THE 5th INTERNATIONAL CONFERENCE

"EDUCATION ACROSS BORDERS"

"INNOVATIVE EDUCATION: STRENGTHENING THE FUTURE"

KORÇË
28-29 APRIL 2023

THE 5th INTERNATIONAL CONFERENCE

"EDUCATION ACROSS BORDERS"

"INNOVATIVE EDUCATION: STRENGTHENING THE FUTURE"

BOOK OF ABSTRACTS

KORÇË
28-29 APRIL 2023

FACULTY OF EDUCATION AND PHILOLOGY & FACULTY OF NATURAL AND HUMAN SCIENCES,

"FAN S. NOLI" UNIVERSITY KORÇË, ALBANIA

FACULTY OF EDUCATION,

"ST. KLIMENT OHRIDSKI"- BITOLA, NORTH MACEDONIA

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES,

UNIVERSITY OF WESTERN MACEDONIA FLORINA, GREECE

THE 5th INTERNATIONAL CONFERENCE

"EDUCATION ACROSS BORDERS"

"INNOVATIVE EDUCATION: STRENGTHENING THE FUTURE"

28-29 APRIL 2023

KORÇË, ALBANIA

CONFERENCE PROGRAMME
April 28, 2023

REGISTRATION
11:00-11:30
Hall of Faculty of Education and Philology

OPENING SESSION
11:30 -13:00
Premises: Amphitheatre "Teodor Laço"
Chair: Dr. Denisa Titili
Link: https://meet.jit.si/EducationAcrossBorders_meeting1

GREETINGS
- **Dr. Benita Stavre (11:30-11:40)**
Deputy-Rector*, "Fan S. Noli" University*

- **Znj. Mirela Muça (11:40-11:50)**
Director *of the National Agency for Scientific Research and Innovation*

- **Professor Georgios Iordanidis (11:50-12:00)**
Vice Rector of Finance, Managment and Development, *University of Western Macedonia*

- **Prof. dr. Danche Sivakova Neshkovski (12:00-12:10)**
Dean, Faculty of Education *"St. Kliment Ohridski" University of Bitola*

KEYNOTE SPEAKER: Prof. dr. Bardhyl Musai (12:10-13:00)
FAST CHANGING DEVELOPMENTS NEED INNOVATIVE EDUCATION FOR ACTIVE LEARNING OF NET GENERATION STUDENTS
Discussion
Coffee Break (13:00-13:15)- *Hall Faculty of Education and Phylology*

SESSION I
April 28, 2023

TOPIC- E-LEARNING & Digital technologies in education

TIME: 13:15-14:15
Premises: Meeting Room, third floor
Chairs: Dr. Juliana Çyfeku
Department of Foreign Languages
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting2

1. PAPER I– ACADEMIC INTEGRITY IN THE AGE OF REMOTE LEARNING: ADDRESSING ACADEMIC DISHONESTY IN HIGHER EDUCATION
   Author- Msc. Elena Shalevska (online)
2. PAPER II– INTERNATIONAL BACCALAURATE WORLD SCHOOLS IN GREECE AS PROFESSIONAL LEARNING COMMUNITIES: TEACHERS' VIEWS **(online)**
   Author- Msc. Zacharoula Samothrakitou, IB PYP teacher, **Assistant Prof. Karolina Retali**
   Institution: Department of Education, University of Western Macedonia
3. PAPER III – ONLINE TEACHING SELF-EFFICACY: THE VIEWS OF TEACHERS IN HIGHER EDUCATION
   Author- MSc Nikolaos D. Koukoutsis; Assoc. prof. Stergiani Giaouri (online)
   Institution: University of Western Macedonia, Department of Early Childhood Education
4. PAPER V – INTERNET SAFETY AND ATTITUDES OF STUDENTS WORKING ON A COMPUTER FOR PRIMARY AND SECONDARY SCHOOL STUDENTS IN THE MUNICIPALITY OF PRISTINA
   Author- Betim Ismajli (online), Phd candidate

Institution: St. Kiment Ohridski, University of Bitola

5. PAPER VI – EDUCATORS' DIGITAL COMPETENCE IN SECOND CHANCE SCHOOLS IN GREECE

Author- Athanasios Dazanis, Karolina Retali (online)

Institution:Second Chance School, Kozani; University of Western Macedonia

6. PAPER VII – TEACHING NANOTECHNOLOGY IN PRESCHOOL EDUCATION: THE CASE OF THE GECKO EFFECT

Author- Karategou Aikaterini (online), Kindergarten teacher, MEd, **Giorgos Peikos,** Academic Fellow, **Anna Spyrtou,** Professor

Institution: Kindergarten school of Litochoro; University of Western Macedonia

7. PAPER VIII–DESIGNING AND IMPLEMENTING A CONFLICT RESOLUTION INTERVENTION IN PRIMARY SCHOOL

Author- Ph.D. Angeliki Lithoxoidou (on site)

Institution: University of Western Macedonia

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of partecipation
PANEL Discussion/ questions/feedback – Certificate

TIME: 13:15-14:15
Premises: Library "Kongresi i Manastirit":
1ˢᵗfloor

Chairs: Dr. Denisa Titili

Department of Social Sciences
"Fan S. Noli" University

Link: https://meet.jit.si/EducationAcrossBorders_meeting3

1. PAPER I – NEW WORKING CONDITIONS? LIFE NARRATIVES OF GREEK PRIMARY EDUCATION THEACHERS ABOUT THEIR PROFESSION DURING THE COVID-19 PANDEMIC
   Author- Ass. Prof. Menelaos Tzifopoulos (on site)
   Institution: University of Western Macedonia, Department of Primary Education

2. PAPER II – EDUCATION BEYOND THE PANDEMIC: TEACHERS STILL MAKE THE DIFFERENCE
   Author- Dimitrios Gousopoulos, MA (on site)
   Institution: University of Western Macedonia

