion of linearity. In order to override linearity heuristic, people need to scrutinize information. The trigger for engaging this analytical and rational type of information processing are metacognitive feelings that represent experiential experiences informing a person about cognitive processing, and serve as the interface between some task and the person. For instance, when people have a lower metacognitive feeling of rightness (FOR), they are more inclined to deeply analyse their responses. The role of metacognitive feeling, as well as conceptual and procedural knowledge, in the occurrence of the illusion of linearity, has not been thoroughly explored. Therefore, our research aimed to examine whether interventions focused on students' conceptual and procedural knowledge would affect their FOR, and consequently, the illusion of linearity. The participants were high-school students (N=908) who solved five linear and five non-linear tasks randomly presented on the computer and were given different instructions about task solving. While some students had conceptual instruction, the other had procedural instruction, and both instructions were grounded in the productive failure method. There was also a control group. In our study, students answered in accordance with the illusion of linearity. The results showed that conceptual and procedural instructions decreased the illusion of linearity. Students who had lower FOR were more inclined to analyse their answers and spent more time on thinking about tasks. It can be concluded that metacognitive feelings have an important role in understanding and decreasing of the illusion of linearity.

Keywords: conceptual knowledge; procedural knowledge; metacognitive feelings; the illusion of linearity

Primary Education Pre-Service Teachers' Achievement Goals in Mathematics and Their Approach to Learning and Teaching Mathematics: A Person-Centered Analysis

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Abstract

In Croatia, primary education teachers are trained as generalists, and mathematics is only one of several different subjects that they teach. That means that, when they chose their future profession, they were not necessarily drawn by their interest in becoming mathematics teachers. On the other hand, it is very important

that they have good mathematics teaching skills, along with positive attitudes toward mathematics, and are motivated to teach it to their students. Therefore, we were interested in finding out whether there was an “at-risk group” of future primary education teachers that began their studies with low motivation for learning mathematics, and whether they would have different attitudes toward learning and teaching mathematics in comparison to more motivated groups. The participants were 325 primary education students. In their first year of studies, we collected data on achievement goals in mathematics that they held in high school, motivation for learning mathematics during their studies, mathematical epistemic beliefs, mathematics anxiety, and preferences for different types of mathematical problems. We also assessed their mathematics performance. In their third year of studies, we collected data on their mathematical epistemic beliefs, mathematics anxiety, and mathematics teaching efficacy beliefs. The results of the cluster analysis showed that we could put primary education pre-service teachers in three groups according to the profiles of their achievement goals in high school: (1) dominant mastery goals, (2) all goals high, (3) all goals low. We identified the third group as the “at-risk group”. The results of the ANCOVA, with achievement goals profile as an independent variable, showed that different groups differ in the motivation for learning mathematics during their studies, preferences for different types of mathematical problems, epistemic beliefs, mathematics anxiety, and teaching efficacy beliefs, even when controlling for their mathematics performance. The “at-risk group” had the least adaptive beliefs. However, the differences between the groups were not large and tended to be less prominent in the third year of studies than in the first. Hence, it would be interesting to further explore the role of initial teacher education in forming adaptive beliefs in mathematics.

Keywords: initial teacher education; mathematics; achievement goals; motivation; teacher beliefs

Tematski sat matematike u razrednoj nastavi

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Sažetak

Upravo na samom početku školovanja učenici stvaraju pozitivne ili negativne stavove prema matematici. Glavni razlog nastanka negativnih stavova još nije utvrđen, ali s vremenom sve više jača uvjerenje kako je matematika učenicima težak predmet u kojem ne mogu biti uspješni i savladati ga zbog načina na koji im se prezentira nastavni sadržaj (Arambašić, Vlahović-Štetić i Severinac, 2005). U stručnoj literaturi sve se više opisuju, a u suvremenom nastavnom procesu i koriste, različiti oblici nastave koji imaju neka bitna zajednička svojstva. Učenik koji aktivno sudjeluje u stvaranju vlastitih spoznaja, zainteresiran je i motiviran znatiželjom, a znanje mu je utemeljeno na razumijevanju. Sve je više nastojanja da se nastavni proces ostvaruje prema djetetovim potrebama, udaljavajući se od tradicionalnog poučavanja. Integrirano poučavanje jedan od oblika poučavanja usmjerenih na dijete i njegove potrebe. Ono podrazumijeva planiranje i organiziranje poučavanja u kojem se povezuju različita obrazovna i odgojna područja s ciljem postizanja dubokog i cjelovitog razumijevanja određenog sadržaja. Integrirano poučavanje različitim načinima ostvaruje odgojno-obrazovne zadatke suvremene nastave. Tematsko poučavanje, kao jedan od oblika integriranog poučavanja, u središte postavlja određenu temu oko koje se interdisciplinarno grade nastavne aktivnosti i oblikuje nastavni sat, u nastavi matematike poznatiji kao tematski sat.

U sklopu ovog rada provedeni su tematski sati matematike u 1., 2., 3. i 4. razredu s ciljem utvrđivanja može li se učenicima nastava matematike dodatno približiti tematskim poučavanjem. Nastavni proces u svakom razredu oblikovan je prema određenoj temi koja je bliska učenicima i prilagođena njihovoj dobi, kako bi se omogućila provedba prirodnog tematskog poučavanja. Analiza evaluacijskih i samoevaluacijskih listića pokazala je kako su učenici cjelokupno bili motivirani za nastavne sate, kao i učiteljice za korištenje tematskog sata matematike u svojoj nastavi.

Ključne riječi: integrirano poučavanje; matematika, nastava matematike; tematsko poučavanje; tematski sat matematike

Theme-Based Approach to Mathematics Teaching in Lower Primary School

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Abstract

At the very beginning of schooling, students tend to create either positive or negative attitudes toward mathematics. The main reason for the emergence of negative attitudes has not yet been established, but it is becoming evident that mathematics is a difficult subject for students who are unable to achieve success and master it because of how the content is presented (Arambašić, Vlahović-Štetić, & Severinac, 2005). Different forms of teaching that have some important common features are more and more described in professional literature, and used in the modern teaching process. A student who is actively involved in creating his/her knowledge, is interested, motivated by curiosity, and his/her knowledge is based on understanding. Increasing efforts are made to bring the teaching process to the child's needs, moving away from traditional teaching. One of the main teaching strategies that follow children's needs, and the interpretation of the world as a whole, is integrated teaching. This implies planning and organizing the teaching process in which we connect different educational areas to achieve a deep and comprehensive understanding of certain content. Integrated teaching through different forms achieves the educational tasks of modern teaching. Theme-based teaching, as a form of integrated teaching, puts a certain topic in the center around which we build activities in an interdisciplinary way, and form a Math lesson known as a themed lesson.

Within this paper, the theme-based Math lessons in grades 1, 2, 3, and 4 were presented to show and analyze whether math could be brought closer to the students through the theme-based approach. The teaching process in each class was shaped to a particular subject that was close to the students and adapted to their age, to enable the implementation of natural theme-based teaching. The analysis of evaluation and self-evaluation sheets showed that the students were generally motivated for Math lessons, and the teachers were motivated for using the theme-based approach.

Keywords: integrated teaching; mathematics; Math class; theme-based class; theme Math lessons

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Arambašić, L., Vlahović-Štetić, V., & Severinac, A. (2005). Je li matematika bauk? Stavovi, uvjerenja i strah od matematike kod gimnazijalaca. Društvena istraživanja : časopis za opća društvena pitanja, Vol. 14 No. 6 (80), 1081-1101.

Poučavanje početnih koncepata i vještina vezanih uz množenje u hrvatskim udžbenicima

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Sažetak

Kako je poučavanje kompleksan sustav utemeljen na određenom kulturnom predlošku, potrebno je iskoračiti iz danoga kulturnog okvira da bi ga se opisalo. Tek tada postaju uočljivi neki njegovi atributi koji se iznutra čine očiglednima.

Zbog toga smo usporedili poučavanje početnih koncepata i vještina vezanih uz množenje, uključujući i tablicu množenja, u dvjema serijama udžbenika iz Hrvatske i Singapura. U analizi udžbenika koristili smo prilagođeni okvir autora Charalambous, Delaney, Hsu i Mesa (2010) koji na udžbenik gleda kao na okruženje za konstrukciju znanja o pojedinom matematičkom konceptu.

Preliminarni rezultati istraživanja (Baković, Trupčević i Valent, 2019) pokazuju da se u Hrvatskoj učenje početnih koncepata i vještina vezanih uz množenje u velikoj mjeri oslanja na uvježbavanje, bez podrške u vidu različitih konstrukata i reprezentacija vezanih uz množenje ili različitih strategija računanja pri množenju. Stoga je za očekivati da množenje i tablicu množenja hrvatski učenici shvaćaju kao nešto što treba naučiti napamet, a ne kao nešto što treba razumjeti i do čega treba moći samostalno doći.

Cljučne riječi: analiza udžbenika; množenje; razvoj koncepata

Teaching of Initial Multiplication Concepts and Skills in Croatian Textbooks

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Abstract

Since teaching is a complex system, rooted in a certain cultural script (Stiegler & Hiebert, 1999), in describing it, it is necessary to step out of this cultural frame. Only then one can notice some of its attributes that appear to be self-evident from the inside.

For this reason, we compared the teaching of initial multiplication concepts and skills, up to the multiplications table, in two series of textbooks from Croatia and Singapore. In the analysis of the textbooks, we used an adapted framework from Charalambous, Delaney, Hsu, and Mesa (2010) that looks at a textbook as an environment for the construction of knowledge of a single mathematical concept.

Preliminary findings (Baković, Trupčević, & Valent, 2019) indicate that in Croatia, learning of initial multiplication concepts and skills heavily relies on practice, without given support in underlying constructs and representations or different multiplication strategies. Hence it is expected that the multiplications table is understood by Croatian students as something that is expected to be memorized, and not something to be understood and developed on their own.

Keywords: concept construction; textbook analysis; multiplication

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Unseen Connections: Problem Graphs in Demonstrating and Improving Teachers' Design

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Abstract

Teachers' design work is arguably a decisive factor in the success of the instructional process, and thus, intensely targeted by research. Recently, Gueudet, Pepin, & Trouche (2017) proposed ten questions for a better understanding of teachers' designer activity. Nevertheless, we find that certain aspects of this activity, especially long-term process planning, is considered difficult by teachers and hardly accessible by researchers. It is debated to what extent it is the duty of the teacher at all – some argue that this responsibility rather belongs to curriculum and textbook developers. Our ongoing research suggests that in some cases, a vast amount of content knowledge for teaching and horizon content knowledge (Ball et al., 2008) is embedded into the instructional sequences, but it is difficult to discern and even more, to convey this knowledge to fellow teachers, let alone outsiders. To boost this process and to help teachers' design work, the problem graph, a representational and design tool is being developed in the frames of this research project. This research is indigenous in the cultural context of the Hungarian mathematics education tradition that tends to be more problem-based than most (Gosztonyi, 2018; Gosztonyi et al. 2018), but these results are of relevance to the international community.

In my contribution, I will present an extensive and complex example for problem graphs and some results of the pilot experiments with teachers working with problem graphs.

Keywords: design capacity; horizon content knowledge; learning trajectories; mathematical knowledge for

teaching; problem graph

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(To What Extent) Can "Mathematical Literacy" Be Implemented Sustainably Through Centralized Secondary-School-Leaving Examinations? Some Insights from Austria

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Abstract

In 2009, the Austrian National Council decided that centralized school leaving examinations ("Zentralmatura") should be introduced at all secondary schools in the future. The framework concept for the final examinations in mathematics at academic secondary schools (AHS) was co-developed by mathematics educators, and its educational objectives are based on the concept of mathematical general education ("Allgemeinbildung") that bears many traits of a "mathematical literacy" conception.

Centralized school-leaving examinations in mathematics at academic secondary schools have been taking place for five years now, and from the outset and throughout these have been subject to massive scrutiny by teachers, parent representatives, mathematicians, and the media.

The presentation will examine whether any and which conclusions could be drawn from the experiences of the past five years, regarding the question to what extent ambitious conceptions such as "mathematical literacy" could be implemented sustainably with the help of measures of "new governance in the educational system" such as centralized final examinations.

Keywords: assessment; centralized school leaving examinations; mathematics education; mathematical literacy; new governance

Simpozij Kineziološki trendovi u odgoju i obrazovanju

Symposium Kinesiological Trends in Education

Sažetke simpozija pripremili su voditelj simpozija Ivan Prskalo i tajnica simpozija Srna Jenko Miholić. The abstracts were prepared by the chair of the symposium, Ivan Prskalo, and the secretary of the symposium, Srna Jenko Miholić.

Pozvano predavanje / Keynote lecture

Kurikul predmeta Tjelesna i zdravstvena kultura i suglasje s odgojno-obrazovnim trendovima

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Sažetak

Suvremeni životni uvjeti zahtijevaju suvremene odgovore društva. Odgojno-obrazovni sustav svojevrsna je poluga društva u tom primjerenom odgovoru. Među odgovorima je optimalizacija predmeta Tjelesna i zdravstvena kultura koji u okviru cjelovite kurikularne reforme ima svoju šansu, ne da bi se šansa dala jednom predmetu šansa, već djeci, učenicima i mladeži – jedinoj istinskoj budućnosti svakog naroda, države i civilizacije. Postoji niz argumenata za reformu ovog predmeta kao najznačajniju reformu obrazovnog sustava. Naime, podatci o suvremenim ugrozama govore o smanjenom kretanju povezanom s nizom stanja koja ne generiraju bolest neposredno, ali su pogodno tlo za nastanak neželjenih patoloških stanja. Upravo stoga tijekom promjena koje su započete nizom intervencija u obrazovni sustav, a posebice treba naglasiti Nacionalni okvirni kurikulum iz 2011. godine, treba biti nastavljen kao slijed dobrih poteza i slijed odbacivanja onih manje dobrih. Prihvatanje znanstvene paradigme supstratne znanosti kineziologije i njezine primijenjene discipline kineziološke metodike osigurava znanstvenu čvrstinu svake reforme, pa i reforme predmeta Tjelesna i zdravstvena kultura. Upravo na tim temeljima provedena je reforma predmeta, koja je možda i započela kao politička, no u svojoj je razvijenoj fazi postala znanstveno utemeljena, a od političkog temelja ostao je samo temelj dobre obrazovne politike. To pokazuje kako je uz kvalitetno tijelo zaduženo za provedbu obrazovne strategije važno i pozitivno djelovanje ekspertne radne skupine. S obzirom na to da je kurikulum ekspertni sustav, njega jedino i mogu provoditi eksperti uz potporu stručnih radnih skupina formiranih od znanstvenika i stručnjaka. Upravo se vrsnoća odabira pokazuje kao imperativ vrsnoće urađenoga, a ono je samo vrh ledenog brijega dobrog kurikularnog utemeljenja predmeta, optimalno usklađenoga nastavnog plana, logične veze okvira nacionalnog kurikula s Nacionalnim okvirnim kurikulumom iz 2011. kao nastavka reformskog procesa, a ne egomanski motiviranoga stalnog ponavljanja prvog koraka koji čitavu reformu može baciti u nepovratno nazadovanje. Ime predmeta i područja u tako utemeljenoj reformi ima priliku biti posljedicom znanstvenog napretka koji sugerira jedinstvo znanosti, stručnjaka, područja i predmeta te na taj način osigurati da sadašnja rješenja budu daljnja polazišta novih reformi, a ne uzrok vraćanja na početak.

Ključne riječi: nastavni predmet; reforma; učenici

Physical Education Curriculum and Its Compliance with Educational Trends

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Abstract

Contemporary living conditions require contemporary responses by society. The education system is a sort of leverage of the society in this optimal, and the only appropriate response. Among these responses, there is also the optimization of Physical Education (PE), which has been given an opportunity in the context of the comprehensive curricular reform, not merely as an opportunity for PE as a school subject, but rather the opportunity for children, students, and young people, who are the genuine future of any nation, country, and

civilization. There are many arguments in favour of the reform of this subject as the most important reform in the education system. Namely, the data on contemporary threats relate to the reduction of movement associated with a series of conditions which, either generate diseases directly or are suitable for the emergence of unwanted pathological conditions. Consequently, the changes which have begun with a series of interventions in the education system, particularly those incorporated in the National Framework Curriculum from 2011, should be continued as a sequence of introducing positive changes and rejecting those that may not be so good. Acceptance of the scientific paradigm of kinesiology as the fundamental science and kinesiology teaching methodology as its applied discipline contributes to the scientific strength of every reform including that of Physical Education. It was precisely on these grounds that the reform of this school subject was carried out, which at first, may have started as a political one, but in its developed phase, it has become scientifically based, and the political foundation has turned into the foundation of good education policy. This shows that in addition to the quality authorities responsible for the implementation of the educational strategy, the positive action of the Expert Working Group is also very important. Since the curriculum is an expert system, it can only be implemented by experts supported by expert working groups formed by scientists and experts. In fact, the excellence of the selection has been recognized as the imperative of the excellence of the work that has been done so far. Although it is only the tip of the iceberg of a good curricular foundation of the subject, an optimally harmonized curriculum, a logical link between the Framework of the National Curriculum and the National Framework Curriculum from 2011 as a continuation of the reform process, rather than an egomaniacally motivated, continuous repetition of the first step that can turn the whole reform into an irreversible set back. The name of the subject and the scientific area in such a reform has a chance to become a consequence of scientific progress that suggests the unity of science, experts, scientific areas and the subjects, thus ensuring that the current solutions can be further starting points for new reforms and not the cause of returning to the very beginning.

Keywords: reform; student; subject

Povezanost uživanja i razine tjelesne aktivnosti učenika mlađe školske dobi

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Sažetak

U dosad provedenim istraživanjima utvrđeno je kako razina tjelesne aktivnosti ovisi o raznim čimbenicima, među kojima je i uživanje u tjelesnoj aktivnosti.

Cilj ovog istraživanja bio je utvrditi povezanost razine tjelesne aktivnosti učenika mlađe školske dobi i njihova uživanja u provođenju tjelesnih aktivnosti. Sudionici istraživanja bili su učenici četvrtih razreda zadarskih osnovnih škola (67 učenica i 89 učenika). Razina tjelesne aktivnosti procijenjena je primjenom hrvatske inačice PAQ-C upitnika, dok je za procjenu razine uživanja u tjelesnoj aktivnosti korištena hrvatska inačica PACES upitnika.

Za utvrđivanje povezanosti između razine tjelesne aktivnosti i uživanja u tjelesnoj aktivnosti izračunati su Pearsonovi koeficijenti korelacija, a doprinos varijabli uživanja u objašnjenju ukupne razine tjelesne aktivnosti izračunat je regresijskom analizom.

Istraživanjem je utvrđeno kako je i kod učenica i kod učenika ukupna razina tjelesne aktivnosti pozitivno povezana s njihovim uživanjem u tjelesnim aktivnostima (učenice $r = 0,31$; učenici $r = 0,23$ te da uživanje u tjelesnoj aktivnosti pozitivno doprinosi objašnjenju ukupne razine tjelesne aktivnosti (učenice: $= 0,31$; učenici: $= 0,23$).

Utvrđene razine tjelesne aktivnosti i potvrđena korelacija s uživanjem u tjelesnoj aktivnosti svakako mogu pridonijeti sudionicima odgojno-obrazovnog procesa za ciljano planiranje interventnih mjera za podizanje razine tjelesne aktivnosti.

Cljučne riječi: mlada školska dob; povezanost; tjelesna aktivnost; uživanje

Association Between the Level of Physical Activity and the Level of Physical Activity Enjoyment of Students in Early School Age

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Abstract

In previous research, it was proven that the level of physical activity depends on various factors, one of them being physical activity enjoyment.

The goal of this research was to determine the association between the level of physical activity of students in early school age and their enjoyment while engaging in physical activity. The participants of this study were fourth-grade students from primary schools from Zadar (girls: $N=67$; boys: $N=89$). The level of physical activity was estimated by the Croatian version of the PAQ-C questionnaire, while the Croatian version of the PACES questionnaire was used for estimating the level of enjoyment in physical activity.

Our research revealed that the total level of physical activity among both male and female students was related to their enjoyment in physical activities (girls $r=0,31^*$; boys $r=0,23^*$), and that the physical activity enjoyment contributed to the explanation of the total level of physical activity (girls: $=0,31$; boys: $=0,23$).

The established levels of physical activity and the confirmed correlation with the enjoyment of physical activity can certainly contribute to the participants in the educational process for the targeted planning of intervention measures with the aim of raising the level of physical activity.