3. PAPER III – PRIMARY SCHOOL STUDENTS' EXPERIENCE OF DISTANCE LEARNING DURING COVID-19 PANDEMIC
   Author- Magdalini Papazoglou, Ph.D.; **Nikolaos Chaniotakis,** *University of Thessaly*, Associate Professor; **Thoidis Ioannis**, Associate Professor **(online)**
   Institution: Department of Primary Education, University of Western Macedonia

4. PAPER IV – ELEMENTARY SCHOOL CHLIDRENS' DRAWINGS ABOUT COVID-19
   Author- Panagiota Toura, Student**, Triantafyllia Georgiadou,** PhD
   Institution: Department of Psychology, School of Humanities and Social Sciences, University of Western Macedonia

5. PAPER V – EDUCATION SYSTEM AND DIGITAL TRANSFORMATION POST COVD-19

Author- Prof. dr. Irena Nikaj, Dr. Denisa Titili

Institution: Department of Education, Department of Social Sciences, "Fan S. Noli" University

6. PAPER VI – EARLY CHILDHOOD SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE DURING THE PANDEMIC: A PILOT STUDY EXPLORING VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY (VUCA LEADERSHIP)

Author- Msc. Zoi Sidiropoulou; Ass. Prof. Stergiani Giaouri (online)

Institution: Department of Primary Education, University of Western Macedonia

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of partecipation
PANEL Discussion/ questions/feedback – Certificates
Visit to the Museum of Medieval Art (participation upon previous confirmation)

CONFERENCE PROGRAMME
April 29, 2023
Premises: Rectorate Building

SESSION III
TOPIC- Intercultural communication, bilingualism

TIME:10.00- 11.30
Premises: Auditor "Quadic"
Chairs: Assoc. prof. Silvana Neshkovska
St. Kliment Ohridski University of Bitola
Link: https://meet.jit.si/EducationAcrossBorders_meeting4

1. PAPER I – BRIDGING THE GAP: A DISTANCE TRAINING PROGRAM FOR LANGUAGE TEACHERS IN BILINGUAL ENVIRONMENTS
   Author- PhD. Student Spyridon Bouras (on site)
   Institution: University of Western Macedonia
2. PAPER II – INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT)**
   Author- Prof. Eleni Griva, (on site)
   Institution: University of Western Macedonia, Faculty of Social Sciences and Humanities
3. PAPER III – DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN DIGITAL AND GAME-BASED LANGUAGE LEARNING ENVIRONMENTS **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-**

THEMATIC LEARNING ENVIRONMENT)

Author- Postdoctoral Researcher Eleni Korosidou (on site)

Institution: University of Western Macedonia

4. PAPER IV – FOSTERING INTERCULTURAL AWARENESS AND DEVELOPING SECOND/FOREIGN LANGUAGE SKILLS THROUGH LITERATURE **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT)**

Author- Postdoctoral Researcher Ioanna Kaiafa; *University of Western Macedonia* **(on site)**

Author- Lecturer Konstantina Iliopoulou; *Aristotle University of Thessaloniki* **(onsite)**

5. PAPER V – JOINING CULTURAL TOURS IN GREECE AND LEARNING A FORIGN LANGUAGE THROUGH DIGITAL TOOLS **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT)**

Author- Maria Kikidou, (on site)

Institution: University of Western Macedonia

6. PAPER VI – DEVELOPING STUDENTS' INTERCULTURAL UNDERSTANDING AND INTERCULTURAL SKILLS THROUGH FOLK TALE AND DIGITAL STORYTELLING **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT)**

Author- Msc. Christina Karagianni (on site)

Institution: University of Western Macedonia

7. PAPER VII- DEVELOPING INTERCULTURAL COMMUNICATION VIA DIGITAL TECHNOLOGIES: AN

EDUCATIONAL PROGRAM IN BILINGUAL SCHOOL "OMIROS" **(Joint Symposium INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT)**
Author- Phd. Student Chrysanthi Markou, (on site) *University of Western Macedonia*

   Prof. Eleni Griva, *University of Western Macedonia*

   Dimitra Vasileiou, Education Coordinator –*Consulate General of Greece in Korce* **(on site)**

   Athina Sideri, *Director of "Omiros" School in Korce* **(on site)**

   Georgios Bizios, *teacher in "Omiros" School – Korce* **(on site)**

   Georgios Beropoulis, *teacher in "Omiros" School – Korce* **(on site)**

   Vasilios Batagiotis, *teacher in "Omiros" School – Korce* **(on site)**

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PANEL Discussion/ questions/feedback – Certificates

TOPIC: Internationalization and Interdisciplinary Education
TIME:10.00-11.30
Premises: Scientific Library

Chairs: Penelope Papadopoulou, Professor
Department of Early Childhood Education
University of Western Macedonia
Link: https://meet.jit.si/EducationAcrossBorders_meeting5

1. PAPER I- ASSESSING ENTREPRENEURIAL MINDSET IN HIGHER EDUCATION: EVIDENCE FROM WESTERN MACEDONIA

Author- Paraskevi Kosti, *University of Western Macedonia* **(online)**
Elpida Samara, *University of Western Macedonia*
Markos Chionos, *University of Western Macedonia*
Pavlos Kilintzis, *University of Western Macedonia*
Konstantinos Tsanaktsidis, *University of Western Macedonia*

2. PAPER II – TEACHING METHODS AND TECHNIQUES- AN INFLUENCING FACTOR IN ENCOURAGING CREATIVITY AMONG STUDENTS

Author-PhD. Fatbardha Nuhiu Sadriu
Institution: International University Novi Pazar

3. PAPER III – ENTREPRENEURSHIP AND EDUCATION: DISSEMINATING THE "GREEK ECONOMIC GENIUS" THROUGH TEXTBOOKS (19TH CENTURY TO 1977)

Author- Ass. Prof. Vassilis A. Foukas (on site)
Institution: Aristotle University of Thessaloniki, Greece

4. PAPER IV – EDUCATION FOR SUSTAINABLE DEVELOPMENT IN KINDERGARTEN: RECENT RESEARCH TRENDS AND IMPEDIMENTS

Author- Alexandros Amprazis, (online) Post-doctoral Researcher,
Penelope Papadopoulou, Professor (onsite)
Institution: Department of Early Childhood Education, University of Western Macedonia

5. PAPER V – THE RELATIONSHIP BETWEEN SCHOOL CONNECTEDNESS AND APPROACHES/ STUDY SKILLS OF VOCATIONAL-TECHNICAL HIGH SCHOOL STUDENTS: DOES PROBLEMATIC SOCIAL MEDIA USE MATTER?

Author- Dr. Thanos Touloupis, Laboratory Teaching Staff of "Educational Psychology"; **Dr. Vasileios Ismyrlis,** Academic Fellow, **Dr. Aikaterini Vasiou**, Assistant Professor of "Methodological Approaches in Educational Psychology" **(online)**
Institution: Department of Psychology, University of Western Macedonia,

Department of Primary Education, University of Crete

6. PAPER VI – THE MAIN CHALLENGES OF TEACHING PROGRAMS IN ALBANIAN UNIVERSITIES

Author- Dr. Alba Kreka, Dr. Albina Pajo (on site)

Institution: "Fan S. Noli" University, Department of Education

7. PAPER VII – EXPLORING THE IMPACT OF NON-FORMAL EDUCATION AND MINDFULNESS ON LEADERSHIP DEVELOPMENT IN CIVIL SOCIETY ORGANIZATIONS: EVIDENCE FROM A EUROPEAN SOLIDARITY CORPS PROJECT

Author- Markos Chionos, Paraskevi Kosti, Elpida Samara, Pavlos Kilintzis (on site)

Institution: University of Western Macedonia

8. PAPER VIII- CONTINUING EDUCATION OF HEALTH PERSONNEL IN THE REGION OF KORCA

Author: Msc. Blendi Baze
Institution: Nursing Department, "Fan S. Noli", University

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of participation
PANEL Discussion/ questions/feedback – Certificates

TOPIC- Educational Sciences- Didactics and Methodology
TIME: 10:00-11:30
Premises: R 031
Chairs: PhD. Valentina Gulevska
Faculty of Education
St. Kiment Ohridski, University of Bitola
Chairs: Dr. Alma Karasaliu
Department of Foreign Languages
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting6

1. PAPER I – TEACHING, LEARNING, RESEARCHING WITH ACADEMIC INTEGRITY

 Author- PhD. Valentina Gulevska
 Institution: St. Kiment Ohridski, University of Bitola, Faculty of Education

2. PAPER II – TRANSPORTATION SEEN THROUGH THE TAXONOMIES OF EDUCATIONAL GOALS IN THE CURRICULA- CASE STUDY FOR THE NORTH MACEDONIA

Author- Afërdita Asani; Fariz Farizi; Dean Iliev; Zijad, Kulici Master of Pedagogy - Didactic Innovations, PhD Candidate
Institution: St. Kliment Ohridski University –Bitola

3. PAPER III – PRIMARY SCHOOL MANAGEMENT IN THE MUNICIPALITY OF PRIZREN

 Author- PhD. Candidate Kujtim Gashi (onsite)
 Institution: St. Kiment Ohridski, University of Bitola

4. PAPER IV – THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND TEACHERS SELF-EFFICACY IN THE LOWER SECONDARY SCHOOLS IN KOSOVO- THEORICAL REVIEW AND PROPOSED METHODOLOGY

Author- PhD. Candidate Lirie Lokaj (on site)

Institution: Universiteti of Prishtina "Hasan Prishtina", Faculty of Education

5. PAPER V – TIME MANAGEMENT IN THE ALL-DAY SCHOOL, AND ITS ROLE IN IMPROVING SCHOOL LIFE

Author- M.A Christina Lazaridou (onsite); Associate Professor Ioannis Thoidis

Institution: Department of Elementary Education, *University of Western Macedonia*

6. PAPER VI –LEISURE TIME RESEARCH AND PEDAGOGY OF LEISURE TIME

Author- Antonis Tosounidis (onsite), Dr. Sportwiss, George F. Zarotis

Institution: Faculty of Social Sciences and Humanities, *University of Western Macedonia,* Faculty of Human Sciences, *University of the Aegean, Rhodes*

7. PAPER VII – DIDACTICS FOR PARENTS- STUDENT PERCEPTION ON PARENTAL NEEDS FOR DIDACTICAL KNOWLEDGE

Author- Afërdita Asani; Fariz Farizi; Dean Iliev; Natasha Chochkova*,* **Master of Pedagogy - Didactic Innovations, PhD Candidate**

Institution: St. Kliment Ohridski University –Bitola

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PANEL Discussion/ questions/feedback – Certificates

TOPIC- Psychology and Sociology

Premises: Rectorate Building
TIME: 10:00-11:30
Premises: R 027

Chairs: Sismanidis Ioannis

University of Western Macedonia
Chairs: Prof. dr. Irena Nikaj

Department of Education
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting7

1. PAPER I- INTERCULTURALITY AND DEMOCRACY: THE COEXISTENCE OF FORMALLY EDUCATED STUDENTS AND STUDENTS FROM MIGRANT BACKGROUNDS, THROUGH OPERATIONS AND PROJECTS OF NON-FORMAL EDUCATION

Author- Ioannis Sismanidis, *MA Cultural Policy and Management, MA European Society and European Integration, Teacher of Secondary Education, Directorate of Drama, Greece*; **Anna Theocharidou,** *MA in Art Gallery and Museum Studies, MA and BA in Fine and Applied Arts, Art Teacher of Primary and Secondary Education, Greece;* **Ioannis Bounovas,** *PhD in Pedagogy, Teaching member (EDIP), Department of Primary Education, University of Western Macedonia, Florina, Greece*

2. PAPER II – THE ROLE OF COMMUNICATION IN STRENGTHENING PARENT- TEACHER RELATIOS IN PRIMARY SCHOOLS IN MITROVICA, KOSOVO

Author- Ardiana Gucati, Doctoral student
Institution: Faculty of Pedagogy, Department of Educational Sciences, St. "Kliment Ohridski" University