Keywords: relation; early school age; enjoyment; physical activity

Povezanost roditeljskog bavljenja sportom, njihovih znanja i stavova s tjelesnim aktivnostima djece od 3 do 6,5 godina

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Sažetak

Cilj je ovog istraživanja utvrditi moguću povezanost roditeljskog bavljenja sportom, njihova znanja i stavova te mjesta življenja i stručne spreme s tjelesnom aktivnošću njihove djece. Uzorak sudionika činilo je 473 roditelja djece u dobi od 3 do 6,5 godina. Uzorak varijabli činilo je 29 tvrdnji podijeljenih u 3 kategorije: 1. tvrdnje koje se odnose na roditeljsko bavljenje sportom; 2. tvrdnje koje se odnose na roditeljska znanja i stavove vezane za sport; 3. tvrdnje koje se odnose na tjelesnu aktivnost djece. Podatci su prikupljeni anketnim upitnikom koji je proveden u razdoblju od svibnja do lipnja 2018. godine. U svrhu obrade podataka korišten je programski paket Statistica for Windows 12.0. Izračunata je deskriptivna statistika (aritmetička sredina i standardna devijacija), provedena je faktorska analiza prema komponentnom modelu, a ortogonalna rotacija glavnih komponenata izvršena je pomoću varimaks kriterija. Za utvrđivanje razlika korištena je t-test analiza. Dobiveni rezultati u ovom istraživanju pokazali su da roditelji imaju sve manje slobodnog vremena zbog posla i obveza, vrlo dobro su upoznati s prednostima tjelesnog vježbanja te su podrška svojoj djeci. Velik dio djece pokazuje interes za sport te svakodnevno sudjeluje u fizičkim aktivnostima. Statistički je utvrđeno kako više interesa za sport pokazuju djeca onih roditelja koji se bave sportom. Razlike u odgovorima između ispitanika iz grada i sa sela te obrazovanih i manje obrazovanih ispitanika bile su minimalne, ali je i dalje važno podizati svijest roditelja o važnosti redovitoga tjelesnog vježbanja.

Cljučne riječi: motoričke sposobnosti; motorička znanja; prednosti redovitoga tjelesnog vježbanja; sport; tjelesna aktivnost

The Influence of Parental Involvement in Sports, Their Knowledge, and Attitudes on Physical Activity of Children from 3 to 6.5 Years of Age

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Abstract

This research aims to determine how parental involvement in sports, their knowledge, and attitudes, as well as the place of living and education, affect the physical activity of their children. The sample of participants was 473 parents of children aged 3 to 6.5 years. The sample of variables consisted of 29 items divided into 3 categories: 1) statements related to parental sports; 2) statements relating to parental knowledge and attitudes related to sport; 3) statements related to the physical activity of children. The data was collected by a questionnaire survey conducted in the period from May to June 2018. For data processing, the Statistics for Windows 12.0 software package was used. Descriptive statistics were calculated (arithmetic mean and standard deviation). Factor analysis was performed according to the component model, and the orthogonal rotation of the main components was performed using the varimax criteria. To determine the difference, a t-test analysis was used. The results obtained in this study showed that parents have less and less free time because of work and various commitments. They are very familiar with the benefits of physical exercise and they support their children. Many children show an interest in sports and participate in physical activities every day. Statistics have found that the children of parents who are involved in sports show more interest in sports themselves. There are minimal differences in responses between the respondents coming from urban and rural areas, as well as between the more and the less educated respondents, but it is still important to raise parents' awareness of the importance of regular physical exercise.

Keywords: motor abilities; motor skills; physical activity; sport; the benefits of regular physical exercise

Preliminarna validacija Skale: Cjelovito iskustvo motivacije (CIM)

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Sažetak

Cilj je ovog istraživanja ispitati pouzdanost i valjanost instrumenta Cjelovito iskustvo motivacije (CIM) kojim ispitujemo što je osnova cjelovitog iskustva motivacije kod adolescenata. Analizom dosadašnjih istraživanja, teorija i praksi pozitivne psihologije pretpostavljeno je potreba za svrhom, prepoznavanje svrhe zajednička potreba manifestirana u različitim konstruktima motivacije.

Instrument CIM dizajniran je teorijsko-komparativnom metodom istraživanja konstrukata motivacije, filozofija i teorija edukacije. CIM mjeren kod adolescenata uzrasne dobi 14 – 15 god (njih ukupno 50) nakon primjene interventnog programa (IP) u nastavi tjelesne i zdravstvene kulture pokazao je pozitivan utjecaj na intrinzičnu motivaciju, samoodređenje, postignuće ciljeva, zanesenost, pregnuće i stalnu svijest. Za preliminarnu validaciju instrumenta pouzdanost i valjanost izmjerene su korelacionom i eksploratornom faktorskom analizom za slučaj 1 : 5. U konačnom instrumentu od 10 varijabli izdvojila su se tri faktora: svrhovitost, usredotočenost, primjer/uzor.

Preliminarni rezultati pokazuju da bi osnova CIM-a mogla biti svrhovitost (eng. purpose). Svrha bi mogla biti zajednička potreba predstavljena različitim konstruktima motivacije u pozitivnoj psihologiji. Preliminarno su povezane različite filozofske paradigme i konstrukti motivacije. Pokazalo se da je doživljaj svrhe (smisla) duhovne/religiozne prirode i da se manifestira kroz zadovoljenje psiholoških potreba samoodređenja i kroz realizaciju iskri kao oznake dubokih interesiranja pojedinca.

Rezultati pokazuju da instrument CIM treba nadgradnju, dodatnu validaciju na većem broju ispitanika, utvrđivanje povezanosti s drugim konstruktima pozitivne psihologije. Također, oni potvrđuju da međuodnosi imaju vrlo značajnu ulogu u motivaciji i prepoznavanju osobne svrhe.

U istraživanju je ponuđen IP kojim se može uzrokovati cjelovito iskustvo motivacije, tj. doživljaj svrhovitosti. Instrumenti CIM i IP mogli bi pozitivno doprinijeti ostvarenju UN-ovih ciljeva održivog razvoja

putem edukativnih programa poput Programa edukacije olimpijskih vrijednosti (Olympic Values Education Program) Međunarodnoga olimpijskog odbora, kao i putem programe liderstva za mlade.

Ključne riječi: edukacija olimpijskih vrijednosti; iskre; pozitivan razvoj mladih, UN-ovi ciljevi održivog razvoja; unutrašnja motivacija

The Preliminary Validation of the Holistic Experience of Motivation (HEM) Scale

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Abstract

The aim of the study was to test the reliability and validity of the instrument Holistic Experience of Motivation - HEM that we use to examine the foundation of holistic experience in adolescents. The analysis of research, theories, and practices in positive psychology assumed that the need for purpose, i.e., recognition of the purpose was a common necessity manifested in different constructs of motivation.

The HEM instrument was designed after the theoretical and comparative analysis of constructs of motivation, philosophies, and educational theories. HEM is measured in adolescents (age 14-15, N=50) after the intervention program (IP) in physical education that had shown positive effects on intrinsic motivation, self-determination, the achievement of goals, flow, thriving, and mindfulness. For preliminary validation of the instrument, reliability and validity were measured by a correlation and exploratory factor analysis for the case 1:5. In the final instrument of 10 variables, three factors emerged: purpose, focus, and example/role-model.

Preliminary results show that the basis of HEM could be the "purpose". The purpose – the meaning of which may be a common need that is presented through different constructs of motivation in positive psychology. Different philosophical paradigms and constructs of motivation are preliminarily connected. It is shown that the meaning of Purpose is of spiritual/religious nature and that it is manifested through the satisfaction of basic psychological needs of self-determination, and through the realization of sparks that are a marker of deep personal interests.

The results show that the HEM instrument requires an upgrade, additional validation on a larger sample, and correlation with other constructs in positive psychology. Also, they confirm that relationships have a significant role in motivation and recognition of personal Purpose.

The study proposes an IP that can cause a holistic experience of motivation, an experience of purpose. The HEM instrument and an IP may positively contribute to the achievement of UN SDG 2030 through educational programs such as the Olympic Values Education Program of the International Olympic Committee, and through the leadership programs for youth.

Keywords: intrinsic motivation; olympic values education; positive youth development; sparks; UN SDG 2030

The Impact of Additional Sports Training on the Development of Explosive Power in Preschool Age

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Abstract

Explosive power is the ability to achieve maximum initial acceleration. It appears in the movement of the body in space or while operating objects in the surrounding area. It is about the rapid mobilization of a large amount of muscle force in a short time. These are acyclic movements: jumps, short sprints, throwing. All of these movements appear in basketball. An important condition for the development of motor abilities is a sufficient amount of quality movement activity. With a steady and large amount of properly programmed physical activities, children take additional incentives that work on their ability to receive and form new motor stereotypes. This longitudinal study presents an analysis of the explosive power of pre-school children (N=23)

aged four years. The children were divided into three groups according to the time of elementary basketball training: trained one year (n=11), trained two years (n=7), and did not train (n=5). The data were collected using a quantitative method of five measurements between September 2016 and January 2018. Three tests of explosive power were used: jumping with both legs at the same time, standing long jump, and throwing balls in the distance. The analysis of variance ANOVA shows that there is no statistically significant difference between the groups of children in any testing ($p>0.05$). The best and most consistent results were achieved by the children who had trained for one year; the trend of the results of the children from this group, during the research period, is on the rise. The results of the children who had trained for two years vary greatly on individual tests, while the trend of their results stagnates during the research period. The worst results were scored by the children who had had no training. These children were better in summer and worse in winter months, and their results showed regression during the research period.

Keywords: elementary basketball game; explosive power; longitudinal study; motor tests; pre-school children

Generičke kineziološke kompetencije učitelja s pet do deset godina profesionalnoga radnog iskustva u nastavi primarnog obrazovanja

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Sažetak

Cilj ovoga znanstvenog istraživanja bio je utvrditi generičke kineziološke kompetencije učitelja primarnog obrazovanja koji imaju pet do deset godina profesionalnoga radnog iskustva u školi. Uzorak istraživanja obuhvatio je ukupno 230 učitelja primarnog obrazovanja.

Generičke kineziološke kompetencije procijenjene su pomoću kompozitnog mjernog instrumenta, upitnikom Međunarodne studije kompetentnost na području tjelesne i zdravstvene kulture (Kovač i sur., 2008.), gdje su učitelji samoprocjenjivali svoje vrijednosne orijentacije prema vlastitim stavovima o stečenima generičkim kineziološkim kompetencijama za rad s učenicima u primarnom obrazovanju. Za istraživanje je korišten anonimni upitnik s ukupno 36 čestica. Za svaku tvrdnju sudionici su dali odgovore na Likertovoj ljestvici od četiri stupnja.

Dobiveni podatci obrađeni su bazičnom deskriptivnom statistikom, normalnost distribucije testirana je Kolmogorov-Smirnovim testom, dok je faktorskom analizom definirano pet latentnih dimenzija koje opisuju područje stečenih generičkih kinezioloških kompetencija učitelja primarnog obrazovanja s petogodišnjim do desetogodišnjim profesionalnim radnim iskustvom u školi.

Ključne riječi: faktorska analiza; kompetencije; osnovna škola; samovrednovanje; tjelesna i zdravstvena kultura

Generic Kinesiology Competences of Teachers with Five to Ten Years of Professional Work Experience in Primary Education

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Abstract

The goal of this scientific research was to distinguish generic kinesiology competences of primary education teachers with five to ten years of professional work experience in school. The research sample included a total of 230 primary school teachers.

The study evaluated the generic kinesiology competences with a composite measuring instrument, the questionnaire International Survey of Teacher Competences in the Field of Physical Education (Kovač et

al., 2008), where teachers self-evaluated their value orientations according to their attitudes about acquired generic kinesiology competences in primary school education. The anonymous questionnaire consisted of 36 items. For each of the statements, the participants gave answers on a four-point Likert-type scale.

Descriptive statistics were used to process the results, and the normality of distribution was tested by the Kolmogorov-Smirnov test. Factor analysis was used as a parametric statistical method for isolating five factors describing the latent area of the acquired generic kinesiology competences of primary education teachers with five to ten years of professional work experience in schools.

Keywords: competencies; primary school; factor analysis; physical education; self-evaluation

Brain Gym – rješenje ili mit?

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Sažetak

Brain Gym razvijen je po konceptu edukacijske kineziologije koji su u Sjedinjenim Američkim Državama razvili Paul i Gail Dennison. Želeći usmjeriti prirodne ljudske potencijale za učenje i usvajanje novih vještina, stvorili su niz jednostavnih pokreta, u seriji od dvadeset i šest vježbi, za koje se vjeruje da su poticajne za mentalne procese i motoričke obrasce kretanja te pristup nedostupnim dijelovima mozga te omogućuju učenje cijelim mozgom. Na takav se način olakšava ovladavanje mentalnim, emocionalnim i motoričkim sposobnostima. U svojim ranijim godinama djelovanja, program je pobudio velik interes i proširio se na osamdeset zemalja svijeta. Međutim, napredak medicine, kineziologije i drugih grana znanosti iz kojih program zasniva svoj koncept, doveo je do preispitivanja vjerodostojnosti Brain Gyma.

Cilj je ovoga rada dati pregled i kritički osvrt na istraživanja i radove o Brain Gymu. Temeljem pregleda stručnih članaka i objavljenih istraživanja, rad će se osvrnuti na učinak cijelog programa, na njegove prednosti i nedostatke.

Ključne riječi: djeca; edukacijska kineziologija; kritičko mišljenje; makropauza; mikropauza

Brain Gym - the Solution or the Myth?

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Abstract

Brain Gym was developed according to the concept of educational kinesiology introduced by Paul and Gail Dennison in the United States. This paper aims to give a review of published papers and a critical review of various research papers regarding Brain Gym. With a desire to steer the natural human potential for learning and mastering new skills, a set of simple movements has been created through range of twenty-six exercises that are believed to be repatterning mental processes and behavioral forms of the brain, and accessing unavailable parts of the brain, giving the ability to learn with the whole brain. That ability is making mastering mental, emotional, and motor skills easier.

In its earlier years of practice, the program had gained a lot of interest and had expanded into eighty countries around the world. But the advancement of medicine, kinesiology and other branches of science, according to which the program is basing its concept, led to a re-examination of the credibility of Brain Gym. Based on the reviewed study articles and the published research, the impact of the whole program with its advantages and disadvantages will be explained.

Keywords: children; critical thinking; educational kinesiology; macro pause; micro pause

Utjecaj prehrambenih navika i tjelesne aktivnosti na motoričke sposobnosti učenika primarne edukacije

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Sažetak

Cilj istraživanja bio je utvrđivanje utjecaja prehrambenih navika i razine tjelesne aktivnosti učenika na njihove motoričke sposobnosti. Istraživanje je provedeno na 35 učenika četvrtih razreda zagrebačke osnovne škole Čučerje. Uzorak varijabli sačinjavalo je šest testova motoričkih sposobnosti, devet varijabli za procjenu tjelesne aktivnosti te devet varijabli za procjenu prehrambenih navika.

Testovi motorike proveli su se u trećemu, a anketa o prehrambenim navikama i upitnik o procjeni razine tjelesne aktivnosti u četvrtom razredu na istom uzorku ispitanika, u razmaku od četiri mjeseca. Za procjenu razine tjelesne aktivnosti učenika korišten je upitnik Physical Activity Questionnaire for Older Children (PAQ-C).

Rezultati su obrađeni i prikazani deskriptivnom statistikom. Regresijskom analizom ustanovljeni su statistički značajni utjecaji nezavisnih varijabli na zavisnu.

Rezultati su pokazali da statistički značajan utjecaj postoji samo kod tjelesne mase i tjelesne visine na test Skok u dalj s mjesta te kod konzumacije doručka i ručka na test Podizanje trupa. Kod ostalih varijabli nije dobivena nijedna statistički značajna korelacija.

Ključne riječi: motoričke sposobnosti; prehrambene navike; tjelesna aktivnost; učenici

Influence of Dietary Habits and Physical Activity on the Motor Skills of Primary School Pupils

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Abstract

The objective of this research was to determine the influence of pupils' eating habits and the level of their physical activity on their motor skills. The research was carried out on a sample of 35 fourth-graders attending Primary School Čučerje. The sample of variables comprised six motor skills tests, nine variables for physical activity assessment, and nine variables for eating habits assessment.

Motor skills tests were conducted in the 3rd grade, while the eating habits questionnaire and the physical activity questionnaire were conducted in the 4th grade, with the same participants, only four months later. The questionnaire that was used to assess the overall level of physical activity in children was the Physical Activity Questionnaire for Older Children (PAQ-C) (Kowalski, Crocker, Donen).

The results were processed and presented using descriptive statistics. Statistically significant impacts were determined with regression analysis.

The results have shown that there are statistically significant impacts of body weight and body height on the standing long jump, and the consumption of breakfast and lunch on sit-ups. Other correlations were not statistically significant.

Keywords: dietary habits; motor skills; physical activity; pupils

Analiza motoričkog statusa predškolske djece u odnosu na njihovo nutritivno stanje

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Sažetak

Cilj istraživanja bio je utvrditi postoje li kod djece predškolske dobi razlike u motoričkim sposobnostima uzrokovane nutritivnim stanjem, a s obzirom na spol i na razlike u subuzorcima. Klasifikacija stanja prehrane izvršena je prema indeksu tjelesne mase (ITM), na temelju vrijednosti percentila prema Centers for Disease Control and Prevention (2000). Ukupni uzorak bio je sastavljen od 188 ispitanika s prosječnim vrijednostima tjelesne visine (TV = 124,57 cm ± 5,74) i tjelesne težine (TT = 24,05 kg ± 2,76) u dobi od 6,39 ± 0,44 godine, među kojima je 107 dječaka i 81 djevojčica. Korišten je nacrt neeksperimentalnog istraživanja i to korelacijski ex post facto nacrt. Primijenjena je baterija od sedam motoričkih testova prema reduciranim teoretskim modelima Kurelića i suradnika (1975) i Gredelja i suradnika (1975), preuzetima iz istraživanja (Bala i Popović, 2007), a sastav tijela je ocijenjen pomoću bioelektrične impedancije uređajem InBody 230 (Biospace Co., Ltd, Seul, Korea). Rezultati studije pokazuju da je zastupljenost pothranjene djece 12,77 %, normalno uhranjene 73,40 %, rizično pretile 9,57 % i pretile 4,26 % te da postoje spolne razlike u motoričkim sposobnostima, kada se njihovo stanje prehrane zanemari, u korist boljih prosječnih vrijednosti dječaka u koordinaciji i eksplozivnoj snazi, a djevojčica u fleksibilnosti. Analizirajući sastav tijela, postoje značajne spolne razlike u korist dječaka u mišićnoj masi i ukupnoj količini vode u tijelu. Unutar subuzoraka formiranih na temelju statusa prehrane, značajne razlike u motoričkim sposobnostima nisu uočene. Također nije bilo značajnih razlika u odnosu na tjelesni sastav dječaka, ali su uočene značajne razlike u tjelesnom sastavu djevojčica u odnosu na ukupnu količinu masti u tijelu, gdje su značajno niže vrijednosti pothranjenih djevojčica i normalno hranjenih u odnosu na rizično pretile i pretile. Rezultati istraživanja pokazuju da je zadovoljavajuć postotak normalno uhranjene djece te da je linearnost njihova stanja prehrane u skladu s njihovim motoričkim statusom, rastom i razvojem. S druge strane, dobivene spolne razlike prisutne su zbog diferencijacije motoričkih sposobnosti koja nastaje u tom razdoblju. Autori ističu da se veće razlike i varijabilnosti u smislu prehrane, tjelesnog sastava i motoričkih sposobnosti djece mogu očekivati tek u predpubertetskom razdoblju koje će se dogoditi u sljedećoj fazi.

Ključne riječi: indeks tjelesne mase; motoričke sposobnosti; predškolski uzrast; sastav tijela

Analysis of Motor Status of Preschool Children in Relation to Their State of Nourishment

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Abstract

This research had the aim of determining the existence of gender differences of preschool children, and differences within subsamples in motor abilities influenced by the state of nourishment. Classification of the state of nourishment was done according to the body mass index (BMI), based on the percentage values of the Centres for Disease Control and Prevention, (2000). The whole sample included 188 respondents of the average height (BH=124.57cm±5.74) and weight (BW=24.05kg±2.76) aged 6.39±0.44, out of which boys (n=107) and girls (n=81). The systems of non-experimental research and correlation ex post facto were used. A battery of seven motor tests was used, according to the theoretical model of Kurelic et al., (1975) and Gredelj et al., (1975), taken from the research (Bala & Popovic, 2007), and body composition was estimated by bioelectrical impedance of the machine InBody 230 (Bio space Co., Ltd, Seul, Korea). The research results show that the presence of insufficiently nourished children is 12.77 percent, well-nourished 73.40 percent, at-risk obese 9.57 percent, and obese children 4.26 percent and that there are gender differences in motor abilities, when we put aside their state of nourishment, significantly expressed in favour of average values of boys in coordinating explosive strength, and girls considering flexibility. The analysis of body composition proves that there are significant gender differences in favour of boys considering muscle weight and water in the body. Within subsamples

formed by the state of nourishment, there were not any significant differences considering motor abilities between the two genders. There were no significant differences considering the body composition of boys, but there were significant differences in the body composition of girls expressed in insufficiently nourished and sufficiently nourished girls in comparison to at-risk obese and obese girls. Research findings show that there is a satisfactory percentage of normally nourished children and that the linearity of their state of nourishment goes in accordance with their motor status, growth, and development. On the other hand, there are expressed differences in motor abilities appearing at this age. The authors stress that there are greater differences and variables in respect to the state of nourishment, body composition, and motor abilities of children, which can be accepted in pre-puberty and puberty, which is the phase that follows.

Keywords: body composition; body mass index; motor abilities; preschool age

Primjena edukacijske kineziologije u radu s djecom u predškolskoj ustanovi

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Dječji vrtić Ciciban, Velika Gorica

Sažetak

Svaki pokret koji dijete napravi slučajno ili namjerno vodi prema učenju. Zapravo tijelo je prvi učitelj mozgu, a pokret je prva lekcija. Upravo želja za kretanjem potiče dijete od najranije dobi na napredovanje u razvojnim fazama. Svaki pokret razvija fizičke kapacitete. U isto vrijeme, pokret gradi senzorne percepcije i kritičke puteve u puni potencijal mozga. Svaki put kad se krećemo dolazi do pune aktivacije i integracije mozga, a učenje se tada prirodno odvija.

U današnjem svijetu u kojem prevladava sjedilački način života i sve se manje vremena provodi u aktivnom pokretu, predškolske se ustanove nalaze pred izazovom kako integrirati pokret u svakodnevni odgojno-obrazovni proces. Pokret je nužan za sazrijevanje djeteta jer pobuđuje osjetila i razvija sam mozak. Osjetila su ta koja mozak opskrbljuju informacijama o okruženju iz kojih se oblikuju razumijevanje svijeta. Često kod djece dolazi do isključivanja bilateralne integracije zbog pretjeranog bavljenja dvodimenzionalnim aktivnostima (gledanje televizije, igranje igrice) i zbog dugotrajnog sjedenja koje utječe na mišićne leđa i nogu (Rajović 2009). Upravo je edukacijska kineziologija usmjerena na razradu specifičnih tjelesnih aktivnosti koje pripremaju mozak za optimalno usvajanje, pohranjivanje i iznošenje znanja i vještina. Edukacijska je kineziologija znanost o primjeni prirodnih pokreta u svrhu poticanja spoznaje i učenja (Dennison, 2013).

U ovome radu bit će prikazani rezultati istraživanja koje je imalo za cilj provjeriti razinu odgojiteljskog razumijevanja pojma edukacijske kineziologije i važnosti pokreta za učenje i kognitivni rast djece predškolske dobi. Istraživanje je provedeno na slučajnom uzorku od 200 odgojiteljica i odgojitelja iz Hrvatske.

Rezultati pokazuju da odgojitelji nisu u dovoljnoj mjeri upoznati s pojmom edukacijske kineziologije (Edu-K) te da je ne prepoznaju kao zasebno znanstveno područje već je miješaju s kineziologijom. Dodatno, rezultati pokazuju da odgojitelji prepoznaju važnost učenja pokretom i da rade aktivnosti koje su povezane s edukacijskom kineziologijom, iako toga nisu ni sami svjesni. Ovo istraživanje ukazuje na važnost edukacijske kineziologije, na elemente njezine primjene u predškolskim ustanovama i na stupanj odgojiteljeva razumijevanja svrhovitosti aktivnosti koje u sebi sadrže elemente edukacijske kineziologije.

Ključne riječi: cjeloviti razvoj; osjetila; pokret; učenje

The Application of Educational Kinesiology in Working with Preschool Children

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Abstract

Any movement that a child makes either by accident or intentionally leads to learning. The body is the first teacher of the brain, and movement is the first lesson. A simple desire to move encourages a child from the earliest age to progress through the development phases. Each movement develops his/her physical capacity. At the same time, the movement builds sensory perceptions and critical pathways from the brain to its full potential. Every time we are moving, the brain gets fully activated and integrated, and learning happens naturally.

In today's world, with a prevailing sedentary lifestyle, and less time is spent in active movement, preschool institutions are facing new challenges in integrating the movement into an everyday educational process. The movement is necessary for the maturation of the child because it stimulates the senses and develops the brain.

The senses in the body are the main suppliers of information about the environment to the brain, from which the understanding of the world is formed. Bilateral integration in children is often blocked because of their excessive involvement in two-dimensional activities (e.g. watching television, playing video games) and long-term sitting that affects the back and leg muscles (Rajović, 2009). Educational Kinesiology is focused on the elaboration of specific physical activities that prepare the brain for optimum acquisition, storage, and delivery of knowledge and skills. Educational Kinesiology is the science of applying natural movements in order to foster knowledge and learning (Dennison, 2013).

This paper will present the results of a research aimed at verifying the level of educational understanding of the concept of educational kinesiology and the importance of the movement for easier learning and cognitive growth of preschool children. The research was conducted on a random sample of two hundred both male and female educators throughout Croatia. The results show that educators are not sufficiently familiar with the notion of Educational Kinesiology (Edu-K) and that they do not recognize it as a separate scientific area, but mix it with kinesiology. In addition, the results show that educators recognize the importance of learning through movement and that they unconsciously carry out activities related to Educational Kinesiology even though they are not aware of it. This research points to the importance of Educational Kinesiology, the elements of its application in preschool institutions, as well as the degree of educators' understanding of the purposefulness of the activity that contains the elements of Educational Kinesiology.

Keywords: learning; movement; overall development; senses

Razlike s obzirom na spol i dob u udjelu kinezioloških aktivnosti u slobodnom vremenu učenika nižih i viših razreda osnovne škole

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Sažetak

Organizacija slobodnog vremena i provedba odgovarajućih sadržaja predmet je brojnih istraživanja. Slobodno vrijeme, ono u kojem su djeca i mladi oslobođeni školskih obveza i obveza koje nalažu roditelji i društvo, vrijeme je u kojem bi kineziološka aktivnost trebala biti primarno zastupljena. Današnji trend sjedilačkog načina života negativno doprinosi zdravlju i razvoju djece i mladih, stoga je udio kineziološke aktivnosti u slobodnom vremenu od iznimne važnosti.

Cilj je ovog istraživanja dobiti uvid u strukturu slobodnog vremena učenika nižih i viših razreda osnovne škole, te utvrditi razlike po spolu i dobi u udjelu kinezioloških aktivnosti u slobodnom vremenu učenika.

Istraživanjem je obuhvaćeno 160 učenika četvrtih i osmih razreda osnovne škole (79 učenika 8. razreda i 81 učenik 4. razreda). Kreiran je anonimni upitnik temeljem kojeg su prikupljene informacije o strukturi slobodnog vremena ispitanika. Izračunati su deskriptivni pokazatelji varijabli, uvid u strukturu slobodnog

vremena učenika dobiven je temeljem frekvencija odgovora, a za utvrđivanje razlika u udjelu kinezioloških aktivnosti u slobodnom vremenu primijenjen je t-test za nezavisne uzorke.

U strukturi slobodnog vremena učenici 4. razreda (33,33 %) i 8. razreda (26,58 %) više od 3 sata dnevno provode igrajući se s prijateljima na dvorištu, dok se sportom 1 do 2 sata na dan bavi 53,09 % učenika 4. razreda i 27,85 % učenika 8. razreda. Na uzorku učenika 4. razreda učenici značajno više od učenika provode vrijeme igrajući igrice ($2,12 \pm 1,38$ vs. $1,57 \pm 0,93$), dok u ostalim varijablama nema značajnih razlika. Na uzorku učenika 8. razreda učenice značajno više vremena dnevno provode čitajući knjigu ($1,9 \pm 1,12$ vs. $1,38 \pm 0,98$), dok učenici značajno više negoli učenika provode vrijeme baveći se sportom ($3,5 \pm 1,09$ vs. $2,74 \pm 1,27$) i igrajući igrice za računalom ($2,53 \pm 1,43$ vs. $1,64 \pm 1,18$).

Dobiveni rezultati ukazuju da učenici nižih razreda više uključuju kineziološke aktivnosti u svoje slobodno vrijeme negoli učenici viših razreda osnovne škole, što potvrđuje negativan trend opadanja kineziološke aktivnosti s obzirom na dob.

Ključne riječi: dob; kineziološka aktivnost; slobodno vrijeme; spol; zdravlje

Differences by Gender and Age in the Ratio of Kinesiology Activities in Pupils' Leisure Time in Lower and Higher Grades of Elementary School

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Abstract

The organization of leisure time and the implementation of appropriate content is the subject of a large body of research. Leisure time that, according to many authors, represents the time in which children and young people are exempt from school commitments and obligations imposed by parents and society, i.e., the time in which kinesiology activity should be primarily represented. Today's trend of sedentary lifestyle negatively affects the health and development of children and young people, so the participation of kinesiology activities in leisure time is of utmost importance.

This research aims to gain insight into the structure of leisure time of students in lower and higher grades of elementary school and to determine the differences according to gender and age in the ratio of kinesiology activities as part of their leisure time.

Methods: The study included 160 pupils of the fourth and eighth grades of elementary school (79 pupils from the 8th grade, and 81 pupils from the 4th grade). An anonymous questionnaire, based on information on the leisure time structure of the respondents, was conducted. Descriptive variables were calculated, the insight into the structure of leisure time of the students was obtained based on frequency response, and t-test for independent samples was used to determine the differences in the participation of kinesiological activities in leisure time.

In the leisure time structure, 4th grade (33.33 percent) and 8th grade (26.58 percent) students spend more than 3 hours per day playing with friends in the courtyard, while in sports activities 53.09 percent of 4th-grade students and 27.85 percent of 8th-grade students spend 1 to 2 hours per day. On the sample of 4th-grade students, male students spend significantly more time playing computer games than female students (2.12 ± 1.38 versus 1.57 ± 0.93), while in other variables there are no significant differences. On the sample of 8th grade, female students spent significantly more time reading books (1.90 ± 1.2 vs. 1.38 ± 0.98), while male students spend significantly more time engaging in sports activities (3.50 ± 1.09 vs. 2.74 ± 1.27) and playing computer games (2.53 ± 1.43 versus 1.64 ± 1.18).

The results indicate that students in lower grades participate more in kinesiology leisure activities than students in higher grades of primary school, which confirms the negative trend of age-related physical activity decline.

Keywords: age; gender; health; kinesiological activity; leisure time

Simpozij Istraživanje odnosa likovnih i vizualnih umjetnosti u odgoju i obrazovanju

Symposium Research of the Relations in Fine and Visual Arts in Education

Sažetke simpozija pripremili su voditelj simpozija Miroslav Huzjak i tajnica simpozija Marijana Županić Benić. The abstracts were prepared by the chair of the symposium, Miroslav Huzjak, and the secretary of the symposium, Marijana Županić Benić.

Pozvano predavanje / Keynote lecture

„Ästhetische Forschung und künstlerische Praxis“

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Zusammenfassung

Um der Kunstpädagogik mit der gedanklichen Präsenz der Herausforderungen des zukünftigen Arbeitsplatzes der Studierenden – adäquat begegnen zu können, wird ein interdisziplinäres Lehr- und Lernfeld angedacht. Eine Beschäftigung und Konfrontation mit den zu vernetzenden, weitreichenden fachrelevanten Themenfeldern fordert eine aktive multiperspektivische, künstlerische wie forschungsgenuine Arbeitsmethode.

Kunstproduktion und -rezeption wird ins Zentrum des Interesses, der individuellen und gesellschaftlichen Wahrnehmung gerückt werden. Ein solches Lehrprojekt ist auf Kooperation in berufsmäßigen Netzwerken hin, ausgerichtet.

Meine Funktion in der Lehre ist stets die eines Katalysators. Eine vertiefende Auseinandersetzung bei den Lernenden zu forcieren und hierfür aktive Ansprechperson zu sein, ist ein Teil meiner Vorgangsweise. Zu befähigen, präsent und handlungsfähig auf künstlerischem Terrain und insbesondere an den Schnittstellen Kunst - Pädagogik - Wissenschaft zu werden, ist meine Vision.

Inhalte und Vorgehensweisen

Es soll ein künstlerisch-innovatives, forschungsgesleitetes Lehrangebot umgesetzt werden, in dessen Zentrum eine Atelier- und Laborsituation geboten wird, um bereits zu Studienanfang einen anschaulichen und praxisorientierten Zugang in die Arbeits-, Lehr- und Forschungsgebiete der Kunst zu vermitteln. Künstlerisches Tätig-Sein steht damit im Mittelpunkt, die Weiterentwicklung handwerklicher Fähigkeiten, ästhetisches Bewusstsein und ein solches Einfühlungsvermögen werden erweitert. Multimediale Beiträge und Handlungsorientierung in einer möglichst produktiven Lernumwelt sollen eine Aktivierung der Studierenden fördern und insgesamt in einen dialogischen Austausch münden.

Zugänge zu wissenschaftlichen Vorgehensweisen wie Forschung, Recherche, Inhaltsaufbereitung und gestalterisches Kunstschaffen anzubieten, sind diesbezüglich wichtige Erfahrungs- und Aktivitätsfelder.

Ziele

- Frühzeitige Konfrontation mit künstlerischen und forschungsspezifischen Fragen wobei verschiedenste gestalterische Zugänge erprobt, experimentell erfahren und diskursiv in die Gruppe eingebracht werden
- Künstlerische Beispiele wie auch wissenschaftliche Texte zu den einzelnen Themenbereichen werden genutzt und mittels Dialog kontextualisiert.
- Das Verständnis für Ökonomie-, Mitwelt-, Postkolonial-, Gender- und Diversity-Themen kann durch gezielte Bezugnahmen im Rahmen der Kunstpädagogik vielfach weiterentwickelt.
- Denken und Handeln über eigene Disziplinengrenzen hinaus; dies soll in Berufs- und alltäglicher Lebenswelt als innovatives Handeln wirksam werden können und Zugänge zu Sichtweisen Anderer erleichtern.
- Werthaltung auf soziale und überfachliche Fähigkeiten, wie sie für den späteren Lehrberuf unabdingbar sind, wie z.B. Arbeiten in Gruppen, darin die eigenen Fähigkeiten einbringen und kooperierend von den Fähigkeiten der Anderen profitieren.

Schlüsselwörter: Interdisziplinarität; Kunstproduktion; Kunstreflexion; Künstlerische Forschung; Lehramtsausbildung

Aesthetic Research and Artistic Practice

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Abstract

An interdisciplinary field of teaching and learning will be considered in order to be able to adequately meet the challenges of art education with the intellectual presence of the future workplace of the students. An occupation and confrontation with the subject areas to be networked and far-reaching require an active multiperspective, artistic, and research-oriented working method.

Art production and reception will become the focus of interest, individual and social perception. Such a teaching project is aimed to cooperate in professional networks.

My function in teaching is always that of a catalyst. To force a deepening discussion among the learners and to be an active contact person for them is part of my approach. My vision is to enable students to become present and capable of acting on artistic terrain, especially at the interfaces between art - pedagogy - science.

Contents and Procedures

An artistic-innovative, research-led curriculum is to be implemented, in the centre of which a studio and laboratory situation is offered, in order to provide a clear and practice-oriented approach to the fields of work, teaching and research of art already at the beginning of the studies.

Artistic activity is thus the focus, the further development of craftsmanship, aesthetic awareness and empathy are expanded. Multimedia contributions and action orientation in a learning environment should promote student activations and lead to an overall dialogical exchange.

To offer access to scientific approaches such as research, investigation, content preparation and creative artistic design are important areas of experience and activity in this regard.

Aims

- Early confrontation with artistic and research-specific questions, whereby a wide variety of creative approaches are tested, experimentally experienced and discursively introduced into the group.
- Artistic examples, as well as scientific texts on the individual subject areas, are used and contextualized through dialogue.
- The understanding of economic-, environmental-, postcolonial-, gender- and diversity- issues can be further developed through specific references within the framework of art education.
- Thinking and acting beyond one's own disciplinary boundaries; this should be able to become effective in professional and everyday life as innovative action and facilitate access to views of others.
- Value retention on social and interdisciplinary skills, as they are indispensable for the later teaching profession, e.g. working in groups, contributing one's own abilities and cooperating to profit from the abilities of others.

Keywords: art production; art reception; artistic research; interdisciplinary; teacher training

Ekspresija umjetničkog izričaja – od zvuka do boje

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Sažetak

Autorice u ovom radu prikazuju metodičke pristupe koje su primjenjivale u interdisciplinarnoj nastavi umjetničkih područja kao poticaj razvoju kreativnosti djece, a s ciljem njegovanja kulturne baštine. Interdisciplinarnost se naglašava kao imperativ suvremenog učenja, a ovom su prigodom dvije najrodnije umjetničke discipline, glazbena i likovna umjetnost, potaknule dječju kreativnost te postavile nove izazove budućim učiteljima u razrednoj nastavi realiziranoj u galerijskom prostoru. Sudionici projektne nastave Ekspresija umjetničkog izričaja – od boje do zvuka korelacijskim su pristupom povezivali slikarstvo Milana Konjovića i skladanje Petra Konjovića, kao suvremenika moderne početkom 20. stoljeća, u kontekstu tradicionalnoga nacionalnog nasljeđa. Ekspresionizam kao paradigma nastavnog procesa i dva najvažnija kompozicijska elementa, zvuk i boja, poticali su interakciju studenata, profesora, učitelja i učenika osnovne škole

te kustosa eminentne Galerije „Milan Konjović“ u Somboru. Svrha je ovog rada prikaz spoja dvaju umjetničkih predmeta u kontekstu likovnog izražavanja pod utjecajem glazbe. S aspekta umjetničkog izražavanja djeca mogu izražavati svoje osjećaje na temelju izražajnih elemenata glazbe i pomoću vizualnih sredstava izražavanja. Suvremeni metodički pristup usvajanja nastavnih sadržaja glazbenih i umjetničkih predmeta, osim stjecanja znanja, razvija maštu i osjećaj za lijepo te potiče kreativne procese. Vizualni izraz izazvan je zvučnim impresijama i u funkciji je slobodnog izražavanja dojma o slušanoj kompoziciji, što je u cilju uočavanja ljepote umjetnosti, kako u duhovnom tako i u sadržajnom i formalnom smislu, što je i jedan od ciljeva tih predmeta.

Cljučne riječi: ekspresionizam; galerijska praksa; interdisciplinarna nastava; likovna kultura; muzička kultura; slušanje glazbe

Expression of Artistic Articulation – from Sound to Colour

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Abstract

In their paper, the authors illustrate the methodical approaches that they have implemented in the interdisciplinary teaching of artistic topics, as incentives for the development of children's creativity to foster cultural heritage. Interdisciplinarity is emphasized as an imperative of contemporary learning, and on this occasion, two of the most related artistic disciplines, music, and visual arts, have encouraged children's creativity and posed new challenges for future teachers in classroom education, actualized in a gallery space. The participants of the teaching project Expression of Artistic Articulation – From Colour to Sound, have used a correlational approach to connect the painting of Milan Konjović and the composing of Petar Konjović as contemporaries of Modern Art at the beginning of the 20th century, in the context of traditional national heritage. Expressionism as a paradigm of the teaching process and the two most significant elements, sound, and colour, have stimulated the interaction of students, professors, teachers, and primary school students, and the curator of the eminent “Milan Konjović” Gallery in Sombor. The purpose of this paper is to illustrate the connection between the two art subjects in the context of visual artistic expression influenced by music. From the aspect of artistic expression, children can express their feelings-emotions based on the expressive elements of music by using visual means of expression. A contemporary methodical approach to the adoption of the teaching contents of music and art subjects, in addition to the acquisition of knowledge, also develops a sense for beauty, develops imagination and encourages creative processes. The visual expression is triggered by sound impressions and serves the function of freely articulating the impressions of the composition that was listened to, all of which is aimed at perceiving the beauty of art, both in the spiritual sense and in the sense of content and form, which is at the same time one of the goals of these subjects.

Keywords: expressionism; gallery practice; interdisciplinary teaching; listening to music; music education; visual arts

Likovna umjetnost i vizualna umjetnost u umjetničkoj edukaciji osnovne škole

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Sažetak

Izrazi likovna umjetnost i moderna umjetnost toliko su uobičajeni da većina ljudi i ne razmišlja o njihovu značenju. Ali, na razmišljanje tjera usporedba tih pojmova s njihovim kontrapunktima. Što je likovna umjetnost, a što vizualna umjetnost? Što je moderna umjetnost, a što postmoderna umjetnost? Je li vizualna umjetnost samo mali dio likovne umjetnosti ili je obrnuto? Vizualno se odnosi na sve što je vidljivo, a sve što je vidljivo nije obavezno umjetničko djelo. Umjetnost nije prirodna, umjetnost je umjetna i isključivo ljudska

djelatnost – ne postoji prirodna umjetnost. Vizualno nije ništa posebno za vidjeti, djelo likovne umjetnosti nadogradnja je obične vizualnosti. Likovna se umjetnost temelji na osmišljenom i kreativnom komponiranju oblika. Likovna umjetnost je oduvijek bila takva (i razlikovala se od primijenjenih umjetnosti), sve do pojave postmoderne umjetnosti nakon 1945. godine, koja se odriče svojih tradicionalnih korijena. Postmoderna, vizualna umjetnost više ne razmišlja o komponiranju oblika – ona traži društvenu informiranost pojedinca jer se vizualna umjetnost temelji na diskursu, jezikom opisanom društvenom kontekstu. Djeca to ne mogu u pravom smislu riječi, pa se postavljaju brojna pitanja. Treba li djeci likovno ili vizualno obrazovanje? Treba li im vizualna pismenost i što je to? Treba li im komunikacija s formalnim sadržajem djela likovne umjetnosti ili im treba neverbalna, intertekstualna komunikacija temeljena na sociologiji i aktivizmu suvremene umjetnosti? Dijete crtežom uređuje svoja iskustva, crtež je vizualizacija, most od empirije prema razumijevanju. S druge strane, postmoderna djela nisu samo nelikovna, ona su ponekad i nevizualna, nevidljiva – takva su djela čisti koncepti, kulturalno konstruirane ideje. U obrazovnom sustavu time se otvara i pitanje kroskurikularnog povezivanja predmeta Likovne umjetnosti i ostalih školskih predmeta. Formalizam likovne umjetnosti obrana je od ilustrativnosti i banalnosti koju donosi bavljenje literarnom temom. Koje kompetencije treba razviti umjetničkom edukacijom kod novih naraštaja?