3. PAPER III – STUDENT ENGAGEMENT AND PARTNERSHIP IN EDUCATION

Author- Prof. dr. Irena Nikaj

Institution: **Department of Education, *"Fan S. Noli" University***

4. PAPER IV– EDUCATIONAL PSYCHOLOGY AND THE USE OF TECHNOLOGY IN LEARNING: A BRIEF REVIEW

Author- Fitore Azemi Gosalci School psychologist**; Anita Zenuni**
Institution: PhD. Student, University "St. Kliment Ohridski" – Bitola

5. PAPER V – THE METHOD IS THE MESSAGE: THE ROLE OF CONTEXT IN SENSE MAKING

Author- Ioanna Gesouli, Dimitris Kranas, Stamatia Mitropoulou, Myrto Mountoufari-Haireti, Chrysa Terzi, **Maria Xentidou Dr**. **(online)**
Institution: Department of Psychology, University of Western Macedonia

6. PAPER VI –ADOLESCENTS' EMOTIONAL EXPERIENCE AFTER CAREER COUNSELLING

Author- Tsigkrou Maria, Undergraduate Student; **Flora Katerina,** Assistant Professor of Clinical Psychology **(online)**
Institution: Department of Psychology, University of Western Macedonia

7. PAPER VII – INVESTIGATING ELEMENTARY CHILDREN'S METACOGNITIVE AWARNESS REGARDING THEIR EFFICACY IN EVERYDAY COGNITIVE TASKS

Author- Vladika Kyveli, Undergraduate Student; **Antigoni Plouska,** Undergraduate Student; **Amaryllis-Chryssi Malegiannaki, PhD,** Assistant Professor of Cognitive Psychology.
Institution: Psychology Department, School of Social Sciences and Humanities, University of Western Macedonia

8. PAPER VIII– FLIIPPED CLASSROOM: A TEACHER'S TOOL FOR STUDENT ENGAGEMENT

Author- PhD. Vesna Stojanovska (online)
Institution: St. Kliment Ohridski University of Bitola, Faculty of Education

Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of participation
PANEL Discussion/ questions/feedback – Certificates
Coffee Break 11:30- 12.00

TOPIC- Educational Sciences- Didactics of natural sciences

TIME: 12:00-13:30
Premises: Auditor "Quadic"
Chairs: Charalampos Lemonidis *Professor*
University of Western Macedonia
Chairs: Dr. Lorena Margo
Department of Mathematics and Physics
"Fan S. Noli", University
Link: https://meet.jit.si/EducationAcrossBorders_meeting8

1. PAPER I - THINK-ALOUD PROTOCOLS IN MATHEMATICS PROBLEM SOLVING

Author- PhD. Aikaterini Vissariou, Professor Despina Desli (online)

Institution: Aristotle University of Thessaloniki

2. PAPER II- THE ROLE OF METACOGNITIVE INSTRUCTION ON CHILDREN'S CONDITIONAL KNOWLEDGE DURING MATEMATICS PROBLEM SOLVING

Author- PhD. Aikaterini Vissariou, Professor Despina Desli (online)

Institution: Aristotle University of Thessaloniki

3. PAPER III- ANALYSIS AND DIDACTICAL APPLICATION OF MATHEMATICAL REASONING TASKS FROM A SCHOOL TEXTBOOK SERIES FOR GRADE 1

Author- Zografia Koryfidou

4. PAPER IV- THE USE OF DIGITAL RESOURCES BY TEACHERS OF PRIMARY EDUCATION WHEN TECHING MATHEMATICS

Author- Lemonidis Ch., Professor**; Sachinidis V.**, Civil Engineer-

Teacher, MSc in Education Science and New Technology
Institution: University of Western Macedonia, Greece

5. PAPER V- DIRECT AND INDIRECT INFLUENCES ON PERFORMANCE IN MATHEMATICS FOR PRIMARY SCHOOL STUDENTS: A MULTIFACTORIAL MODEL OF INTRINSIC AND EXTRINSIC MOTIVATORS

Author- PhD. Antonis Christodoulou, PhD. Konstantinos Tsagkaridis, *Open University of Cyprus*, Faculty of Pure & Applied Sciences; **PhD. Amaryllis Malegiannaki,** *University of Western Macedonia*, Administration Building **(on line)**

6. PAPER VI- A STUDY ON MATHEMATICAL ANXIETY IN GREEK PRIMARY SCHOOL STUDENTS. INVESTIGATING INTERVENTIONS TO CURE IT WITH THE USAGE OF NEW TECHNOLOGIES

Author: PhD. Penekeli Georgia; Prof. Evgenios Avgerinos (online)
Institution: Department of Educational and Social Policy, University of Macedonia, Thessaloniki;
: Department of Education, University of Aegean, Rhodes, Greece

7. PAPER VII- THE ROLE OF DEMONSTRATION- BASED TEACHING IN LEARNING PHYSICS

Author- Fehmi Ramadani (on line)
Institution: "Hasan Prishtina", University

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PANEL Discussion/ questions/feedback – Certificates

April 29, 2023
Premises: Rectorate Building

TOPIC- Educational Sciences- Didactics of environmental sciences

TIME: 12:00-13:30
Premises: R027
Chairs: Papanikolaou Anastasios
Department of Primary Education,
University of Western Macedonia
Chairs: Dr. Jordan Jorgji
Department of Social Sciences
"Fan S. Noli", University
Link: **https://meet.jit.si/EducationAcrossBorders_meeting9**

1. PAPER I– EDUCATING FUTURE EDUCATORS ABOUT CLIMATE CHANGE: A CASE STUDY CONCERNING FEELINGS, KNOWLEDGE AND LESSON PLANS

Author- Papanikolaou Anastasios (on site)
Institution:Department of Primary Education, University of Western Macedonia

2. PAPER II – AN EXPLORATORY STUDY OF EDUCATORS' VIEWS AND PRACTICE ON THE ISSUES OF SOCIAL INEQUALITY AND CLIMATE CHANGE

Author- Aggelidou Anna, Papanikolaou Anastasios (on site)
Institution: Philologist, PE02 teacher; Department of Primary Education, University of Western Macedonia