Ključne riječi: likovna umjetnost; moderna umjetnost; postmoderna umjetnost; umjetnička edukacija u osnovnoj školi; vizualna umjetnost

Fine Art and Visual Art in Primary School Art Education

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Abstract

The terms “fine art” and “modern art” are so common that most people do not even think about their meaning. However, one has to start thinking about it when it comes to comparison of these terms with their counterpoints: what is fine art and what is visual art? What is modern art and what is postmodern art? Is visual art just a small part of fine art, or vice versa? “Visual” refers to everything visible, and all that is visible is not a mandatory work of art. Art is not natural; art is artificial and exclusively human activity - there is no natural art. Visual is nothing special to see, the work of fine art is the upgrade of ordinary visuals. Fine art is based on the composition of designed and creative forms. Fine art has always been like that (and has differed from applied arts), until the appearance of postmodern art after 1945, which rejected its traditional roots. Postmodern, visual art no longer considers form compositions - it requires an individual to be socially informed because visual art is based on discourse, the social context described using language. Children cannot do that in every sense of the word, so it raises the following questions: do children need fine art or visual art education? Do they need visual literacy and what is it? Do they need communication with the formal content of works of art, or non-verbal, intertextual communication based on sociology and activism of contemporary art? The child uses drawings to arrange his experiences, drawing is visualization, a bridge from empirical toward understanding. On the other hand, postmodern works of art are sometimes non-visual, invisible - such works are pure concepts, i.e., culturally constructed ideas. In the educational system, this also raises the question of the cross-curricular intersubject connection between visual art and other school subjects. The formalism of fine art is a defence from the illustrative and banal occurrences emerging while dealing with a literary theme. What competencies should be developed by art education in new generations?

Keywords: artistic education; fine art; modern art; postmodern art; primary school; visual art

Stavovi odgojitelja i roditelja o uključivanju aktivnosti ručnog rada u redoviti program dječjih vrtića

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Sažetak

Alternativne odgojno-obrazovne koncepcije razvile su se su kao odgovor na klasične metode odgoja i obrazovanja u kojima su djeca stavljena u pasivnu poziciju te se njeguje transmisija znanja kao oblik poučavanja. Modeli alternativnih pedagogija (Montessori, Waldorf, Reggio i Agazzi) zagovaraju razvojno primjerenu praksu koju Bredekamp (1993) opisuje kao prisutnost različitih strategija, tj. ponašanja odgojitelja usmjerenih na dijete i odgovarajnje na njegove individualne potrebe. Kako bismo svakom djetetu pomogli da izraste u svestranu i kompetentnu osobu od vrtićke je dobi potrebno poticati njegovu maštu i kreativnost te stjecanje navika suradnje i rada u suživotu s drugom djecom. Jedna od aktivnosti kojom se potiču te karakteristike u djece jest ručni rad. Mnoga istraživanja i spoznaje iz područja neuroznanosti, teorije višestrukih inteligencija te spomenutih alternativnih pedagoških koncepcija naglašavaju važnost rada rukama te ističu dobrobiti ručnog rada ne samo za djecu već i za čitavu zajednicu. Međutim, takav je pristup učenju i djelovanju djeteta slabo zastupljen u odgojno-obrazovnim ustanovama.

Stoga je cilj istraživanja bio ispitati stavove odgojitelja i roditelja o aktivnostima ručnog rada te češćoj primjeni ručnog rada u redovitim vrtićkim programima. Istraživanje je provedeno anonimnim anketnim upitnikom na uzorku od 316 ispitanika, odgojitelja (N = 141) i roditelja (N = 175). Rezultati istraživanja pokazuju kako se i odgojitelji i roditelji slažu da elementi alternativnih koncepcija, kao što je ručni rad, pozitivno utječu na djetetov cjeloviti razvoj te da su to korisne životne i praktične vještine. Također se slažu da bi se aktivnosti ručnog rada u većoj mjeri trebale koristiti u radu odgojno-obrazovnih ustanova.

Ključne riječi: alternativne koncepcije; dijete; kreativnost; praktične vještine; ručni rad

Attitudes of Preschool Teachers and Parents on Including Handicraft Activities in the Regular Preschool Program

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Abstract

Alternative educational concepts evolved in response to classical educational methods in which children are placed in a passive position and the transfer of knowledge is cultivated as a form of teaching. Models of alternative pedagogy (e.g., Montessori, Waldorf, Reggio, Agazzi) advocate developmentally appropriate practices which Bredekamp (1993) describes as a presence of different strategies, i.e., child-oriented behaviours of teachers and responding to the child's individual needs. In order to help each child to grow into a universal and competent individual from preschool age, it is necessary to encourage their imagination and creativity, as well as to acquire the habits of cooperation and coexistence with other children. One of the ways to promote these desirable characteristics in children is by engaging in handicraft activities. Many studies and findings in the area of neuroscience, multiple intelligences theories, and the aforementioned alternative pedagogical concepts, emphasize the importance of handicraft and emphasize its benefits, not only for children but for the entire community. However, such an approach to children's learning and activity is poorly represented in educational institutions.

Therefore, the study aimed to examine the views of preschool teachers and parents on handicraft activities and its more frequent use in regular preschool programs. The survey was conducted by administering an anonymous questionnaire on a sample of 316 respondents, preschool teachers (n=141) and parents (n=175). The results of the study show that both preschool teachers and parents agree that certain elements of alternative concepts such as handicrafts have a positive impact on the overall development of the child and that they are useful and practical life skills. They also agree that handicraft activities should be used in educational institutions to a greater extent.

Keywords: alternative concepts; the child; creativity; handicraft; practical skills

Profesionalno osposobljavanje studenata ranog i predškolskog odgoja tijekom metodičkih vježbi iz predmeta Jezično-komunikacijski integrirani kurikulum II i Likovna metodika u integriranom kurikulumu II
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Sažetak

Profesionalno osposobljavanje studenata ranog i predškolskog odgoja i obrazovanja utemeljeno je na kompetencijskom sustavu koji se razvija u međusobnim odnosima između pojedinaca, timova, institucija i šireg društveno-političkog konteksta. Kompetencije se razvijaju u dimenzijama stjecanja teorijskih i praktičnih znanja, vještina i vrijednosti u uvjetima kontinuirane podrške za njihovu rekonstrukciju i ugradnju u profesionalne aktivnosti usmjerene prema zadovoljavanju potrebe djece u promjenjivom društvenom kontekstu. U tu svrhu važno je da svi sudionici profesionalnog osposobljavanja kontinuirano preispituju vlastito djelovanje. Provedeno je anketno istraživanje kojim se željelo saznati osobna razmišljanja o raznim aspektima prakse. U istraživanju je sudjelovalo 6 odgojitelja u ulozi mentora, 51 student te dva sveučilišna nastavnika. Dobivenim rezultatima upućuje se na tri područja daljnjeg djelovanja i usavršavanja: organizacijsko-komunikacijsko područje, prostorno-materijalno područje te razvoj ljudskih resursa.

Ključne riječi: integrirani kurikulum; kompetencijski pristup; profesionalno osposobljavanje

Professional Training of Early and Pre-School Care and Education Teachers Through Teaching Methodology Exercises in the Courses Language-Communication Integrated Curriculum II and Visual Arts Teaching Methodology in the Integrated Curriculum II
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Abstract

Professional training of early and pre-school care and education teachers is based on a system of competencies, which develops in the interplay between individuals, teams, institutions, and the broader social and political context. Competencies are developed in the dimensions of acquiring theoretical and practical knowledge, skills, and values in the conditions of continuous support for their reconstruction and integration into professional activities aimed at meeting the needs of children in a changing social context. It is, therefore, important that all participants of professional training continually review their actions. A survey was conducted that sought to uncover individuals' thoughts on various aspects of personal practice. Six mentors, 51 students, and two university instructors took part in the research. The obtained results point to three areas of further action and training: the organizational-communication area, the spatial-material area, and the development of human resources.

Keywords: competence approach; integrated curriculum; professional training

Individualisation in Arts Education: Individual Art Projects in Teacher Training
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Abstract

It is becoming more and more obvious that we need to abandon the school systems and classroom structures dating from the 19th century. We need to understand learning as a holistic process – as a communicative, physical and emotional act, in which asking intelligent questions is more important than

giving prefabricated answers. Art education plays a key role in the transformation process of learning. The importance of art education is not so much in creating material things, but rather in the creative process. Art can be understood as a model and an example of making the world. All abilities man possesses derive from his ability to be active in creative ways. Art education is an educational medium that evens out, which reduces excesses between challenges that are too demanding and options that are too undemanding (run-of-the-mill). Art education will also filter out individual best practice solutions, thus helping people to avoid failure out of unrealistically high expectations or to avoid losing one's motivation. Individual art projects offer learners the opportunity to fill the class with their own original ideas and concepts. The subject of Art establishes networks through all scholarly knowledge. This section will explain the concept and impact of individual art projects in a school context and will show best practice examples.

Keywords: individualisation; individual artistic project work; interdisciplinarity; impact of art education; motivation

Soundwords
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Abstract

Soundwords is an Erasmus+ funded project involving 6 countries and nine institutions, which takes place from September 2017 – February 2020. Its aims are to: promote social inclusion, develop an artistic aesthetic approach using graphic novels, enhance the literacy and artistic skills of students, provide user-friendly tools for teachers to download. The vehicle of the graphic novel is chosen in all its creative forms (graphic storytelling, children's books, comics, multimedia approaches, illustration, cartoons) because it supports the development of self-expression and the creative extension of linguistic development. It is an ideal vehicle for the development of universal human values. Evidence shows that complex and difficult issues can be successfully transmitted via the narrative and graphics. It has the potential to combine digital and analogue techniques. In any case, focusing on educational environments and considering the possibility of engaging in social groups with certain vulnerabilities, the graphic novel can be a good resource for taking into account the emotional and psychological role of language; the graphic novel allows us to project ourselves. It allows us to become the protagonists of our own history, as well as to choose our contexts, plots, and secondary actors. Such elements can facilitate dealing with emotional aspects, at least as a tool for explaining them. It is a perfect tool for working creativity and imagination, the aspects that are often forgotten in educational processes in very formal educational contexts. It is a transversal resource that can be addressed in many areas, and it also works with a universal language (e.g., facial expressions, onomatopoeia). It supports the development of the critical spirit, as it is necessary to discern, sequencing and discriminating the most important information, that is, the information exposed to the reader. The graphic novel format has the potential to be a key learning tool for all the students of all ages and abilities throughout the European Union.

Keywords: comic; Erasmus+; graphic novel; inclusion

Stereotypes in Popular Feature Films and Their Importance for Adolescents: How Can or Should Art Education Respond?
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Abstract

Stereotypes often present themselves as the thorn in the side of art education. However, these formulations represent important communication functions in society and culture, especially where

identification and identity are concerned. For adolescents, they play a major role in identity formation processes. Within the framework of the film, they can be considered the basis for genre education. The ongoing evolution of the genre thus proves that these stereotypical formulas are still open to change and that it is still possible to creatively process them. Nevertheless, the stereotypes of popular culture are still aesthetically restrictive and often morally questionable. The present study argues that art education should, therefore, react in two ways. Firstly, there should be openness and tolerance to allow learners to incorporate images from popular culture into the classroom, and secondly, experiences of interrupting hegemonic image production should be illuminated.

Keywords: art education; film; identity; popular culture; stereotype

Rural 3.0 RuralSL
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Abstract

Rural 3.0 RuralSL is an Erasmus+ funded project involving eight European countries and sixteen institutions, which takes place between January 2019 - December 2021. The project is organised as a knowledge alliance between eight different European Higher Education Institutions (HEIs, Universities) and eight rural partners (LAGs, Local Action Groups), each with a different history, quite distinct experiences with rural social entrepreneurship and/or rural service-learning, different educational systems, as well as specific community needs regarding the location, politics, and the economy of the different rural communities. Rural 3.0 intends to bring higher education institutions and rural partners together to work on a common issue - the development of the necessary knowledge and skills needed to make changes in rural communities. It supports the modernisation of Europe's HE through the transnational curriculum based on the innovative service-learning approach to teaching and learning that brings students, academics, and the community together to jointly develop solutions for challenging issues, as well as produce and process innovation. It aims to stimulate social entrepreneurship of HEIs teaching staff and rural entities through transnational cooperation between HEIs and rural partners. In addition to this, new learning and teaching methods will be jointly developed and implemented. Service-Learning (SL) moves away from the traditional classroom to enable students to engage with real versus imagined subjects and, thus, learn about culture through their own experience. The core concept is the combination of service and learning objectives, with activities designed to positively affect both service recipient and provider. In this dissemination of the two knowledge alliances, Soundwords and Rural 3.0, we want to share our research and realize artistic workshops.

Keywords: Erasmus+ dissemination; graphic novel; iInclusion; service learning and cultural entrepreneurship

Simpozij Perspektive suvremenoga glazbenog odgoja i obrazovanja

Symposium The Perspectives of Contemporary Music Education

Sažetke simpozija pripremile su voditeljica simpozija Tamara Jurkić Sviben i tajnica simpozija Blaženka Bačlija Sušić

The abstracts were prepared by the chair of the symposium, Tamara Jurkić Sviben, and the secretary of the symposium, Blaženka Bačlija Sušić.

Pozvano predavanje / Keynote lecture

The Perspectives on Music Education in the Earliest Childhood

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Abstract

The contemporary findings of scientific research (Knight, Stansall, Bowmer, Mason, Voyajolu, Ockelford, Welch, 2017; Campbell, 2004; Denac, 2002; Sicherl Kafol, 2001) confirm the positive effects and benefits of music and music activities on holistic and musical development in the earliest years of life. At the global and European levels, due to those findings, there is an increasing tendency of music programmes for children up to the age of five.

In Slovenia, we met with the mentioned music programmes already in the past, while the contemporary period shows their growth, especially in the informal forms of music education. The current situation requires appropriate professional profiles, with developed musical and pedagogical competences that would create quality and stimulating music environments, with an appropriate selection of music content and activities for the considered age.

The music programme is a stimulating environment in parent-child communication and it can enthral parents for music activities in the family environment as music culture in general. The contribution, based on the descriptive, analytical and interpretative methodological approach, focuses on the review of the development, presence, and goals of music programmes in the earliest childhood over the last ten years in Slovenia.

Keywords: earliest childhood; goals of programmes; holistic (musical) development; music programmes; Slovenia

Pozvano predavanje / Keynote lecture

Glazbena radionica Boje Orffova instrumentarija

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Sažetak

Tijekom glazbene radionice predstavlja se rad koji su pripremile studentice četvrte godine Integriranoga preddiplomskog i diplomskog sveučilišnog učiteljskog studija Fakulteta za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli pod mentorstvom doc. dr. sc. Ivane Paule Gortan-Carlin. Radionica se održala pred učenicima prvih razreda osnovne škole i prve godine učiteljskog studija tijekom Festivala znanosti 2019, koji su ujedno bili i ispitanici (N = 70).

U prvom dijelu radionice oslušuju se boje zvuka Orffova instrumentarija. Slijedi interpretacija doživljaja zvuka bojom. Prvo, na unaprijed pripremljenom letku, ispitanici grafički prikazuju doživljaj kretanja zvuka, a potom zvuku dodjeljuju doživljenu boju. (Svi su odgovori točni.) Potom se odgovara na tri kratka pitanja o zvuku – Je li zvuk bio ugodan? Na što podsjeća? Znaš li koji je to instrument?

U drugom dijelu radionice, studentice opisuju i predstavljaju glazbene instrumente iz skupine udaraljki, i to:

- grupa 1. metalofon/ksilofon (udaraljke s određenom visinom tona, melodijske);
- grupa 2. štapići/kastanjete (udaraljke s neodređenom visinom tona, ritamske, drvene);
- grupa 3. guiro (udaraljke s neodređenom visinom tona, ritamske);

- grupa 4. triangl; (udaraljke s neodređenom visinom tona, ritamske, metalne);
- grupa 5. bubanj (udaraljke s neodređenom visinom tona, ritamske, membranofoni s opnom).

Svaka grupa predstavlja jedan do triju instrumenata svirajući i pričajući priču (ili pjesmu) koju su sudionici sami osmislili. Kako bi predavanje djeci bilo zanimljivije, korištena su razna nastavna pomagala i sredstva koja su prethodno pripremljena: plakati, PowerPoint prezentacija, slikovnica, instrumenti. Za kraj svi zajedno na Orffovu instrumentariju sviraju brojalicu Bumbari i pčele.

Na radionici Boje Orffova instrumentarija istražuje se i povezuje zvuk bojom, upoznaje se auditorij s instrumentima – udaraljka, isprobavajući razne mogućnosti stvaranja zvuka (boje). Visoke (svijetle) i niske (tamne) tonove (boje) povezuju se s dužinom tijela (pločice, cijevi, žice) koji titra, uče se imena nota, pjeva se ljestvica solmizacijom i glazbenom abecedom.

U zadnjem dijelu radionice predstavljaju se rezultati ispitivanja doživljaja boja (zvuka) s Festivala znanosti 2019.

Ključne riječi: boja zvuka; glazbeno poučavanje; metodika glazbene kulture; Orffov instrumentarij; školski glazbeni instrumentarij

Music Workshop: Colors of Orff's Instrumentarium Ivana Paula Gortan-Carlin

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Abstract

The students of the 4th year of Integrated undergraduate and graduate university study of the Faculty of Educational Science of the University of Juraj Dobrila in Pula, under the mentorship of Asst. Prof. Ivana Paula Gortan-Carlin presented their work through the music workshop “Colors of Orff's Instrumentarium”. The workshop was held with the students of the first grade of elementary schools, and the first-year students of Teacher study, during Science Festival 2019.

In the first part of the workshop, children listened to the sounds of Orff's instruments, which was followed by the interpretation of color-sounding experiences. Next, on a previously prepared worksheet, the respondents graphically displayed the motion of the sound. Each sound got a different color according to respondents' own experience (all answers were correct). After this, the respondents answered three short questions about the sounds they heard: Was the sound pleasant? What did the sound remind you of? Did you recognize which instrument that was?

In the second part, students described and presented musical instruments from the percussion group, namely:

- Group 1: Metallophone / Xylophone (percussion with a definite pitch, melodic);
- Group 2: Sticks / Castanets (percussion with undefined pitch, rhythm, wooden);
- Group 3: Guiro (percussion with undefined pitch, rhythmic);
- Group 4: Triangle (percussion with undefined pitch, rhythm, metal);
- Group 5: Drum (percussion with undefined pitch, rhythm, membranophone with a membrane).

Each group represented one to three instruments by playing them and telling the story (or a poem) which they wrote by themselves. To make the lesson interesting for the children, a variety of teaching tools and resources were used, such as posters, PowerPoint presentations, picture books, and musical instruments. In the end, all exhibitors played the children's song Bumblebee and Bees using Orff's instruments, together.

At the music workshop “Colors of Orff's Instrumentarium”, the sound was explored and connected with color, and some instruments were introduced - percussions, for experimenting with various possibilities of creating sound (color). Furthermore, high (light) and low (dark) tones (colors) were connected to the length of the body (tiles, tubes, strings) that vibrates. The presentation was also appropriate for learning the names of instruments and singing the scale using the solmization and musical alphabet.

In the last part of the workshop, the results of the color (sound) exploration experience were presented.

Keywords: color of sound; methodology of music culture; music education; Orff instruments; Primary school musical instruments

Elementarna plesna edukacija u kontekstu kolegija Metodika glazbene kulture

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Sažetak

Kolegij Metodika glazbene kulture na učiteljskom studiju Učiteljskog fakulteta u Zagrebu održava se tijekom šestog, sedmog i osmog semestra studija. Osim znanstveno-teorijskih sadržaja metodike kao znanosti o poučavanju nastavnog predmeta, u okviru nastavnoga sadržaja proučavaju se različiti pristupi ranom poučavanju glazbene kulture. Poštujući dosadašnje znanstvene spoznaje interdisciplinarnog karaktera i postojeću praksu te prateći nove, istraživanjima dobivene činjenice, kolegij neprestano varira oblikom i novim sadržajima. Posljednjih nekoliko godina u sadržaj kolegija uveden je i plesni pokret. Isprva je to bila tradicionalna glazbena igra s pjevanjem, zatim različite koreografije primjerene uzrastu, a onda i izabrane dječje folklorne glazbene igre. S vremenom se pokazala potreba za elementarnom plesnom edukacijom učitelja/učiteljica koja bi svrhovito pratila preporučeni nastavni kurikulum glazbene kulture u razrednoj nastavi, ali i osvijestila neke postavke plesnog pokreta poučavatelja.

Svrha je istraživanja utvrditi mišljenja studenata pete godine učiteljskog studija o potrebi elementarne plesne edukacije, njezinu uvođenju u obrazovni program budućih učitelja/učiteljica u kontekstu kolegija Metodika glazbene kulture, kao i utvrditi jesu li ispitanici s plesnom edukacijom postigli bolji uspjeh u održavanju nastavnih sati glazbene kulture na metodičkim vježbama od ispitanika koji nemaju nikakvu plesnu edukaciju i jesu li ispitanici s plesnom edukacijom postigli bolji uspjeh na završnom ispitu metodike glazbene kulture od ispitanika koji nemaju nikakvu plesnu edukaciju. Ispitanici su studenti završene, četvrte godine učiteljskog studija Učiteljskog fakulteta u Zagrebu koji nisu pohađali glazbenu školu ni tečajnu nastavu sviranja i pjevanja (N = 120). Ispitivanje je provedeno anketnim upitnikom osmišljenim za tu priliku.

Rezultati pokazuju kako postoji razlika između studenata koji su plesno educirani i onih koji nisu u uspješnosti u glazbenim elementima ritma i točne intonacije te vještini sviranja, pjevanja i metodičkog vođenja nastavnog sata.

Zaključuje se da je potrebno uvesti plesnu edukaciju studenata učiteljskog studija u kontekstu kolegija Metodika glazbene kulture radi učvršćivanja elemenata glazbenog sluha, kao što su osjećaj za ritam, osjećaj točne intonacije, osjećaj za oblik skladbe, dinamiku, tempo i drugo.

Ključne riječi: elementi glazbenog sluha; metodičke vježbe; metodičko vođenje nastavnoga sata; plesni pokret

Elementary Dance Education in the Context of Music Teaching Methodology Course

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Abstract

The Music Teaching Methodology course is held from the sixth to the eighth semester at Teacher Education Studies at the Faculty of Teacher Education of the University of Zagreb. In addition to the scientific and theoretical content of methodology as a science about teaching, as part of teaching content, different approaches to early teaching of music are taught. Respecting the current interdisciplinary scientific knowledge and practices, and following new facts obtained by research, the course is constantly varying in new contents and shapes. During the last few years, dance has been introduced to the course (traditional musical singing games, various choreographies appropriate to children's age, and selected children's folk music games).

A need for elementary dance education of teachers appeared over time, which would purposefully follow the recommended Music curriculum in primary school, and at the same time, raise awareness about the main features of dance teachers.

The purpose of this research was to gather the opinions of the respondents who have completed their

fourth year of Teacher Education Studies, and who had not attended music school nor any music workshops (N=120) about the necessity of inclusion of elementary dance education in the educational program for future teachers in the context of the Music Teaching Methodology course. The main goals were to determine whether the respondents with dance education demonstrated better performance while teaching Music lessons and whether they achieved better results in Music Teaching Methodology final exam than those without dance education.

A specific questionnaire was designed for this study.

The results show that there are differences in success between the two groups of students, namely in the following musical elements: rhythm, accurate intonation, playing musical instruments, singing, and methodological guidance during the teaching process.

It is concluded that there is a need for the introduction of dance education for the students of Teacher Education Studies in the context of Music Teaching Methodology course to strengthen the elements of musical hearing such as the sense of rhythm, accurate intonation, dynamics, tempo, composition form awareness, and others.

Keywords: dance movement; elements of musical hearing; teaching methodology practice; methodology of the lesson

Profesionalna odgovornost budućih odgojitelja za provođenje glazbenih aktivnosti – komparativna studija između tri države

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Sažetak

Profesionalna uloga odgojitelja kao integracija njihove stručnosti (znanja i vještina) i osobnosti jedan je od najvažnijih čimbenika u organizaciji i provođenju aktivnosti u odgojno-obrazovnoj praksi. S obzirom na to da odgojitelj svojom praksom može poticati (ili ograničavati) djetetov razvoj, kompleksnost i zahtjevnost profesije iziskuje kontinuirano stručno usavršavanje te ujedno predstavlja sastavni dio profesionalne etike odgojitelja.

U skladu s brojnim dobrotima djetetovih ranih glazbenih iskustava za njegov kognitivni, emocionalni, fizički i socijalni razvoj (Hallam, 2015; Schlaug, 2015; Silvia et al., 2016), jedan od aspekata odgojiteljeve profesionalne odgovornosti predstavlja i poticanje te razvoj djetetovih glazbenih potencijala od rane dobi.

Stoga je cilj ovoga rada ispitati mišljenja studenata Ranog i predškolskog odgoja iz Hrvatske, Srbije i Slovenije s obzirom na njihovu obavezu, odnosno profesionalnu odgovornost za provođenje glazbenih aktivnosti u budućoj odgojno-obrazovnoj praksi kao i odgovornost za dodatno profesionalno usavršavanje i unapređenje glazbeno-pedagoških vještina i znanja. Uz to, u radu se želi istražiti povezanost navedenih mišljenja ispitanika s njihovom samoprocjenom glazbenih kompetencija i mišljenjem o važnosti glazbenih aktivnosti za djetetov razvoj.

Uzorak čine redoviti studenti 3. godine preddiplomskog studija te 1. godine diplomskoga odgojiteljskog studija učiteljskih fakulteta u Hrvatskoj (Učiteljski fakultet u Zagrebu) i Sloveniji (Učiteljski fakulteti u Ljubljani i Kopru) te studenti 3. i 4. godine osnovnih studija učiteljskog fakulteta u Srbiji (Učiteljski fakultet u Beogradu). Za potrebe istraživanja formiran je anketni upitnik, dok je za obradu podataka korištena deskriptivna i inferencijalna statistika.

Dobiveni rezultati predstavljat će značajan doprinos boljem i dubljem razumijevanju čimbenika koji utječu na profesionalnu odgovornost budućih odgojitelja u provođenju glazbenih aktivnosti u odgojno-obrazovnoj praksi.

Ključne riječi: glazbene aktivnosti; komparativna studija, profesionalna odgovornost; studenti ranog i predškolskog odgoja i obrazovanja

Professional Accountability of Future Preschool Teachers for Conducting Music Activities – a Comparative Study Between Three Countries

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Abstract

The professional role of preschool teachers as an integration of their expertise (knowledge and skills) and personality, is one of the most important factors in the organization and implementation of activities in educational practice. Considering the fact that a preschool teacher can encourage (or limit) the child's development with his actions, the complexity and demanding quality of the profession require continuous professional development and are integral parts of preschool teacher professional ethics, as well.

In accordance with numerous benefits of the child's early musical experiences for his cognitive, emotional, physical, and social development (Hallam, 2015; Schlaug, 2015; Silvia et al. 2016), the aspects of preschool teacher's accountability are encouraging and developing the child's musical potentials from his early age.

Therefore, the aim of this study was to examine Early and Preschool Education students' opinions from Croatia, Serbia, and Slovenia in terms of their commitment and professional accountability for conducting music activities in future educational practice, as well as the accountability for further professional development and improvement of their musical and pedagogical skills and knowledge.

In addition, the paper seeks to explore the connection between the opinions of the respondents with their self-assessment of music competencies and opinions about the importance of musical activities for the child's development. The sample consists of Early and Preschool Education students of the 3rd year of undergraduate study, and the 4th year of graduate study in Croatia (Faculty of Teacher Education in Zagreb), Slovenia (Faculty of Teacher Education in Ljubljana and Kopar), and the 3rd and the 4th year of basic studies in Serbia (Faculty of Teacher Education in Belgrade). For this research, a 4-part questionnaire was designed. Descriptive and inferential statistics were used for data processing.

The obtained results will represent a significant contribution to a better and deeper understanding of the factors that affect the professional accountability of future preschool teachers for implementing music activities in their educational practice.

Keywords: comparative study; Early and Preschool Education students; music activities; professional accountability

Zhang Yifei's Notebooks: Contributions to Transnational Music Teaching Nicola Badolato, Domenico Staiti, Anna Scalfaro, Lucia Ferrero, Shan Du

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Abstract

As a part of the work for the reorganization of the Second Cycle Degree in Drama, Art, and Music Studies (University of Bologna), a group of teachers of musicological (Musical Dramaturgy, Philosophy and Aesthetics of Music, Musical Pedagogy) and ethnomusicological disciplines (Ethnomusicology, Organology), with the help of two teaching tutors, have recently examined the need to undertake different approaches to multidisciplinary teaching involving the overall structure of a degree course that has registered a large participation of foreign students in recent years, mostly from the Far East, especially from China.

We have reflected substantially on two orders of problems, with particular relation to the musical disciplines. The first problem is technical: since the students of the theatrical curriculum do not normally possess specific technical-musical knowledge, it is necessary to consider the need to make the specific lexicon suitable even for non-specialized students, without lowering the level of our didactic proposals for students of the musical curriculum. Secondly, we have recorded an opposite problem for international students: the vast majority of these students from the Far East generally possess excellent technical-musical skills (deriving

them from their previous training in academies of music, more or less equivalent to our conservatories), but they obviously show linguistic problems, often linked to an idea of studying and learning, and of the human sciences in general, that is significantly different from ours, as it is formed in a very distant academic tradition.

Looking at the unavoidable perspective of the reorganization of our Second Cycle Degree, we have considered it appropriate to conduct a sociological and ethnographic survey on the learning techniques of international students, starting from the gathering and analysis of the Chinese students' notebooks.

Zhang Yifei's notebooks offer, in our opinion, a rich source of reflection on the transcultural approach to the study of musical disciplines.

Keywords: musical pedagogy; music teaching; sociology and ethnography

Inovativni pristup glazbenom obrazovanju upotrebom informacijsko-komunikacijske tehnologije

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Sažetak

Informacijsko-komunikacijska tehnologija (IKT) sveprisutna je u životu. Važan je segment u procesu odgoja i obrazovanja, a njezin razvoj utječe i na vrste učenja. S obzirom na neprestani tehnološki napredak, cilj je rada implementirati inovativni glazbeni program Glazbena mučkalica u nastavu Glazbene kulture u prva tri razreda osnovne škole. Program je koncipiran na način da se jednostavnim i zanimljivim zadacima s pomoću računalnog programa provjere glazbena znanja učenika s obzirom na odrađeni sadržaj redovite glazbene nastave. Rezultati kviza ujedno su pokazatelj učitelju o usvojenosti glazbenih sadržaja određenih segmenata predmeta Glazbene kulture iz obrazovnih postignuća navedenih u Nastavnom planu i programu (2006) Ministarstva znanosti i obrazovanja Republike Hrvatske. Time se učitelju otvara mogućnost za proces refleksije i evaluacije. U istraživanju su se dodatno ispitala mišljenja učenika o primjeni informacijsko-komunikacijskih tehnologija u nastavi Glazbene kulture. Istraživanje je provedeno u Osnovnoj školi Popovača u Popovači, a sudjelovali su učenici prvog, drugog i trećeg razreda (N = 46). Inovacijski program prethodno je testiran u školskoj godini 2018./2019. Rezultati kviza pokazuju kako učenici imaju više znanja iz područja prepoznavanja skladbe i već naučene pjesme nego iz prepoznavanja visine, dužine i glasnoće tona, razlikovanja udaraljki i prepoznavanja glazbala sa slušnog zapisa. Dodatno, istraživanje je pokazalo da učenici imaju pozitivne stavove o upotrebi IKT-a u nastavi. Istaknuli su da su nešto novo naučili te da bi voljeli da se ponavljanje glazbenih sadržaja pomoću IKT-a češće koristi, kao i prilikom učenja novog gradiva. IKT u nastavi može zornije prikazati sadržaj te na razne načine pomoći procesu nastave, odnosno učitelju da na što raznovrsnije i zanimljive načine upotpuni nastavu i prenese znanje na učenike. Otvorenost novim tehnologijama imperativ je suvremenog društva u svrhu oplemenjivanja nastavnog procesa.

Cljučne riječi: glazbena kultura; informacijsko-komunikacijska tehnologija; inovativni program; učenici primarnog odgoja i obrazovanja

An Innovative Approach to Music Education Using Information and Communication Technology

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Abstract

Information and communication technology (ICT) seems to have become omnipresent. It is an important segment in the process of education, whose development also affects learning methods. Given the continuous technological advancement, this paper aims to implement the innovative music program, Glazbena mučkalica, in the school subject of Music in the first three grades of primary school. The program is designed in a way that simple and interesting tasks check students' knowledge through a computer program, in the context of formal music teaching. The results of the quiz reveal to the teacher whether certain contents that are listed in the National Teaching Curriculum of Ministry of Science and Education of the Republic of Croatia (2013), have been acquired. In this way, the teacher opens the possibility for the processes of reflection and evaluation. The research also examined students' opinions on the application of information communication technologies in the teaching of Music. The research was conducted at Popovača Primary School, with students in the first, second, and third grades (N=46). The innovation program was piloted in the school year 2018/2019. The results of the quiz show that students acquired more knowledge in listening to music and previously learned songs than from the recognition of pitch, rhythm, and dynamics of tones, distinguishing between percussion instruments, and instrument recognition from audio recordings. Furthermore, the research has shown that students have a positive attitude toward ICT use in teaching. They pointed out that they had learned something new, and would like to use ICT while revising music content more often, as well as while learning new content. ICT in teaching can present the contents more intensely, and in various ways, it can assist the teaching process or provide the teacher with the opportunity to implement as many diverse and interesting methods as possible in the teaching process. In modern society, embracing new technologies is imperative for refining the teaching process.

Keywords: information and communication technology; innovative program; music education; primary education

Music Pedagogy and Its Relationships with Musicology and Educational Sciences: A University Network for Music Education

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Abstract

In the Western world, there is an unnatural divorce between the pedagogic-didactic field and musicology (Edler, Helms, & Hopf 1987). The situation today has not substantially changed. Musicology and pedagogic-didactic studies have chosen and gone down the parallel paths that do not meet.

The conceptual starting point is the awareness of two problems: on the one hand, musicology runs the risk of becoming self-referential if it does not open itself to a vital relationship with the 'political' aspects of education, and especially if it does nothing about the impoverishment of the culture and history of music. On the other hand, the Educational Sciences develop models of music education whose contents are not updated based on musicological knowledge, which leads to making music prevailing over knowing music, instead of their integration. It is essential to build a scholarly sound musicological knowledge, what we refer to as "learned knowledge" (establishing texts, reconstructing contexts, analyzing scores, looking into the mechanisms of patronage and reception, and examining theoretical and operational systems). In addition, this "learned knowledge" (savoir savant) should filter through education, as well as nourish it. It should permeate a rational approach to the didactics of the discipline, so as to turn into effective "didactic knowledge" (savoir enseigné) in the school setting (Chevallard & Johsua 1985).

In order to encourage a strong relationship between Musicology, Music Pedagogy, and Educational

Sciences, our research has been focusing for years on the following areas:

- 1) university/school relationships and their connection with political-institutional contexts;
- 2) scientific research;
- 3) didactic systems and methodologies.

This contribution describes the results of the Italian research in the aforementioned areas, carried out by the University Network for Music Education. The Network has developed a model of music education that aims at promoting an understanding of Music as part of history and culture. A Music Didactics model structured in three parts – listening, production (performance, composition, improvisation), and a model for Music History – has been created. The model presupposes an uninterrupted circulation of musical competences in these fields, from one level to the next. It is aimed at the development of critical thinking, as defined by J. Dewey (1916), who regarded it as instrumental in the building of citizenship in democratic societies.

Keywords: educational sciences; music education; musicology; music pedagogy; University Network for Music Education

Glazbene preferencije učenika prema klasičnoj glazbi

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Sažetak

U radu su istražene glazbene preferencije učenika osnovne škole prema klasičnoj glazbi te utjecaj poznatosti glazbe na glazbene preferencije. U okviru istraživanja primijenjen je upitnik općih podataka te ljestvica procjene za ispitivanje preferencija glazbenih ulomaka na uzorku od 238 učenika drugih, petih i osmih razreda osnovne škole.

Rezultati potvrđuju kako mlađi učenici, u odnosu na starije, pokazuju veće preferencije prema klasičnoj glazbi. Nadalje, potvrđen je utjecaj spola na preferencije, dok se pohađanje izvanškolske glazbene poduke nije pokazalo značajnim prediktorom učeničkih preferencija prema klasičnoj glazbi. Uočeno je i kako je poznavanje glazbe značajan faktor koji utječe na glazbene preferencije učenika. Rezultatima istraživanja potvrđeno je kako učenici najmanje preferiraju glazbu 20. stoljeća, što ima značajne implikacije za glazbeno-pedagošku teoriju i praksu.

Cljučne riječi: glazbene preferencije; klasična glazba; nastava glazbe; osnovna škola

Students' Music Preferences Towards Classical Music

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Abstract

The paper explores the music preferences of elementary school students towards classical music and the influence of familiarity of music on their music preferences. As a part of the research, a questionnaire and sound questionnaire were administered to 238 students attending the second, the fifth and the eighth grades of elementary school.

The results confirm that younger students, compared to the older ones, show greater preferences for classical music. In addition, the influence of gender on preferences of classical music was also confirmed, while the attendance of extracurricular music lessons did not appear as a significant predictor of student preferences for classical music. It was also noted that the familiarity of music is a significant factor influencing students' music preferences. The results confirm that students show the lowest music preferences for 20th-century music, which has significant implications for music-pedagogical theory and practice.

Keywords: classical music; elementary school; music lessons; music preferences

Razvoj kompetencija putem nastavnih projekata: transfer glazbenih znanja iz različitih perspektiva

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Sažetak

Suvremeno obrazovanje pretpostavlja ne samo stjecanje znanja i vještina već i razvijanje različitih socijalizirajućih sadržaja. Jedan od modela suvremenog transfera znanja jest projekta nastava, čije dobrobiti poput razvoja analitičkog razmišljanja, komunikacijskih i prezentacijskih vještina, navikavanja na timski rad te poticanja kreativnosti, ističu brojna istraživanja (Thomas, 2000; Meyer, 2002; Bell, 2010). Rad na projektu omogućuje svim sudionicima nastavnog procesa zajedničku obradu nekog problema te dovodi do rezultata koji za sudionike ima uporabnu vrijednost (Munjiza, Peko i Sablić, 2007). Projektna nastava u visokoškolskom glazbenom obrazovanju posebno se svrsishodno može provoditi putem muzikoloških kolegija koji, zbog specifičnosti struke, omogućavaju pristup glazbi iz različitih očista (od povijesnoga i glazbeno-teorijskoga do estetičkoga, pedagoškoga, sociološkoga itd.) Izlaganje će predstaviti nekoliko projekata ostvarenih na kolegiju Poznavanje glazbene literature na Odsjeku za glazbenu pedagogiju Muzičke akademije u Puli. Projekti su bili osmišljeni s ciljem poticanja osmišljavanja multimedijalnih alata kojima bi studenti, budući učitelji i nastavnici glazbene kulture / glazbene umjetnosti, mogli doprinijeti glazbeno-obrazovnoj praksi. Njihova je realizacija iziskivala korištenje različitih znanja koja su studenti stekli pohađanjem brojnih kolegija tijekom studija (povijest glazbe, glazbeni oblici, harmonija, solfeggio, aranžiranje za instrumentalne sastave, klavir) te korištenje različitih neglazbenih vještina (poznavanje stranih jezika, gluma, umijeće javne prezentacije). Ujedno je studentima omogućila uvid u tijek istraživačkog rada prezentacijama projekata na studentskim forumima i simpozijima te objavom članaka u studentskim zbornicima. Prilikom rada na projektu korištene su povijesna metoda (oblikovanje cjelovite slike o temi istraživanja, utvrđivanje kronologije razvoja, uzroka i posljedica te povezivanja činjenica o događanjima iz prošlosti) i analitička metoda (elementarna saznanja o sastavnicama glazbenih djela). U nekim je projektima, zbog specifičnosti sadržaja, uvid u temu dobiven metodom usmene povijesti (polustrukturirani intervjui). Dobivena su saznanja zatim deskriptivnom metodom uopćena kako bi se mogla prezentirati široj publici. Uvid kojim je upotpunjeno istraživanje dobiven je i tijekom uvježbavanja skladbi (metodom interpretacije na različitim glazbalima).