3. PAPER III – THE IDEAS COSMOS-EVIDENCE MODEL IN BIOLOGY TEACHING

Author- Ntinolazou Christina, PhD candidate (on site), Papadopoulou Pinelopi, Professor (on site)
Institution: University of Western Macedonia, Greece

4. PAPER IV – A STUDY OF ENVIRONMENTAL EDUCATION GROUP COOPERATION WITH SOCIAL NETWORK ANALYSIS **(online)**

 Author- Christos Chrysanthopoulos, Doctoral Candidate**; Penelope Papadopoulou,** Professor**, Alexandra Bekiari,** Associate Professor**, Georgios Malandrakis,** Assistant Professor

 Institution: Department of Early Childhood Education, Department of Early Childhood Education, *University of Western Macedonia;* Department of Physical Education and Sport Science, *University of Thessaly*; *Aristotle University of Thessaloniki*

5. PAPER V – BIOLOGY ACTIVITY GROUP: A CASE STUDY IN A PUBLIC HIGH SCHOOL IN GREECE

 Author- Antonios Krimitzas, PhD in Molecular Biology and a Med

Institution: Biology Teacher, 1st Markopoulo Lyceum, Attiki, Greece

6. PAPER VI- EDUCATION OF PRESCHOOL CHILDREN ON ENVIRONMENTAL PROTECT

Author: Biljana Miloshevska, Mileska Irina, Roza Kosteska, PhD Candidate (onsite)

Institution: St. Kliment Ohridski University -Bitola

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PANEL Discussion/ questions/feedback – Certificates

April 29, 2023
Premises: Rectorate Building

TOPIC- Educational Sciences- Didactics of arts and humanities
TIME: 12:00-13:30
Premises: Scientific Library
Chairs: Afërdita Asani
St. Kiment Ohridski, University of Bitola
Chairs: Dr. Suela Pici
Department of Foreign Languages
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting10

1. PAPER I – MODERN THEATRE TENDENCIES IN DIRECTION AND ACTING IN THE 21st CENTURY: FROM THE MINIMAL TO THE GRANDIOSE

Author- Assoc. prof. Stamatis Gargalianos (online)
Institution: University of Western Macedonia

2. PAPER II – TEACHING LOCAL HISTORY THROUGH CINEMA

Author- Kappatou Anastasia, deputy director of *Experimental School of Florina* **(onsite)**

Sehidis Konstantinos, headmaster of *Experimental School of Florina* **(onsite)**

3. PAPER III – THE REPRESENTATION OF THE WOMAN ACTIVIST IN THE MONUMENTS AND STATUES IN THE REGION OF FLORINA: THE CASE OF THE WOMAN OF VEVI. A DIDACTIC UTILIZATION OF LOCAL HISTORY WITHIN ITS PUBLIC SPHERE

Author- Eirini Kouremenou *Philologist Phd***; Msc. Christina Tassopoulou,** *Informatics Med***; Leonidas Gkelos,** *Visual Artist Med* **(on site)**
Institution: University of Western Macedonia

4. PAPER IV – FROM SCHOOL TO UNIVERSITY: PROSPECTIVE TEACHERS' CONCEPTIONS ABOUT HISTORY, MEMORY, TRAUMA AND HISTORY EDUCATION

Author- Kostas Kasvikis, **Associate Professor; Petros Doumtsis; Eleni Kotsidou (online)**

Institution: **Department of Primary Education, *School of School Sciences and Humanities, University of Western Macedonia***

5. PAPER V– THE PERSPECTIVES OF CONTEMPORARY EDUCATION IN THE INTEGRATION OF ISSUES OF PHILOSOPHY OF LAW

Author- Dr. Suela Dinellari

Institution: Department of Social Sciences,"Fan S. Noli" University

6. PAPER VI – COMUNICATION SKILLS AND STRATEGIES: A RECORD OF STRATEGIES EMPLOYED BY PRIMARY SCHOOL STUDENTS

Author- Koukousia Ioanna (onsite)

Institution: School of Social Sciences and Humanities, University of Western Macedonia

7. PAPER VII – HIDDEN STORIES TO BE TOLD: THE ERASMUS+ PROGRAM "LETHE" (2022-2025)

Author- Kostas Kasvikis, **Associate Professor; Andreas P. Andreou (online)**

Institution: **Department of Primary Education, *School of School Sciences and Humanities, University of Western Macedonia***

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of participationPANEL Discussion/ questions/feedback – Certificates

TOPIC- Educational Sciences- Didactics of languages and literature
TIME: 12:00-13:30
Premises: R031
Chairs: Markos Chionos
University of Western Macedonia
Chairs: Dr. Benita Stavre
Department of Foreign Languages
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting11

1. PAPER I– DIFFERENTIATED TEACHING AND LEARNING. A TEACHING PLAN FOR A GREEK LANGUAGE LESSON IN PRIMARY SCHOOL

Author- Bounovas Ioannis, PhD in Pedagogy; **Vakali Anna,** PhD in Linguistics and Creative Writing; **Sismanidis Ioannis,** MA Cultural Policy and Management **(on site)**
Institution: Department of Primary Education; Department of Early Childhood Education University of Western Macedonia; Teacher of Secondary Education, Directorate of Drama.

2. PAPER II– FOREIGN LANGUAGES CURRICULA OF GREEK AND EUROPEAN SCHOOLS: CONVERGENCE OR DIVERGENCE

Author- Dr. Dora Chostelidou; Athina Karakasidou, EFL Teacher (online)
Institution: Aristotle University of Thessaloniki, Hellenic Open University

3. PAPER III –DIFFERENTIATED TECHING: EXPLOITING AN ALTERNATIVE FRAMEWORK TO TEACH NEWCOMERS GREEK AS A SECOND LANGUAGE

Author- Iliopoulou Konstantina, Anastasiadou Alexandra (online)
Institution: Aristotle University of Thessaloniki, HOU University, Patras

4. PAPER IV– AN UNKNOWN TREASUR: THE ETYMOLOGICAL DICTIONARY OF GREEK INHATIBED PLACES (2010)

Author- Stavros Evang. Kamaroudis, Associate Professor**; Stella A. Ntinopoulou,** Associate Professor of Secondary Education
Institution: University of Western Macedonia

5. PAPER V– READING SKILLS AND STRATEGIES: A PROGRAM TO IDENTIFY READING STRATEGIES IN ELEMENTARY SCHOOL STUDENTS

Author- Panayiotis Kioteoglou, undergraduate **(on site)**
Institution: University of Western Macedonia

6. PAPER VI – VIEWS OF PRIMARY SCHOOL TEACHERS ON THE ROLE OF EUROPEAN LANGUAGES AND SUGGESTIONS FOR IMPROVING MULTILINGUALISM IN THE EDUCATIONAL CONTEXT

Author- Dimitriou Evangelos, post-gratuated student (on site)
Institution: University of Western Macedonia

7. PAPER VII– POETIC TEXT- A STRATEGY FOR FOREIGN LANGUAGE TEACHING AND KNOWING THE "OTHER"

Author- Dr. Fabiola Kadi, Dr. Eriola Qafzezi (on site)
Institution: "Fan S. Noli" University, Department of Foreign Languages

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of participation
PANEL Discussion/ questions/feedback – Certificates

TOPIC- Educational Sciences- Didactics of languages and literature
TIME: 12:00-13:30
Premises: R023, Center of Continuing Education
Chairs: Vesna Prodanovska-Poposka
Faculty of Education
St. Kliment Ohridski University –Bitola
Chairs: Dr. Daniela Stoica
Department of Foreign Languages
"Fan S. Noli" University
Link: https://meet.jit.si/EducationAcrossBorders_meeting12

1. PAPER I– FOREIGN LANGUAGE LEARNING MOTIVATION IN ACADEMIA

Author- Vesna Prodanovska-Poposka; Marija Todorova
Institution: Faculty of Education – Bitola, University "St. Kliment Ohridski", Faculty of Biotechnical Sciences; Goce Delcev University-Stip, Faculty of Philology

2. PAPER II– ASSESSMENT OF STUDENTS' ACHIEVEMENTS AS AN IMPORTANT ELEMENT FOR IMPROVING QUALITY OF LANGUAGE TEACHING AT TERTIARY LEVEL

Author- Prof. Elena Kitanovska Ristoska, PhD; Natasha Petrova – Popovski, PhD (on site)
Institution: Faculty of Education – Bitola, University "St. Kliment Ohridski" – Bitola; Central Administration Office, University "St. Kliment Ohridski" – Bitola

3. PAPER III – THE USE OF ANGLICISMS IN POLITICAL DISCOURSE

Author- Assoc. prof. Silvana Neshkovska (on site)
Institution: St. Kliment Ohridski University of Bitola, *Faculty of Education*

4. PAPER IV – STANDARD ENGLISH

Author- PhD. Vesna Milevska (on site)

Institution: University of Tourism and Management in Skopje

5. PAPER V– THE POTENTIAL OF CONCEPTUAL METAPHOR IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Author- Jasminka Sekulova, Bisera Kostadinovska Stojcevska (online)

Institution: Pedagogical Faculty, University "St. Kliment Ohridski" – Bitola; present Minister of Culture of Republic of North Macedonia

6. PAPER VI– CHALLENGES IN THE FIELD OF ESP TEACHING AND LEARNING: A CASE STUDY WITH THE STUDENTS OF THE FACULTY OF ECONOMY IN "FAN S. NOLI" UNIVERSITY

Author- Dr. Alma Karasaliu, Dr. Juliana Çyfeku

Institution: Foreign Language Department, *"Fan S. Noli" University*

7. PAPER VII – EXPLOITING INFOGRAPHICS FOR ELT

Author- Lela Ivanovska (on site)

Institution: St. Kliment Ohridski, University of Bitola

8. PAPER VIII– CAN WE ANSWER THE QUESTION: WHAT THE AUTHOR WANTS TO SAY IN THE LITERATURE CLASS? – CRITICAL LITERACY APPROACH

Author- Daniela Andonovska-Trajkovska**, Doctor of Pedagogy **(on site)**

Institution: Faculty of Education, *St. Kliment Ohridski, University of Bitola*

*Every presentation will last 10 minutes. At the end of the session you will also have 10 min. available to discuss. The moderator of the session distributes the certificates of participation
PANEL Discussion/ questions/feedback – Certificates 13:30-
Conclusive thoughts- Rectorate Hall

1. PAPER I – THE IMPORTANCE OF THEACHING ENGLISH GRAMMAR BASED ON AND THROUGH LANGUAGE SKILLS

Author- Dr. Suela Koça, Dr. Juliana Çyfeku (on site)

Institution: "Fan S. Noli", University, Department of Foreign Languages

2. PAPER II – THE PANDEMIC SITUATION AND THE REVIEW OF TEACHING METHODS

Author- Denisa Xhuti Kafazi, Eljona Milo Tasho, Lorena Margo Zeqo, Silvja Çobani (on site)

Institution: "Fan S. Noli", University, Department of Mathematic and Physic

Institution: University of Western Macedonia

ACADEMIC INTEGRITY IN THE AGE OF REMOTE LEARNING: ADDRESSING ACADEMIC DISHONESTY IN HIGHER EDUCATION

Elena Shalevska, MA
Faculty of Education
"St. Kliment Ohridski" University - Bitola
elena.salevska@gmail.com
elena.shalevska@uklo.edu.mk

ABSTRACT

The shift to remote learning brought about by the COVID-19 pandemic has presented a plethora of new challenges for preventing and detecting academic dishonesty. Although academic dishonesty, such as plagiarism and cheating, can occur in traditional in-person classes, just as they can in remote learning environments, the easy access to books, notes, and gadgets, has made such problematic behavior significantly more prevalent.

Recognizing the numerous challenges to do with academic integrity in the digital age, this small-scale study attempts to highlight undergraduate students' perspectives on online cheating, by conducting a web-based questionnaire. The questionnaire, sent to a small, random sample of undergraduate students of the Faculty of Education – Bitola, intends to investigate students' reasons for cheating as well as their attitudes toward academic dishonesty during distance learning, in general.