Cljučne riječi: glazbena pedagogija; metode; muzikološki kolegiji; projektna nastava; suvremeno obrazovanje

Development of Competences Through Teaching Projects: Transfer of Music Knowledge from Different Perspectives

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Abstract

Contemporary education presumes not only the acquisition of knowledge but the development of various socialisation contents. One of the models of contemporary knowledge transfer is project teaching with benefits such as the development of analytical thinking, communication and presentation skills, getting used to teamwork, and stimulating creativity emphasized in numerous studies (for instance, Thomas, 2000; Meyer, 2002; Bell, 2010). Project work enables all participants of the teaching process to collectively process a problem and reveal the results that have a usability value for participants (Munjiza, Peko, & Sablić, 2007). Project teaching in higher music education can be particularly purposeful when conducted as part of musicology courses which, due to the specificity of the profession, enable an approach to music from different perspectives (from the historical and music theory perspectives to the aesthetic, pedagogical, and sociological ones, etc.). This presentation is about several projects realised as part of the course Knowledge of Music Literature taught at the Music Pedagogy Section of the Music Academy in Pula. The projects were designed to encourage the creation of multimedia tools that students, future Music teachers, could use and thus contribute to the music-educational practice. The project realisation required the use of knowledge acquired at various courses (e.g.,

History of Music, Music Forms, Harmony, Solfeggio, Instrumental Groups Arrangement, Piano), as well as the use of different non-musical skills (e.g., knowledge of foreign languages, acting, public presentation skills). At the same time, engagement in project work gave students an insight into the research process through presentations on student forums and symposiums, and paper publishing in student proceedings. During project work, the historical method was primarily used (shaping the overall picture of the research topic, determining the development chronology, causes and consequences, or correlating facts about past events) along with the analytical method (elementary knowledge about the constituents of music compositions). In some projects, due to content specificity, the insight into the topic was obtained by the oral history method (semi-structured interviews). The obtained knowledge was then generalised by the descriptive method, to be presented to the wider public. Certain insight, which completed the research, was also gained during the composition rehearsal (interpretation methods on different instruments).

Keywords: contemporary teaching; methods; music pedagogy; musicology courses; project teaching

Glazbena umjetnost i obrazovanje u školovanju učitelja i odgojitelja u Zagrebu, Petrinji i Čakovcu od kraja 19. stoljeća do današnjih dana

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Sažetak

Učiteljski fakultet Sveučilišta u Zagrebu osnovan je pod tim imenom 2. veljače 2006. godine kao sljednik Više pedagoške škole u Zagrebu, Visoke pedagoške škole, Više pedagoške škole, Pedagoške akademije, Filozofskoga fakulteta – Pedagogijske znanosti i Učiteljske akademije. Visokoškolska izobrazba učitelja u Hrvatskoj započela je osnivanjem dvogodišnjega studija na Višoj pedagoškoj školi u Zagrebu 15. studenoga 1919. iako je tradicija obrazovanja učitelja i odgojitelja na području sjeverne Hrvatske puno duža. Zagreb je dobio prvu učiteljsku školu 1849., Petrinja 1862., a Čakovec 1879. godine. Godine 1968. započinje i studij za odgojitelje u predškolskom odgoju kao sljednik Škole za odgojitelje. Uredbom Vlade Republike Hrvatske od 10. travnja 1997. godine ponovno se osnivaju Visoka učiteljska škola u Čakovcu i Visoka učiteljska škola u Petrinji koje su Odlukom Senata Sveučilišta u Zagrebu od 13. veljače 2007. godine pripojene Učiteljskom fakultetu u Zagrebu. Kroz proteklo stogodišnje razdoblje sastavni dio obrazovanja učitelja i odgojitelja bilo je i obrazovanje u području glazbe kao jedne od važnih odgojno-obrazovnih komponenti ranog i predškolskog odgoja i obrazovanja te odgoja i obrazovanja učenika osnovnoškolske dobi. Učitelji i odgojitelji tijekom svoga školovanja poučavani su glazbenoj umjetnosti i kulturi kroz glazbene predmete i kolegije različitih naziva, a izvodili su ih znameniti glazbeno-pedagoški djelatnici koji su ostavili velik trag u povijesti hrvatske glazbe i hrvatske glazbene pedagogije (Lovro Županović, Nikša Njirić, Adalbert Marković, Joža Požgaj, Vladimir Stahuljak, Višnja Manasteriotti, Vera Makjanić i dr.).

Cilj je ovoga rada dati pregled glazbenog obrazovanja učitelja i odgojitelja u Zagrebu, Petrinji i Čakovcu te ući u trag glazbenim imenima koja su poučavala glazbenu kulturu, povijest glazbe te temeljne vještine pjevanja i sviranja. Također će se sustavno kronološki pratiti nazivlje i sadržaj glazbenih predmeta i kolegija. Time će po prvi put u povijesti glazbenog obrazovanja učitelja i odgojitelja u Zagrebu, Petrinji i Čakovcu biti sintetizirani dostupni arhivski podaci o kontinuitetu glazbenog obrazovanja i sadržaju glazbenog poučavanja.

Ključne riječi: glazbeno obrazovanje učitelja i odgojitelja; glazbeni pedagozi; glazbeni predmeti; hrvatska glazbena pedagogija

Music Appreciation and Education in Teacher and Educators' Schooling in Zagreb, Petrinja, and Čakovec from the Late 19th Century Until Today

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Abstract

The Faculty of Teacher Education in Zagreb was established under that name on 2 February 2006 as the successor of Teacher Training College in Zagreb, Teacher Training College, Three-year Teacher Training College, Teacher's Academy, Faculty of Philosophy – Educational Sciences, and Teacher Education Academy, as a constituent of the University of Zagreb Higher Pedagogical School in Zagreb. The higher education for teachers in Croatia started by the founding of the two-year study at the Teacher Training School in Zagreb on 15 November 1919, although the tradition of teacher and educator's education in the North Croatian area was much longer. Zagreb opened the first Teacher Training School in 1849, Petrinja got the first Teacher Training School on 1 October 1862, and Čakovec in 1879. In the year 1968, the Study for Educators in Preschool Education is started, as the successor of the Educator's School. By order of the Government of the Republic of Croatia, on 10 April 1997, the four-year Teachers' Colleges are re-established in Čakovec and Petrinja and were merged with the Faculty of Teacher Education by the Resolution of the University of Zagreb Senate on 13 February 2007. During the 100 years, the integral part of the teacher and educators' education was music education, as one of the important educational components of early and preschool education, as well as of the elementary school education. During their training, teachers and educators were taught music art and culture through music courses, and various courses and were presented by the known music-pedagogical scholars who made a significant impact on Croatian music history and Croatian music pedagogy (e.g., Lovro Županović, Nikša Njirić, Adalbert Marković, Joža Požgaj, Vladimir Stahuljak, Višnja Manasteriotti, Vera Makjanić, and others).

This paper aims to give an overview of teachers' and educators' music education in Zagreb, Petrinja, and Čakovec, as well as to trace the names of the people who were teaching music culture, history of music, and fundamental skills of singing and playing. In addition, the terminology of music courses will be systematized chronologically using the available archive materials.

With this approach, the available archives on the continuity of music education and music teaching content will be synthesized for the first time in the history of teacher and educators' music education in Zagreb, Petrinja, and Čakovec.

Keywords: Croatian music pedagogy; music pedagogue; music courses; teacher and educator music education

Umjetničko-glazbeni doprinos profesora glazbe o stotoj obljetnici Učiteljskog fakulteta Sveučilišta u Zagrebu

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Sažetak

Glazbena kultura i umjetnost kao sastavni elementi sustavnog obrazovanja učitelja od početka visokoga školstva u Zagrebu bili su povjereni vrsnim glazbenim stručnjacima koji su djelovali na ustanovi koja danas nosi naslov Učiteljskog fakulteta Sveučilišta u Zagrebu. Uz svoj glazbeno-pedagoško-metodički rad s budućim učiteljima, profesori glazbe nastojali su svojim stvaralačkim glazbeno-umjetničkim radom doprinijeti društvenoj zajednici svojega vremena i glazbenom odgoju studenata. U radu se istražuje sveukupnost bogatog opusa koji su na širokom području vokalne, vokalano-instrumentalne i instrumentalne glazbe ostvarili zaslužni profesori glazbe od početka rada ove ustanove koja slavi svoj jubilej.

Ključne riječi: profesori glazbe; područje vokalne, vokalano-instrumentalne i instrumentalne glazbe

Music Professors' Artistic Contribution to Music on the 100th Anniversary of the Faculty of Teacher Education of the University of Zagreb

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Abstract

Music subjects as the integral elements of the systematic education of teachers were, from the beginning of high education in Zagreb, entrusted to excellent music experts who worked at the institution that we today know as the Faculty of Teacher Education of the University of Zagreb. In addition to their music pedagogy and methodical work with future teachers, music professors have been striving to contribute to the community of their time, and the musical upbringing of students, by their creative musical and artistic work. The paper explores the comprehensiveness of the rich opus materializing in the wide range of vocal, vocal-instrumental and instrumental music produced by the distinguished music professors since the beginning of this institution which celebrates its jubilee.

Keywords: vocal, vocal-instrumental, and instrumental music; professors of music

Pijanističke škole kao tradicionalni čimbenici suvremenoga glazbenog obrazovanja

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Sažetak

Tematika tradicionalnih nacionalnih pijanističkih škola tek se posljednjih godina pojavljuje u za sada još malobrojnim znanstvenim radovima i istraživanjima. Iako većina profesionalnih pijanista razlikuje najznačajnije pijanističke škole, poput ruske, njemačke ili francuske, sama je definicija termina pijanističke škole još uvijek nepotpuna. Odlike pojedinih pijanističkih škola, njihove sličnosti i razlike, analiziraju se najčešće pregledom pijanističke djelatnosti njihovih eksponenata – pojedinih pijanista. No značajniji znanstveni okvir proučavanju pijanističkih škola prezentirao je u svome znanstveno-istraživačkome radu 2016. godine pijanist Wojciech Wisniewski čije će se istraživanje uzeti kao teorijsko polazište za proučavanje ove tematike. Pregledom najznačajnijih pijanističkih škola, njihovih odlika i predstavnika u ovomu će se radu nastojati definirati i pozicionirati Zagrebačka pijanistička škola uz prikaz njezine uloge u obrazovanju pijanista naše sredine. Kako o utjecaju pijanističkih škola u našoj sredini i o Zagrebačkoj pijanističkoj školi nema značajnijih znanstvenih istraživanja, poseban će segment ovoga rada predstaviti rezultate anketnog istraživanja kojim će se nastojati odgovoriti na pitanja vezana uz tradiciju i utjecaj Zagrebačke pijanističke škole na suvremene tendencije obrazovanja hrvatskih pijanista.

Ključne riječi: glasovir; pijanističke škole; pijanizam; Svetislav Stančić; Zagrebačka pijanistička škola

Piano Schools as a Traditional Factor of Contemporary Music Education

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Abstract

The theme of traditional national piano schools has only recently emerged in scientific research and a number of publications. Although most professional pianists distinguish the most important piano schools such as Russian, German, or French, the definition of the term piano school is still incomplete. The characteristics

of particular piano schools, their similarities, and differences, are most often analysed by examining the pianist activity of their exponents – particular pianists. However, a more significant scientific framework for the study of piano schools has been presented in 2016 in the scientific research of a pianist, Wojciech Wisniewski, whose model will be taken as a theoretical starting point for studying this topic. With the review of the most important piano schools, their qualities, and representatives in this work, we will try to define and place the Zagreb Piano School by showing its role in educating the pianists of our environment. Regarding the influence of the piano schools in our area and the Zagreb Piano School, there is no significant scientific research. Therefore, as a special part of this paper, we will present the results of the survey that will answer the questions related to the tradition and influence of the Zagreb Piano School on the contemporary tendencies of Croatian pianistic education.

Keywords: piano; piano school; pianism; Svetislav Stančić; Zagreb Piano School

Učenje glazbe putem medija

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Sažetak

Učenje glazbe putem videomedija nadopuna je tradicionalnom općem obrazovanju. Do kraja XX. stoljeća u nastavi su korišteni samo udžbenici uz povremeno slušanje. Glazba ima važnu ulogu, ne samo u svim društvenim zbivanjima nego i u filmovima, videospotovima, reklamama i ostalim sadržajima čije poruke prenosi. U XXI. stoljeću uz poučavanje sadržaja iz klasične glazbe učenike i studente nužno je upoznavati i s drugim glazbenim žanrovima čija se pojava vremenski poklapa s nastankom televizije i videomedija.

Nezaustavljiv tehnološki napredak s internetom u prvom planu i svima dostupnih privatnih multitasking gadgeta učinio je glazbu općedostupnom.

Vizualni mediji omogućuju da pojmovi i spoznaje o glazbenim sadržajima budu jasniji, a umjetnički doživljaji neposredniji i potpuniji. Učenje glazbe uz pomoć medija podrazumijeva poticanje na aktivan i kritički stav, razmjenu ideja i dinamično obrazovanje u okviru kurikula i silaba. Na taj je način učenje glazbe bitno osuvremenjeno.

Ključne riječi: glazba; mediji; obrazovanje; tehnologija

Learning of Music Through the Media

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Abstract

The learning of music through video media is complementary to traditional general education. Until the end of the 20th century, only textbooks were used in lessons, while listening was included occasionally. Music plays an important role, not just in all social events, but is also an elemental component of movies, videos, commercials, and other content that transmits a message. In the 21st century, with the teaching of classical music content, pupils and students need to get acquainted with other music genres the appearance of which coincides with the emergence of TV and video media.

The unstoppable technological advances with the internet in the foreground and the availability of private multitasking gadgets made the music accessible to the general public. Visual media allows the concepts and knowledge of music content to be clearer, and the artistic experiences to be more direct and complete.

Learning of music with the help of media implies encouraging active and critical attitudes, exchange of ideas, and dynamic education within the curricula and syllabi. In this way, the learning of music is essentially modernized.

Keywords: education; media; music; technology

Zastupljenost i važnost slušanja glazbe u nastavi Glazbene kulture na primarnom stupnju odgoja i obrazovanja

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Sažetak

Do početka 20. stoljeća u nastavi glazbe bile su zastupljene jedino aktivnosti pjevanja po sluhu, pjevanja po notama koje je pratilo glazbeno opismenjavanje te glazbeno-stvaralačke aktivnosti. Sviranje se počelo uvoditi u općeobrazovne škole sredinom 20. stoljeća pod utjecajem Orffove koncepcije Orff-Schulwerk, a slušanje glazbe tek pojavom uređaja za reprodukciju zvuka, dakle sredinom dvadesetog stoljeća. Na veliku važnost slušanja glazbe prvi su ukazivali njemački autori Theodor W. Adorno i Michael Alt koji su posebno isticali potrebu upoznavanja učenika s umjetničkom glazbom te važnost odgoja slušatelja eksperta. U hrvatskim nastavnim planovima i programima slušanje i upoznavanje glazbe pojavljuje se prvi put pedesetih godina dvadesetog stoljeća, no više kao preporuka nego kao zadano područje. Godine 1972. propisan je i detaljan popis skladbi, a 2006. godine počinje se primjenjivati otvoreni (kombinirani) model glazbene nastave prema kojemu se slušanje glazbe izdvaja kao središnja i jedina obvezna aktivnost u glazbenoj nastavi. U ovom radu predstaviti će se rezultati istraživanja koje je provedeno s ciljem utvrđivanja mišljenja učitelja primarnog obrazovanja o važnosti slušanja glazbe te o potrebi zastupljenosti pojedinih vrsta glazbe u nastavi glazbene kulture u prvim četirima razredima osnovne škole. Pri istraživanju su primijenjeni postupci anketiranja, procjenjivanja i rangiranja te instrumenti: anketni upitnik, ljestvice procjene i ljestvice za rangiranje. Pri analizi rezultata korištena je kvalitativna i kvantitativna analiza. Rezultati istraživanja pokazali su da učitelji primarnog obrazovanja ne podržavaju pristup prema kojemu slušanje glazbe treba biti središnja i jedina obvezna aktivnost u nastavi glazbe. Slušanje glazbe važno je i potrebno ga je njegovati u nastavi glazbe, no treba biti ravnopravno s ostalim glazbenim aktivnostima. Osim toga, prema mišljenju učitelja, učenici trebaju slušati na nastavi umjetničku, ali i druge vrste glazbe.

Ključne riječi: nastava glazbene kulture; osnovna općeobrazovna škola; primarni stupanj odgoja i obrazovanja; slušanje glazbe; učitelji razredne nastave

Representation and Importance of Listening to Music in Primary Education Music Teaching

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Abstract

By the beginning of the twentieth century, music teaching included only ear-training singing activities, sight-singing accompanied by music literacy and music creativity activities. Instrument playing was introduced to the general school in the mid-20th century, under the influence of Orff's Orff-Schulwerk concept, and listening to music was introduced just after the appearance of the sound reproduction devices, in the mid-20th century. German authors, Theodor W. Adorno and Michael Alt, called attention to the great importance of listening to music, which emphasized the need to introduce students to art music and the importance of educating "listener-experts". In Croatian curricula and programs, listening and music introduction appears in the 1950s, but rather as a recommendation than as a default. In 1972, a detailed playlist was prescribed, and in 2006, an open (combined) model of music teaching was launched, according to which listening to music was classified as the central and only mandatory activity in music teaching. In this paper, we will present the results of the research conducted to determine the opinion of primary school teachers about the importance of listening to music and the need for representation of certain types of music in the teaching of music culture in the first four grades of primary school. The procedures used in this study were surveys, assessment, and ranking, and the data was obtained using a questionnaire, assessment scales, and ranking scales. Following that, qualitative and quantitative analyses were applied. The research findings have shown that primary education teachers do not support the approach that music listening should be the central and only mandatory activity in music teaching. Listening to music is important, it is necessary to nurture it in music teaching, but it should be equal to other music activities. In addition, according to the opinion of the teachers, students should listen to art music along with other types of music.

Keywords: general education; listening to music; music teaching; primary education; primary school teacher

Odnos zbornih aktivnosti i dobrobiti pjevača amatera

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Sažetak

Unatoč aktualnim pojavnostima u društvu koje sustavno utječu na smanjenje slobodnog vremena kod svih društvenih skupina, zbornsko je pjevanje zadržalo svoju bogatu tradiciju i mjesto najzastupljenije slobodne aktivnosti u kojoj pojedinci uspješno iznalaze načine da zadovolje svoju potrebu za aktivnošću, socijalizacijom, zanimanjem za glazbu i glazbeno stvaralaštvo te da se dodatno afirmiraju u društvu.

U ovom se radu temeljem pregleda dosadašnjih istraživanja ukazuje na odnos glazbenih aktivnosti i dobrobiti pojedinca, na povezanost pozitivnih emocija s pjevanjem u zboru, a što se očituje u promjeni fiziološkog statusa pjevača te u razvoju glazbenih vještina i poboljšanju psihofizičkoga stanja pjevača.

Vodeći se iskustvima iz ranijih svjetskih istraživanja, a s ciljem utvrđivanja odnosa aktivnosti zbornskog pjevanja i dobrobiti pjevača amatera, provedeno je istraživanje u kojem je primijenjen upitnik strukturiran u tri dijela. Prvi dio upitnika odnosi se na opće podatke o ispitaniku i o duljini pjevačkoga staža. Drugi je dio upitnika pitanjima otvorenog tipa usmjeren prema subjektivnoj procjeni ispitanika o učincima zbornskog pjevanja na opću kvalitetu života, dobrobit pjevača i fizičko zdravlje. U trećem su dijelu upitnika ispitanici na ljestvici Likertova tipa označavali stupanja slaganja s navedenom tvrdnjom.

Analizom rezultata provedenog istraživanja potvrđeno je kako pjevanje u zboru pruža brojna osobna poboljšanja kod pjevača. Znanstveni se doprinos rada ogleda u zaključku istraživanja koje utvrđuje da zbornsko pjevanje, osim primarne umjetničke funkcije, pridonosi emocionalnoj, društvenoj i fizičkoj dobrobiti pojedinca kao važnim ciljevima slobodnih aktivnosti i života uopće.

Ključne riječi: dobrobit; slobodno vrijeme; zbornsko pjevanje

The Relationship Between Choir Activities and Well-Being of Amateur Singers

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Abstract

Despite the present occurrences in society, which systematically influence the decrease of leisure time among all social groups, choral singing has maintained its vast, rich tradition and secured its place as the most popular leisure-time activity. Through choral singing, individuals successfully find ways to satisfy their need for activity, socialization, music, and musical creativity as well as to additionally affirm their position in society.

By exploring previous research, the relationship between musical activities and the well-being of individuals is emphasized. We point out the connection between positive emotions and singing in a choir, which is evident from the change of a singer's physiological status, the development of musical skills, and the improvement of the singer's psycho-physical condition.

Based on the experience of previously conducted international research, this research has been conducted to determine the relationship between choral singing activities and the well-being of amateur singers. The research consisted of a questionnaire divided into three parts. The first part of the questionnaire entailed participants' general data, as well as the data regarding the length of their singing careers. By using open-ended questions, the second part of the questionnaire regarded participants' subjective evaluation of the influence of choir singing on their general quality of life, the well-being of singers, and physical health. The third part of the questionnaire entailed a Likert scale where the participants expressed their agreement with certain statements.

The results of the conducted study affirm numerous personal improvements of singers due to singing in a choir. The scientific contribution of the paper is evident in the conclusion of this research which states that the benefit of choral singing, apart from its primary artistic function, is that it contributes to emotional, societal, and physical well-being as an essential goal of leisure time activities and life in general.

Keywords: choral singing; leisure time; well-being

Muzička škola „Beethoven“ – ishodište Funkcionalne muzičke pedagogije

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Sažetak

Funkcionalna muzička pedagogija (FMP) rezultat je cjeloživotnoga glazbeno-pedagoškog i znanstveno-istraživačkog rada hrvatske glazbene pedagoginje Elly Bašić u područjima sinkretičke teorije i prakse glazbenog odgoja, etnomuzikologije i muzikoterapije. Središnja teza da svako dijete ima pravo na glazbenu kulturu afirmira FMP kao jedinstvenu cjelovitu glazbenu pedagogiju. Spoznavši krizu tradicionalne glazbene pedagogije koja se u nastavi glazbe s jedne strane razvijala u smjeru stvaranja vrhunskih reproduktivnih umjetnika, a s druge u zatvorenom krugu davno zastarjelih glazbeno-teorijskih normi, Elly Bašić kao studentica Muzičke akademije u Zagrebu 1929. godine osniva svoju privatnu Muzičku školu „Beethoven“. Uz pomoć mladih glazbenika, kasnije najvećih imena hrvatske glazbene kulture (Šulek, Janigro, Papandopulo, Prišlin, Feller, Vaulin, Lhotka-Kalinski, Lorković i dr.) koje je privukla idejom, traži nove suвременe puteve u nastavi glazbenog odgoja i obrazovanja. Tijekom šesnaest godina djelovanja u školi „Beethoven“ provodi praktično-eksperimentalna i muzikološko-znanstvena ispitivanja koja imaju za cilj omogućiti svakom djetetu razvoj njegovih prirodnih predispozicija. Ti naponi rezultiraju novim pristupom glazbeno-teorijskoj nastavi koja svojom razrađenom metodologijom uspostavlja ravnopravan odnos teorijskih predmeta i instrumenata te omogućuje cjeloviti glazbeni odgoj i obrazovanje svakog polaznika. Nakon zatvaranja svih privatnih škola 1945. i na zahtjev tadašnjeg Ministarstva prosvjete Hrvatske, temeljni pedagoški principi škole „Beethoven“ postaju baza suвременoga glazbenog školstva u Hrvatskoj i novoosnovane Gradske muzičke škole u Zagrebu (danas „Pavao Markovac“). Tijekom šesnaest godina djelovanja na toj školi Elly Bašić nastavlja svoju pedagoško-istraživačku djelatnost koju finalizira autorskim djelom – Funkcionalna muzička pedagogija. Verificirani Nastavni plan i program Funkcionalne muzičke pedagogije od 1965. godine provodi se u Funkcionalnoj muzičkoj školi u Zagrebu (danas Glazbeno učilište Elly Bašić), u osnovnim i glazbenim školama u Bosni i Hercegovini te na Muzičkoj akademiji u Sarajevu.

Ovaj rad rezultat je prvoga cjelovitog istraživanja arhivske građe iz ostavštine Elly Bašić. Sagledavanjem razvoja i sadržaja Muzičke škole „Beethoven“ prikazat će se prva sinteza glazbeno-pedagoškog djelovanja Elly Bašić kao ishodišna faza stvaranja i realizacije FMP-a. Analizom i komparacijom pedagoških principa i nastavnih planova i programa škole „Beethoven“ i FMP-a potvrdit će se teza ovog rada da je Muzička škola „Beethoven“ ishodište FMP-a.

Ključne riječi: Elly Bašić; Funkcionalna muzička pedagogija; glazbeni odgoj i obrazovanje; Muzička škola „Beethoven“; nastavni plan i program

“Beethoven” Music School - the Starting Point of Functional Music Pedagogy

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Abstract

Functional Music Pedagogy (FMP) is the result of the lifelong musical-pedagogical and academic research efforts of Elly Bašić, a Croatian music pedagogue, in the areas of synthetic theory and music education practice, ethnomusicology, and music therapy. The FMP central thesis, that every child has the right to music culture, affirms it as a historically unique integral music pedagogy with elaborated methodology. Recognizing a crisis of traditional music pedagogy in the music education practice, that on the one hand grew in the direction of creating superb artists-reproducers, and on the other, stagnated in the closed circle of long-obsolete musical-theoretical norms, Elly Bašić launched the establishment of her private music school, “Beethoven” in 1929, while studying at the Music Academy in Zagreb. With the help of young musicians, that will later become some of the greatest names of the Croatian music cultural scene (Šulek, Janigro, Papandopulo, Prišlin, Feller, Vaulin, Lhotka-Kalinski, Lorković, and others), who were attracted to the idea, she sought new contemporary ways in music education practice. During the sixteen years of work at “Beethoven” School, she conducted practical-experimental and musicological-academic research aimed at enabling every child to develop their natural predispositions. These efforts resulted in a new approach to music theory teaching, which through

its elaborated methodology, established an equal relationship between theoretical subjects and instruments, and enabled complete musical background and education of each attendee. After the closure of all private schools in 1945, and at the request of the Croatian Ministry of Education, “Beethoven” Music school’s BASIC PEDAGOGIC PRINCIPLES became the constituents of the contemporary music education in Croatia, and then established the City Music School in Zagreb (today named Pavao Markovac). During the sixteen years of work in that school, Elly Bašić kept doing her pedagogical-research work, which was finalized in the original author’s work: Functional Music Pedagogy. It has been implemented in the verified Curriculum of Functional Music Pedagogy, which has been conducted since 1965 at the Functional Music School in Zagreb (now named Elly Bašić Music School), Primary and Music schools in Bosnia and Herzegovina, and at the Sarajevo Music Academy. This paper is the result of the first comprehensive archive research of Elly Bašić’s legacy. Considering the development and content of the “Beethoven” Music School, the first synthesis of music-pedagogical work by Elly Bašić will be presented as the starting phase of the creation and realization of the FMP. By analyzing and comparing the pedagogical principles and curricula of the “Beethoven” Music School and the FMP, we will confirm the thesis of this paper which states that the Music School “Beethoven” is the starting point of the Functional Music Pedagogy.

Keywords: curriculum; Elly Bašić; Functional Music Pedagogy; music pedagogy and education; Beethoven Music School

Menadžment glazbene umjetnosti kao predmet usklađivanja glazbenog obrazovanja i kulturnog djelovanja

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Sažetak

Polazeći iz rakursa klasične glazbe, a uzimajući kao teorijski okvir temeljne zakonitosti menadžmenta, u ovom će seradu prikazom posebnosti menadžmenta glazbene umjetnosti u cijelosti krenuti prema segmentarnom problemu, tj. prikazu posebnosti menadžmenta klasične glazbe i rezultata koje njegova primjena može donijeti cjelokupnom kulturnom djelovanju. Analizom zatečenog stanja u sustavu institucionaliziranoga glazbenog obrazovanja te pregledom sadržaja nastavnih planova i programa glazbenih akademija u Hrvatskoj, odgovorit će se na pitanje o značenju menadžmenta u zadanom kontekstu i potvrditi hipoteza o pozitivnim aspektima njegove implementacije u glazbeno-obrazovni sustav. Komparativnom analizom prikazat će se i situacija na komplementarnim glazbenim institucijama u široj regiji i Europi, a kao primjer pozitivne prakse i jedan od mogućih polazišnih modela implementacije spomenut će se kolegij Menadžmenat glazbene umjetnosti koji se već dvije akademske godine provodi u okviru Studija menadžmenta i produkcije u kulturi na Poslovnom veleučilištu Zagreb.

Ključne riječi: glazbena umjetnost; klasična glazba; kultura, menadžment

Management of Music Arts as an Object of Synchronization of Music Education and Cultural Activity

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Abstract

Beginning from the aspect of classical music, and taking the fundamental principles of management as a theoretical framework, this paper will present the definition and the particularity of the management of music art in its entirety, including the segmental problem – the particularity of classical music management

and the results that its application can bring to the cultural activities in whole. By analysing the state of affairs in the system of institutionalized music education, and by reviewing the contents of curriculum of music academies in Croatia, it will answer the question of the importance of management in the given context, and confirm the hypothesis about the positive aspects of its implementation in the music education system. A comparative analysis will also show the situation in complementary music institutions in the wider region and Europe. As an example of positive practice, and one of the possible starting models of implementation, the college course Management of Music Art will be mentioned in this paper, which has already been taught for two academic years as a part of the study programme Culture Management and Production at the Zagreb School of Business.

Keywords: classical music; culture; management; music arts

Glazbena škola Franje Kuhača u Osijeku – prema modelu škole za život?

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Glazbena škola Franje Kuhača, Osijek

Sažetak

U nizu atributa kojima se oživotvoruje profesionalizam Franje Kuhača redovito se izdvajaju oni kojima se ističu njegovi istraživački poduhvati koji su postali temelj hrvatske znanosti o glazbi, temelj muzikologije i etnomuzikologije. Uz to je važna i njegova pedagoška, pa i skladateljska djelatnost, pridonoseći tako sveukupnoj njegovoj kulturnoj djelatnosti u smislu aktualiziranja i proviđanja glazbe. Iako je entuzijazam njegovih istraživačkih dosega ponekad bio i prekomjeran, može biti poučan kao impetus osluškivanja i predstavljanja drukčijih nastojanja. Institucionalizirana su muzikološka i etnomuzikološka istraživanja u Hrvatskoj danas izgrađena na postavljenim temeljima, a svi ostali elementi Kuhačeva profesijskog identiteta više ili manje traže svoj proboj. Glazbena škola Franje Kuhača u Osijeku od 1961. godine nosi Kuhačevo ime, nastavljajući se na početke glazbenog školstva u Osijeku iz 1831. godine te njegovo kontinuirano provođenje od 1921. godine. Djelatnost škole uključuje osnovnoškolsko i srednjoškolsko glazbeno i plesno obrazovanje. Osim regularnoga pedagoškog rada škola se prometnula u snažan katalizator glazbenog i kulturnog života u gradu i županiji, ne samo kroz samostalne istupe već i kroz suradnju s drugim nositeljima glazbenog života. Dosezi su takve višestruke djelatnosti prepoznati i izvan regionalnih i državnih granica, a to potvrđuje i činjenica da je škola ugostila županijska i državna natjecanja te je stalni domaćin međunarodnog EPTA pijanističkog natjecanja. Promišljajući o važnosti Kuhačeve djelatnosti na svim razinama, a potaknuti nadolazećom 110. obljetnicom Kuhačeve smrti i 100. obljetnicom kontinuiranoga glazbenog školstva u Osijeku, u ovom će se radu predstaviti dosadašnja djelatnost Glazbene škole Franje Kuhača u Osijeku i promišljati će se o nadolazećim poduhvatima. Uz to, osluškujući aktualitete obrazovanja koji su na tragu njegove reforme, kao i problematiku glazbenog školstva u Hrvatskoj, a vođeni entuzijazmom koji je impetus svih djelatnosti, potražiti će se model drukčijih nastojanja u učenju glazbe proviđajući model škole za život.

Ključne riječi: Franjo Kuhač; glazbena škola; model; Osijek; škola za život

Franjo Kuhač Music School in Osijek – Toward the Model of School for Life?

Andreja Vrekalić, Sunčana Bašić
Franjo Kuhač Music School, Osijek

Abstract

In a sequence of attributes relating to Franjo Kuhač's professionalism, those emphasizing his research activities have become the foundation for music science in Croatia, musicology, and ethnomusicology. Additionally, his pedagogical and compositional activity is also important, contributing to his overall activity, in terms of updating and anticipating the music. Although the enthusiasm for his research achievements was

sometimes excessive, it can be educative as an impetus for presenting different endeavors. Institutionalized musicological and ethnomusicological research is a continuation of Kuhač's foundation, while the other elements of Kuhač's professional identity are more or less seeking their breakthrough. Since 1961, Franjo Kuhač Music School in Osijek bears Kuhač's name, following on from the beginnings of music education in Osijek in 1831, and its constant implementation since 1921. School activities include primary music and dance education, and secondary music education. In addition to regular pedagogical work, the school has become a powerful catalyst for musical and cultural life in the city and the county, not only through its own musicking but also by collaborating with other music institutions who are the bearers of music life. Accomplishments of its multiple activities are recognized beyond regional and state boundaries, which is confirmed by the fact that the school hosted regional and state competitions and is a permanent host of international EPTA piano competition. Taking into consideration the importance of overall Kuhač's activities, and encouraged by the upcoming 110th anniversary of his death and the 100th anniversary of continuous music education in Osijek, this paper will present former activities of Franjo Kuhač Music School in Osijek, and it will consider its further undertakings. In addition, considering the education actualities which are the core of its reform and the issues of music education in Croatia, driven by the enthusiasm that is the impetus of all our activities, we are searching for the model of different efforts of learning music, predicting the model of school for life.

Keywords: Franjo Kuhač; model; music school; Osijek; school for life

Kreativne granice studenata Učiteljskog fakulteta u glazbeno-scenskom djelovanju

Andrija Roko Vušković¹, Tomislav Vrandečić²
¹Glazbena škola Zlatko Baloković, Zagreb
²Učiteljski fakultet, Sveučilište u Zagrebu

Sažetak

Cilj je ovoga rada predstavljanje dvosemestralnog rada na kolegiju, projektu i međufakultetskoj suradnji pod nazivom Glazbeno-scenska obrada književnog djela.

Na temelju odabranoga književnog djela hrvatske književnice Ivane Brlić-Mažuranić, a koje su nositelji projekta naznačili u početnoj fazi, pristupilo se stvaranju libreto i glazbene partiture. Studenti učiteljskog i odgojiteljskog studija koji posjeduju umjetničke afinitete i predispozicije pozvani su na ovaj izborni predmet.

Također je predviđeno i sudjelovanje manjeg broja studenata s Akademije dramskih umjetnosti, Muzičke akademije te Tekstilno-tehnološkog fakulteta u svrhu podrške studentima nosiocima.

Rad je započeo zajedničkim isčitavanjem predloška, libreto i glazbene partiture, a nastavio se odvojenim glazbenim i scenskim (glumačkim) radom. U sljedećoj etapi rada te su dvije sastavnice spojene, a rad se nadopunio scenografskom i kostimografskom komponentom te se u procesu sve intenzivnijih proba stvorilo zaokruženo glazbeno-scensko djelo koje je potom i javno uprizoreno.

Usvajanje znanja zasnivalo se na praktičnom radu na stvaranju glazbeno-scenskog djela temeljenog na lektirnom naslovu Ivane Brlić-Mažuranić, Šuma Striborova.

Praktična primjena znanja stečenih na obveznim predmetima u sklopu studija korsitila se kao nadopuna vještina potrebnih za proces uvježbavanja zadanih elemenata te za izvedbu. U procesu interdisciplinarnog i kreativnog stvaranja posebna je pozornost posvećena razvijanju i usavršavanju prethodno stečenih glazbenih sposobnosti, kao i osvještavanju i poimanju scene i scenskog pokreta.

Razvoj umjetničke kreativnosti i vještina potrebnih za rad u dramskoj grupi na scenskom uprizorenju donosi višu razinu discipline i angažmana studenata, potrebnu za realizaciju izvedbe. Vještina i sposobnosti za rad u grupi na interdisciplinarnom području studentima donose širinu u pristupu grupnom radu, razvoj vlastitih glazbeno-scenskih sposobnosti te disciplinu i kolegijalnost u radu s drugim kolegama, što će biti od iznimne važnosti u njihovu daljnjem obrazovanju i praktičnom radu nakon završenog studija.

Ključne riječi: izvedba glazbeno-scenskog djela; kreativne mogućnosti; libreto Šuma Striborova; skladanje; uvježbavanje

Creative Boundaries of the Faculty of Teacher Education Students Within the Music-Stage Workshop

Andrija Roko Vušković¹, Tomislav Vrandečić²

¹Zlatko Baloković Music school, Zagreb

²Faculty of Teacher Education, University of Zagreb

Abstract

In this presentation, we will present two-semester coursework, as part of a project and intercollegiate cooperation under the name of Music-Stage Processing of a Literary Work.

Based on the literary template by the Croatian writer, Ivana Brlić-Mažuranić, chosen by the project leaders at the initial stage, the music scores and libretto of the play were produced. The students from both the Teacher Education and Preschool Education studies, who have certain artistic affinities and predispositions, were invited to attend this elective course.

A small number of students from the Academy of Dramatic Art, the Academy of Music, and the Faculty of Textile Technology participated in the project to support the students of the Faculty of Teacher Education. The work began by reading the template, the music score, and the libretto, and it continued with separate music and stage performances. In the next phase, these two components were merged, the work was complemented by the scenography elements and costumes, and the process was intensified by final rehearsals. Thus, a complete music-stage work was created, which then had a public presentation.

The acquisition of knowledge was based on the practical work of creating a musical-stage work based on the literary work “Stribor’s Forest” by Ivana Brlić-Mažuranić.

Practical application of knowledge acquired during compulsory courses was used as a complement to the skills required for the process of rehearsing and the performance itself. During the process, special attention was devoted to the development and upgrading of previously acquired musical abilities, as well as to the understanding and perception of scene and stage movements.

The development of artistic creativity and skills required for working in a drama group on stage brings a higher level of discipline and engagement to students, which is necessary for the performance to succeed.

The skill and ability to participate in an interdisciplinary project equip the students with an open approach to group work, help them develop their music-scene abilities, including discipline and collegiality, which will be of utmost importance in their further education, and later their jobs.

Keywords: creative possibilities; composing; musical libretto “Stribor’s Forest”; performance of music-stage workshop; rehearsing

Glazbene radionice / Music workshops

Vježbe iz vokalne tehnike za (buduće) vokalne profesionalce

Sofija Cingula

Muzička akademija, Sveučilište Jurja Dobrila u Puli

Sažetak

Trajanje: 90 minuta

Radionica obuhvaća kratak pregled osnova vokalne tehnike te definiciju vokalnog profesionalizma, kao i zanimanja koja su u kategoriji vokalnih profesionalaca. Vokalnoj tehnici pristupiti će se s aspekta (dnevne) rutine vokalnih profesionalaca, ali i s aspekta prevencije oštećenja glasa i vokalnih oboljenja. Uz navedeno, u praktičnom će se dijelu izvoditi vokalno-tehničke vježbe i vježbe disanja.

Sudionici aktivno sudjeluju u radionici. Nakon kratkoga uvodnog dijela i demonstracije vježbi, polaznici izvode vježbe samostalno i/ili u grupi.

Oprema potrebna za održavanje radionice: računalo, projektor, klavir (klavinova, pijanino i sl.)

Oprema koju polaznici trebaju donijeti za sudjelovanje u radionici: bočica s vodom

Broj polaznika i razina znanja: radionica je koncipirana na način da se jednako kvalitetno može izvoditi s grupama različitih veličina. Razina znanja nije preduvjet za sudjelovanje u radionici – vježbe uz stručno vodstvo s lakoćom mogu izvoditi i početnici i napredni polaznici.

Ključne riječi: vokalna higijena; vokalni profesionalci

Životopis autorice radionice:

Doc. mr. art. Sofija Cingula glazbeno je školovanje započela u Glazbenoj školi u Varaždinu. Nakon mature u prirodoslovno-matematičkoj gimnaziji započinje studij solo pjevanja na Sveučilištu za glazbu i izvedbene umjetnosti u Beču, koji završava u klasi prof. Sebastiana Vittuccija. Magisterij diplomskog studija opere stječe u klasi prof. Kurta Malma i prof. Uwea Theimera, a magisterij diplomskog studija Lied i oratorij u klasi prof. KS Roberta Holla. Koncertno ili u opernim ulogama nastupala je po Europi te u Kini, Južnoj Koreji i Japanu. Vokalnom pedagogijom bavi se više od desetljeća. Autorica je nekolicine znanstvenih radova iz područja vokalne tehnike i vokalne higijene.

Vocal Exercises for (Future) Voice Professionals

Sofija Cingula

Academy of Music, Juraj Dobrila University of Pula

Abstract

Duration: 90 minutes

The workshop includes a brief overview of the basics of vocal technique and the definition of vocal professionalism, as well as professions included in the category of voice professionals. The vocal technique will be introduced from the aspect of (daily) voice professionals’ vocal routines, as well as from the aspect of prevention of vocal faults and voice diseases.

In addition, in the practical part of the workshop, under the supervision of the instructor, vocal-technical exercises and breathing exercises will be practically presented and actively performed - both by the instructor and the workshop attendants.

Equipment required for the workshop: Computer, projector, piano (Clavinova, upright piano...)

Equipment to be provided by the participants for participation in the workshop: bottled water

Number of participants and prerequisites for workshop attendants: The workshop can be performed successfully regardless of the group size. The level of knowledge and/or experience is not a prerequisite for active participation in the workshop. Under the supervision of the instructor, exercises can be performed easily by beginners as well as by advanced attendants.

Keywords: vocal hygiene, voice professionals

Curriculum vitae of the workshop author:

Doc. mr. art. Sofia Cingula started her music education at the Music School in Varaždin. After graduating from the Natural Sciences and Mathematics Gymnasium in Varaždin, she started her bachelor studies of Voice at the University of Music and Performing Arts in Vienna, with prof. Sebastian Vittucci. She graduated from her first master’s degree in Opera with prof. Kurt Malm and prof. Uwe Theimer, and her second Master’s Degree in Lied and Oratorium in with prof. KS Robert Holl. Sofija Cingula has performed concerts or operas in Europe and China, South Korea, and Japan. She is a voice teacher for more than ten years, first at the Music School in Varaždin, and currently at the Music Academy in Pula (Juraj Dobrila University of Pula). She is the author of several scientific papers in the field of vocal technique and vocal hygiene.