The study also aims to detail certain techniques that can help educators prevent such behavior in the future. For, academic dishonesty during remote classes continues to be a growing concern, not just for students, but for tertiary institutions, as well.

Key words: *Academic dishonesty, COVID-19, Higher Education, Remote learning*

INTERNATIONAL BACCALAUREATE WORLD SCHOOLS IN GREECE AS PROFESSIONAL LEARNING COMMUNITIES: TEACHERS' VIEWS

Zacharoula Samothrakitou
xarakithess@yahoo.gr
MSc IB PYP Teacher

Karolina Retali
kretali@uowm.gr
Department of Education
University of Western Macedonia

ABSTRACT

The need for educational organizations' sustainability has aroused scientific interest in their ability to "learn". One reformative initiative which may manage such a rift is Professional Learning Communities, where collaboration is a basic component. Taking into consideration that International Baccalaureate (IB) Schools are centered round teachers' collaboration and professional development, the present quantitative study examines IB teachers' views on the implementation of Professional Learning Communities practices in IB Schools in Greece. The Professional Learning Communities Assessment-Revised (PLCA-R) tool was sent to all 17 IB schools in Greece and was completed by 109 teachers. Based on teachers' views, findings of the present study indicate that IB Schools in Greece apply practices of Professional Learning Communities to a large extent. More specifically, teachers suggested that practices of "supportive conditions - structures" and "collective learning and application" are more widely applied whereas practices of "supportive and shared leadership" are not applied as much. There was a statistically significant difference between teachers' views regarding "shared personal practice" based on the type of IB school they were employed.

Key words: *IB Schools, International Baccalaureate, professional development, Professional Learning Communities, teachers' views*

ONLINE TEACHING SELF-EFFICACY: THE VIEWS OF TEACHERS IN HIGHER EDUCATION

Nikolaos D. Koukoutsis
Department of Primary Education
masteredu01052@uowm.gr
Stergiani Giaouri
Department of Early Childhood Education
University of Western Macedonia
sgiaouri@uowm.gr

ABSTRACT

Universities worldwide had been called upon to respond to the new teaching conditions brought about by the Covid-19 pandemic by implementing distance learning. The aforementioned situation has caused various challenges, starting with the forced and urgent change of learning and working culture in higher education. Of particular interest was the dealing with the difficulties by both the educational institutions and their staff. Therefore, the purpose of the present study was to investigate perceptions of teachers in higher education on online teaching self-efficacy. The sample consisted of 222 men and 145 women who teach in Greek universities. Research data have been collected with the following self-report scale Online Teaching Self-Efficacy Inventory. This questionnaire is based on the work of Dr Kevin P. Gosselin (2009). It was also distributed a socio-demographic question sheet and a section for general information about distance learning during the pandemic Covid-19 and their digital skills (digital proficiency, distance learning experience, use of "synchronous" and "asynchronous" learning platforms/digital applications).The results of statistical analyses report that: a) younger academic teachers showed higher skills in both online teaching self-efficacy and some of its sub-dimensions, i.e., unit content migration, virtual interaction, selection of technological resources and online course alignment, b) women showed higher skills than men in virtual interaction and c) distance learning experience affected both online teaching self-efficacy and all its sub-dimensions. The above findings are discussed in relation to the development of hybrid teaching systems, the digital literacy/training of academic teachers and the selection of appropriate technological equipment.

Key words: *COVID-19, distance learning, higher education, online teaching self-efficacy*

FLIPPED CLASSROOM: A TEACHER'S TOOL FOR STUDENT ENGAGEMENT

Vesna Stojanovska, PhD
vesna.stojanovska@uklo.edu.mk
Faculty of Education – Bitola
University St. Kliment Ohridski
Bitola, North Macedonia

ABSTRACT

The expansion of the Internet, especially the speed of the Internet, has sharply increased the possibility of applying the flipped classroom in teaching. The Internet has brought many useful and free tools that facilitate the creation of teaching materials for learning.

Properly implemented the flipped classroom engages students, improves the quality of learning material, and shows them the value of knowledge for their current and future lives. And these are things that preoccupy every teacher.

This paper attempts to describe all the necessary elements that need to be considered if we want to implement the flipped classroom and will indicate why the flipped classroom is an ally of teachers in student engagement.

Key words: *Flipped classroom, student engagement, teacher*

INTERNET SAFETY AND ATTITUDES OF STUDENTS WORKING ON A COMPUTER FOR PRIMARY AND SECONDARY SCHOOL STUDENTS IN THE MUNICIPALITY OF PRISTINA

Betim Ismajli
PhD Candidate
"St Kliment Ohridski" University of Bitola

ABSTRACT

The use of the Internet and its addiction to children has become as interesting as it is inevitable. Therefore, the interest in the protection of children and knowledge about safety is essential.

The purpose of this paper is to inform and raise children's awareness of Internet safety and the potential risks they may be exposed to while using the Internet; in the behavior and success of children at school, according to the perception of the students themselves and their parents', as well as their opinions regarding the frequency of Internet use they spend while working with the computer.

The population consists of children of upper secondary primary schools in the municipality of Pristina, because this age of children spends a lot of time on the computer and the Internet and spends unnecessary and harmful time for their age.

The instrument that was used for data collection is the questionnaire for students of this generation, the distribution of a guide on how they access the Internet, how to protect themselves from the Internet, staying in front of the computer and the time they should spend on the Internet.

The results of this research show that children in general do not have enough knowledge about the safety risks of the Internet and have underestimated the time they spend on the Internet. The vast majority of them think that sitting in front of the computer has no or little effect on their physical injuries.