Poklanjam ti zvuk

Snježana Dupan-Lovrić

Dječji vrtić Suncokret, Slatina

Sažetak

Trajanje radionice: 45 minuta

Radionica Poklanjam ti zvuk kreativno-istraživačka je glazbena radionica na kojoj se pomoću zvučnih

zdjela, poznatih i pod nazivom tibetanske pjevajuće zdjele, glazba stvara na jedinstven način. Vibracijom zvuka stvaraju se neobične glazbene kreacije, a zvuk se doživljava na osobit način – sluhom te osjetom vibracije. Voditeljica donosi na radionicu 11 zvučnih zdjela porijeklom iz Indije, različitih veličina (promjera od 10 do 35 cm), s pripadajućim drvenim palicama. Radionica se provodi u obliku zvučnog kruga – polaznici sjede na tepihu u formi kruga i upoznaju se s načinima sviranja zvučnih zdjela: laganim okretanjem drvene palice po rubu zdjele kako bi se dobio kontinuiran vibracijski zvuk ili laganim udaranjem palicom po strani zdjele. Zvuk koji nastaje vrlo je topao, ugodan i skladan, a u nekim slučajevima jednim udarom palice zvuk može trajati i nekoliko minuta. Osobni se doživljaj zvuka kod polaznika pojačava i fizičkim osjetom vibracije dok traje zvuk.

Nakon upoznavanja sa zvučnim zdjelama polaznici individualno ili timski izvode svoje zvučne kreacije. Ovisno o jačini, duljini i visini zvuka koju proizvode zvučne zdjele, nastaju i različite boje zvuka.

Grupe se izmjenjuju u sviranju – dok jedna grupa svira (15 sudionika), druga (15 sudionika) ih sluša i opušta se. Zvučne zdjele vrlo blagotvorno i antistresno utječu na ljudski organizam te poboljšavaju koncentraciju.

Oprema potrebna za održavanje radionice: računalo, projektor, 30 stolica i tepih veličine 3 x 3 metra.

Oprema koju polaznici trebaju donijeti: Polaznici ne trebaju donijeti nikakvu opremu.

Broj polaznika i razina znanja: 30 polaznika. Radionica ne zahtijeva posebnu razinu znanja polaznika, ne traži posebne psihofizičke sposobnosti i dostupna je svima zainteresiranima.

Ključne riječi: drvene palice; muziciranje; vibracije; zvučne zdjele; zvučni krug

Životopis autorice radionice:

Snježana Dupan-Lovrić rođena je 9. 11. 1969. godine u Virovitici. Završila je višu školu za odgojitelje u Zagrebu. Sa suprugom je 2007. osnovala Dječji vrtić Suncokret, prvi privatni dječji vrtić u Virovitičko-podravskoj županiji, u kojemu radi kao odgojiteljica i ravnateljica. Kao osnivačica i voditeljica Lutkarskog kazališta SLAMALKA dobitnica je Srebrne plakete Grada Slatine kao i Povelje zahvalnosti Virovitičko-podravske županije.

Volontira u slatinskim udrugama Kult, Društvo Naša djeca te u Udruzi za promicanje zdravog života i za duhovni razvoj AUM. Godine 2003. objavila je zbirku pjesama za djecu Lako je žabama.

Udana je i majka dvoje djece.

A Gift of Sound Snježana Dupan-Lovrić Kindergarten Sunflower, Slatina

Abstract

Duration: 45 minutes

The workshop “A Gift of Sound” is a creative-research musical workshop where music is created in a unique way using the sound bowls, known as the “Tibetan Singing Bowls”. The vibrating sound creates unusual music creations of which the sound is experienced uniquely - with hearing and vibration. The workshop leader is bringing 11 bowls of different sizes (10 to 35 cm in diameter) from India, with the accompanying wooden sticks. The workshop is performed in the form of a “sound circle” - the participants sit on a carpet in the form of a circle and get acquainted with the way of playing the sound bowls: by turning a wooden stick on the edges of the bowl lightly to create a continuous vibration sound, or lightly tapping on the side of the bowl. The sound that is created is very warm, pleasant, and harmonious, and in some cases, a single tap with the wooden stick can last a few minutes. The personal sound experience of the participant is enhanced with the sensation of physical vibration as the sound lingers.

After getting acquainted with the sound bowls, the participants perform their sound creations individually or collectively. Depending on the strength, the length, and the height of the sound produced by the sound bowls, different tone colors are produced.

Groups interchange - while one group plays (15 participants), the other group (15 participants) listens to them and relaxes. Sound bowls have a very beneficial and anti-stress effect on the human organism and they help improve concentration.

Equipment required for the workshop: computer, projector, 30 chairs, and a carpet of a minimum 3x3 m.

Equipment to be provided by the participants for participation in the workshop: participants do not need to bring any equipment for their participation in the workshop.

Number of participants and prerequisites for workshop attendants: 30 participants; the workshop does not require a special level of knowledge and special psycho-physical abilities – it is available to all interested individuals.

Keywords: performing; sound bowls; sound circle; vibrations; wooden sticks

Curriculum vitae of the workshop author:

Snježana Dupan-Lovrić was born on 9 November 1969, in Virovitica. She graduated from the University of Zagreb, Faculty of Teacher Education (early childhood educator). With her husband in 2007, she founded Suncokret Kindergarten, the first private kindergarten in Virovitica-Podravina County, where she works as a preschool teacher and a principal. As the founder and head of Puppet Theater “SLAMALKA”, she is the winner of Silver Plaques of the City of Slatina, as well as the Charter of Gratitude of Virovitica-Podravina County. She volunteers in Slatina’s associations “Kult”, Društvo Naša djeca, and the association for promoting healthy living and spiritual development, AUM. In 2003, she published a book of poems for kids “Lako je žabama”. She is married and a mother of two.

Glazba i pokret

Maja Fatović¹, Josipa Kraljić²

¹Dječji vrtić Budućnost, Zagreb

²Učiteljski fakultet, Sveučilište u Zagrebu

Sažetak

Trajanje radionice: 45 minuta

Oprema potrebna za održavanje radionice: klavir ili klavijature, računalo, projektor i zvučnici te stolice za polaznike.

Oprema koju polaznici trebaju donijeti: nije potrebna.

Broj polaznika i razina znanja: optimalan broj polaznika radionice je dvadeset. Osobita razina predznanja nije potrebna.

Glazba i pokret suštinski su povezani elementi koji predstavljaju sredstvo djetetova izraza i doživljaja svijeta koji ga okružuje. Uzimajući u obzir spoznaje odgojnih znanosti o djetetu kao aktivnom kreatoru svoga razvoja i znanja te potrebu holističkog pristupanja učenju i poučavanju, područje glazbene umjetnosti iznalazi načine i pristupe koji zadovoljavaju navedene kriterije, a ujedno su djeci zanimljivi i poticajni.

Svakodnevan susret djeteta i glazbe, s osobitim naglaskom na aktivno muziciranje, pridonosi razvojnim ishodima na svim područjima djetetova razvoja: socioemocionalnom, kognitivnom, motoričkom i razvoju komunikacije.

Radionica Glazba i pokret polaznicima će pružiti neke modele primjenjive u praksi koji odgovaraju zahtjevima interaktivnog i cjelovitog pristupa poučavanju u području glazbe te ukazati na važnost svakodnevnog poticanja na muziciranje.

U prvome dijelu radionice polaznici će uz glazbene primjere iz različitih kultura imati priliku doživjeti moć glazbe zahvaljujući vlastitom angažmanu te osjetiti njezin blagotvoran učinak na raspoloženje i motivaciju za sudjelovanje na isti način na koji djeca doživljavaju glazbene poticaje.

U drugome dijelu radionice polaznici će biti uključeni u stvaranje glazbene priče, odnosno u njezinu izvedbu, koristeći se izražajnim mogućnostima vlastitog tijela.

Očekivani ishodi učenja u prvom se redu odnose na poticaj i osvješćivanje važnosti svakodnevnog susreta djece s glazbom u neposrednoj praksi i mogućnosti primjene glazbenih poticaja u svim područjima djetetova učenja i razvoja. Uz to će polaznici dobiti niz novih, zanimljivih i interaktivnih sadržaja za svoju svakodnevnu praksu.

Ključne riječi: glazbeni poticaji; holističko učenje; improvizacija uz glazbu; interaktivan pristup poučavanju

Životopisi autorica radionice:

Josipa Kraljić, diplomirana crkvena glazbenica – profesorica crkvene glazbe, zaposlena je na Učiteljskome fakultetu u zvanju više predavačice gdje predaje kolegije Glazbena kultura i Metodika glazbene kulture na Odsjeku za rani i predškolski odgoj i obrazovanje. U nastavu je uvela i izborni kolegij Razvijanje sluha i ritma. Dugi niz godina vodila je glazbenu igraonicu u Dječjem vrtiću svetog Franje u Zagrebu. Voditeljica je dječjega zbora

i orguljašica u Župi Svete Obitelji u Zagrebu. Autorica je recenzije za sveučilišni udžbenik Metodika glazbene kulture za rad u dječjim vrtićima Hede Gospodnetić. Aktivno sudjeluje na međunarodnim konferencijama u domovini i inozemstvu. Redovito održava predavanja i radionice iz Metodike glazbene kulture za odgojitelje u dječjim vrtićima. Usavršava se na Carl Orff seminarima te je članica hrvatske udruge „Carl Orff“.

Maja Fatović, mag. praesc. educ., odgojiteljica savjetnica, zaposlena je u Dječjem vrtiću Budućnost u Zagrebu. Osim rada u redovitom programu, dugi je niz godina voditeljica posebnoga Glazbeno-scenskog programa s djecom u dobi od 3 godine do polaska u školu. Istražuje mogućnosti i pristupe u području glazbe koji su najprimjereniji obrazovnim potrebama i interesima djece rane i predškolske dobi. Mentorica je studentima Ranog i predškolskog odgoja Učiteljskog fakulteta u Zagrebu iz područja Metodike glazbene kulture. Autorica je brojnih popjevaka i glazbenih igrokaza za djecu, suradnica je i urednica glazbenih priručnika i zbirki popjevaka. Izlaže na stručnim i znanstvenim skupovima te vodi radionice za odgojitelje. Objavljuje radove u znanstvenoj i stručnoj periodici.

Music and Movement Maja Fatović¹, Josipa Kraljić²

¹Kindergarten Budućnost, Zagreb

²Faculty of Teacher Education, University of Zagreb

Abstract

Duration: 45 minutes

Music and movement are two fundamentally linked elements that allow children to explore and expand the possibilities of expressing the world surrounding them. Taking into account the findings of educational science about the child as an active creator of his or her development and knowledge, and the need for a holistic approach to learning and teaching, the field of musical arts identifies ways and approaches that meet the criteria and are, at the same time, interesting and encouraging for children.

Daily encounters of children and music, with a special emphasis on active music playing, contributes to the outcomes in all areas of child development: socioemotional, cognitive, motor, and communication development.

The workshop Music and Movement will provide some practically applicable models that meet the demands of an interactive and comprehensive teaching approach in the music area and point out the importance of everyday encouragement to play music.

In the first part of the workshop, participants will be able to enjoy the power of music while listening to different pieces of music coming from different cultures, and to feel the beneficial effect of music on the mood and motivation for participation in the same way that children experience musical incentives.

In the second part of the workshop, participants will be involved in creating and performing a musical story, using the expressive capabilities of their bodies.

The expected learning outcomes, in the first place, relate to the encouragement and awareness of the importance of everyday encounters with music in close practice and the possibility of applying musical incentives in all areas of children's learning and development. Additionally, participants will receive some new, interesting and interactive ideas for their daily practice.

Equipment required for the workshop: piano or keyboard, computer, projector and speakers, chairs for participants

Number of participants and prerequisites for workshop attendants: The optimal participant number for the workshop is twenty. No special level of knowledge or equipment is required.

Keywords: holistic learning; improvisation with music; interactive approach to teaching; musical incentives

Curricula vitarum of the workshop leaders:

Josipa Kraljić, a graduate church musician - a professor of church music and a senior lecturer at the Faculty of Teacher Education, where she teaches the Music Culture and Music Teaching Methodology at the Department of ECEC. She also introduced an elective course Hearing and Rhythm Development. For many years, she has been conducting a musical playroom in Kindergarten St. Francis in Zagreb. She is a coordinator of a children's choir and an organist at the Parish of the Holy Family in Zagreb. She is the author of reviews of the university textbook "Music Teaching Methodology for Kindergartens" by Heda Gospodnetić. She

actively participates at international conferences both domestic and foreign. She regularly holds lectures and workshops in Music Teaching Methodology for Kindergarten Educators. She attended Carl Orff's seminars and is a member of a Croatian association "Carl Orff".

Maja Fatović, mag. praesc. educ., an educator advisor, has been employed at the Children's Kindergarten Budućnost in Zagreb. In addition to working in the regular program, she has been a conductor of a special Music and Drama Program for a number of years, with children between 3 and 7 years of age. She explores opportunities and approaches in the music field that are most appropriate for the educational needs and interests of young and preschool children. She is a mentor for students of the Department of ECEC at the Faculty of Teacher Education in Zagreb in the area of Music Teaching Methodology. She is the author of numerous children's songs and music plays, associate and editor of music guides and song collections editions in the field of early childhood education. She presents at professional and scientific conferences and workshops for teachers and other professionals in early education. She publishes papers in scientific and professional journals.

Razvoj glazbenih sposobnosti i stvaralaštva djece rane i predškolske dobi

Nikolina Fišer Sedinić, Suzana Pinević

Dječji vrtić Špansko, Zagreb

Sažetak

Trajanje radionice: 45 minuta

Polazeći od toga da su odgojitelji važni poticatelji djetetova kreativnog razvoja jer planiraju i implementiraju u rad umjetničke aktivnosti, potrebno ih je osnaživati u osjećaju kompetentnosti za provođenje glazbenih aktivnosti i sadržaja. U praksi se pokazalo da nedostatak glazbenog obrazovanja odgojitelja dovodi do nesigurnosti ili čak izbjegavanja provođenja glazbenih aktivnosti. U nastojanju da se to izbjegne, predznanja i dosad stečena iskustva želimo nadograditi nizom različitih aktivnosti kako bi polaznici novostečena znanja i iskustva mogli implementirati u neposredni rad, na taj ga način obogatiti te omogućiti i potaknuti djetetov cjeloviti razvoj. Same aktivnosti dio su sadržaja Stručno-razvojnog centra za poticanje razvoja glazbenih sposobnosti i stvaralaštva djece rane i predškolske dobi koji se provodi u Dječjem vrtiću Špansko od rujna 2018. Tijekom radionice, sudionici će imati priliku vlastitim nesporednim iskustvom, koristeći se glazbenim instrumentima, tijelom, pokretom i glasom, upoznati sadržaje i aktivnosti za poticanje glazbenog stvaralaštva djece rane i predškolske dobi. Glazbeni sadržaji i aktivnosti realizirat će se i isprepletati u različitim područjima: pokretu i plesu, zvuku i glasu, tempu, dinamici, memoriji i improvizaciji. Glazbene aktivnosti povezivat će se sa sadržajima dječjega tradicijskog stvaralaštva te ranim učenjem stranog jezika. Nakon radionice očekuje se da će polaznici biti osnaženi u promociji, poticanju, razvoju i daljnjem istraživanju dječjeg glazbenog stvaralaštva. Također, očekuje se da će polaznici dobiti potrebna znanja i ideje kako bi osigurali poticajno okruženje koje će omogućiti doživljavanje, spoznavanje i uživanje u glazbi i glazbeno-pokretnim aktivnostima svih sudionika vlastitoga neposrednog odgojno-obrazovnog konteksta.

Potrebna oprema: računalo, projektor, zvučnici, stolice

Oprema polaznika: sportska obuća i odjeća

Broj polaznika i razina znanja: 20 polaznika, formalno obrazovanje iz Metodike glazbene kulture na Učiteljskom fakultetu

Ključne riječi: glazbene aktivnosti i sadržaji; istraživanje dječjega glazbenog stvaralaštva; kompetencije; odgojitelji; rana i predškolska dob

Životopisi autorica radionice:

Nikolina Fišer Sedinić radi kao odgojiteljica u Dječjem vrtiću Špansko u Zagrebu od 2011. godine. Tijekom svoga profesionalnog razvoja završava diplomski studij Rani i predškolski odgoj i obrazovanje 2015. godine. Od 2015. postaje mentor studentima u okviru kolegija Istraživanje dječjega glazbenog stvaralaštva diplomskog sveučilišnog studija Rani i predškolski odgoj i obrazovanje Učiteljskog fakulteta Sveučilišta u Zagrebu, pod vodstvom doc. dr. sc. Blaženke Bačlije Sušić. U Dječjem vrtiću Špansko, koji je stručno-razvojni centar za poticanje razvoja glazbenih sposobnosti i stvaralaštva djece rane i predškolske dobi, Nikolina Fišer Sedinić članica je tima za provedbu modula od rujna 2018. Od veljače 2019. u zvanju je odgojiteljice mentorice.

Suzana Pinević radi kao odgojiteljica u Dječjem vrtiću Špansko u Zagrebu od 1984. godine. Kontinuirano se usavršava te je mentorica studentima u okviru kolegija Istraživanje dječjeg glazbenog stvaralaštva diplomskoga

sveučilišnog studija Rani i predškolski odgoj i obrazovanje Učiteljskog fakulteta Sveučilišta u Zagrebu, pod vodstvom doc. dr. sc. Blaženke Bačlije Sušić. U Dječjem vrtiću Špansko, koji je stručno-razvojni centar za poticanje razvoja glazbenih sposobnosti i stvaralaštva djece rane i predškolske dobi, Suzana Pinević članica je tima za provedbu modula od rujna 2018. Od studenog 2016. u zvanju je odgojiteljice mentorice.

Department of Early and Preschool Education at the Faculty of Teacher Education of the University of Zagreb. Following the Decision of the Ministry of Science and Education, Kindergarten Špansko became a Professional Development Centre for Encouraging the Development of Musical Capabilities and Creativity of Early age and Preschool Children in September 2018. After that, the kindergarten principal named Suzana Pinević a member of the Professional Development Center. In February 2016, she was promoted to a mentor-educator by the director of the Education and Teacher Training Agency.

Development of Musical Abilities and Creativity in Early Age and Preschool Children

Nikolina Fišer Sedinić, Suzana Pinević

Kindergarten Špansko, Zagreb

Abstract

Duration: 45 minutes

Preschool teachers plan and implement artistic activity into teaching to encourage children's creative development, so it is important to empower them in feeling competent to provide various musical activities and the content within. It has been shown that the lack of music education leads to insecurity or even avoidance of providing musical activities for children in practice. To avoid that, we aim to build up preschool teachers' prior knowledge and experiences by presenting new musical activities and contents that can be implemented in everyday teaching activities. In this way, preschool teachers will enrich their work and encourage the musical development of every child. The activities we are about to present to the participants are part of Professional Development Centre for Encouraging the Development of Musical Capabilities and Creativity of Early age and Preschool Children, licensed by the Ministry of Science and Education of the Republic of Croatia, founded and carried out in the kindergarten Špansko since September 2018. In this workshop, the participants will have the chance to see new activities and contents promoting musical creativity within child development. Through providing and supporting them to use their own bodies as musical instruments, as well as different movements and voice. These activities will be carried out through and interwoven with the domains of movement and dancing, sound and voice, tempo, dynamics, memory, and improvisation. Musical activities will be related to children's traditional creative activities and early foreign language learning. After the workshop, the participants are expected to be empowered in promoting, encouraging, developing, and further researching children's musical creativity. Furthermore, they are expected to gain the necessary knowledge and capabilities to provide an encouraging learning environment for children to experience, realize, and enjoy music and the activities combining music and movement.

Equipment required for the workshop: computer, projector and speakers, chairs for participants

Equipment to be provided by the participants for participation in the workshop: sports footwear and clothing

Number of participants and prerequisites for workshop attendants: 20 participants, formal education in the field of Music Teaching Methodology at the Faculty of Teacher Education

Keywords: competencies; early and preschool age; educators; musical activities and content; researching children's musical creativity

Curricula vitarum of the workshop leaders:

Nikolina Fišer Sedinić works as a preschool educator in Špansko Kindergarten in Zagreb since 2011. During her professional development, she completed a master's degree in Early and Preschool Education in 2015. Since that year, she has been mentoring students under the leadership of Professor Blaženka Bačlija Sušić in a master-level course called Researching Children's Musical Creativity in the Department of Early and Preschool Education at the Faculty of Teacher Education of the University of Zagreb. Following the Decision of the Ministry of Science and Education, Špansko Kindergarten became a Professional Development Centre for Encouraging the Development of Musical Capabilities and Creativity of Early age and Preschool Children in September 2018. After that, the kindergarten principal named Nikolina Fišer Sedinić a member of the Professional Development Center. In February 2019, she was promoted to mentor-educator by the director of the Education and Teacher Training Agency.

Suzana Pinević works as a preschool educator in Špansko Kindergarten in Zagreb since 1984. She keeps developing professionally. After finishing Early and Preschool Education in 2008, she became a Bachelor of Early and Preschool Education. Since 2015, she has been mentoring students under the leadership of Professor Blaženka Bačlija Sušić in a master-level course called Researching Children's Musical Creativity in the



Zagreb, 2019.