Key words: *Internet, security, computer, children, school*

EDUCATORS' DIGITAL COMPETENCE
IN SECOND CHANCE SCHOOLS IN GREECE

Athanasios Dazanis
Computer & Informatics Engineer
Vice Principal at Second Chance School
Kozani
a.dazanis@gmail.com
Karolina Retali
Department of Education
University of Western Macedonia
kretali@uowm.gr

ABSTRACT

The present quantitative study examines the digital competence of adult educators in Second Chance Schools in Greece, according to the European Framework for Digital Competence of Educators (DigCompEdu). Educators' digital competence, according to the DigCompEdu framework, is the ability to use digital technologies not only to enhance teaching, but also for professional interactions (colleagues, students, parents), individual professional development and for continuous innovation in school and the teaching profession. The sample of the research was 196 adult educators (permanent and hourly paid) from 76 Second Chance Schools throughout Greece. Second chance school teachers, based on their statements in the self-assessment questionnaire DigCompEdu CheckIn, had an average level of digital competence. Gender, age, level of education and work region were not found to be related to educators' digital competence. However, permanently employed educators had higher levels of digital competence compared to those employed hourly and educators with over 10 years of experience in adult education had higher levels of digital competence than their less experienced colleagues. Specialty was not found to be related to digital competence except for IT educators, who had higher digital competency scores than their colleagues of other specialties. The present empirical research is the first investigation of the digital competence of adult educators in Second Chance Schools in Greece, according to the DigCompEdu framework, thus enriching the available European data with findings from Greece.

Key words: *Adult education, digital competence, DigCompEdu, Second Chance Schools, self-assessment*

TEACHING NANOTECHNOLOGY IN PRESCHOOL EDUCATION: THE CASE OF THE GECKO EFFECT

Karategou Aikaterini
Kindergarten school of Litochoro
k.karategou@gmail.com
Peikos Giorgos
University of Western Macedonia
giorgospeikos@gmail.com
Spyrtou Anna
Professor, University of Western Macedonia

ABSTRACT

Nanotechnology concerns the control of matter on the nanoscale (1–100 nm), where the materials exploit unique properties that enable novel applications. It is widely accepted that this cutting-edge research field will affect all aspects of our everyday life since several products of Nanotechnology have already been found on the market. Scholars argue that the introduction of Nanotechnology concepts at all levels of education is essential since students need to develop their "nanoliteracy" to cope with the everyday issues related to Nanotechnology. This research focuses on the teaching of Nanotechnology content in preschool students. The authors developed educational materials concerning the "Gecko effect" i.e the strong adhesion property of the gecko lizard, as well as products that mimic this effect such as the "Gecko tape". This study aims to investigate students' conceptions about the "Gecko effect" before and after the implementation of the educational materials. Participants were 20 students (5-6 years old). The data were collected by semi-structured interviews. Based on content analysis we formulated categories for students' conceptions. The results provided evidence that shows that before the educational intervention the students' explanations of the "Gecko effect" were based on macroscopic features of the gecko lizard while after the educational intervention they included nano-literacy terms.

Key words: *Nanotechnology, Gecko effect, nano-literacy, educational materials, preschool education*

NEW WORKING CONDITIONS?
LIFE NARRATIVES OF GREEK PRIMARY EDUCATION TEACHERS ABOUT THEIR PROFESSION DURING THE COVID-19 PANDEMIC

Menelaos Tzifopoulos
Department of Primary Education
University of Western Macedonia
mtzifopoulos@uowm.gr

ABSTRACT

The issue of teachers' professional identity at international level is discussed, especially after this unprecedented period of global health crisis. It is noted that learning can continue and have the desired results, when teachers use technologies, when they are creative, flexible and adaptive to change and problem-solving situations and when they are consciously in their social role in the context of their professional career. During the corona virus pandemic, teachers were tested at a professional level and were called upon to perform a role that had many different aspects. This presentation focuses on the narratives of six primary school teachers, who during the corona virus pandemic were called upon to redefine their professional identity and teach through distance learning. Through their lived experience and "realities" they narrate issues of job satisfaction, support from institutions and cooperation with colleagues. The teachers also talk about the violent re-signaling of their role, about the change of their teaching practice, about their educational material and the way they communicate with their students. But teachers, in addition to systemic issues, reflect on their professional identity, delving into their own personal and epistemological assumptions about teaching. The analyses of this qualitative research concern us regarding the perception of teachers' role in times of crisis and issues of their professionalization.

Key words*: Covid-19 pandemic, primary education teachers, professional identity, narratives*

EDUCATION BEYOND THE PANDEMIC: TEACHERS STILL MAKE THE DIFFERENCE

Dimitrios Gousopoulos
University of Western Macedonia
dimigous@gmail.com

ABSTRACT

It has often been jokingly said that we had to experience a pandemic to learn to wash our hands thoroughly every time we return home or before we eat. In the same context, it could be said that we had to meet these unprecedented teaching conditions in order to appreciate how important the teachers' role is and how many challenges they face, now even more so.

Because there is no doubt that, beyond the post-pandemic narratives of educational disaster on the one hand and the celebrations of great opportunities on the other, the future of teaching after Covid-19 will in fact be complex and uncertain. And while the literature on the impact of the pandemic on students and the educational system in general is rich, little has been said about teachers in particular, assuming that they will somehow magically emerge unscathed and unaffected, and will continue their work as if nothing has happened. Thus, this paper will focus on teachers and will discuss what they have learned from the pandemic period, why it is necessary to adapt to the new challenges, and most importantly, how crucial it is for a teacher to be an effective professional. For it will be argued that teachers matter and that the key that holds out the greatest potential for increasing and equalizing student achievement is investing in teacher quality.

PRIMARY SCHOOL STUDENTS' EXPERIENCE OF DISTANCE LEARNING DURING COVID-19 PANDEMIC

Papazoglou Magdalini, PhD
Department of Primary Education
University of Thessaly

ma.papazoglou@gmail.com
Assoc. Prof. Chaniotakis Nikolaos
Department of Primary Education
University of Thessaly
chaniot@uth.gr

Assoc. Prof. Thoidis Ioannis
Department of Primary Education
University of Western Macedonia
ithoidis@uowm.gr

ABSTRACT

The covid-19 pandemic has led to the replacement of traditional face-to-face authentic learning experiences with distance education. Numerous studies, at an international and at a national level, have been conducted regarding distance education and its consequences. Distance education was applied for the first time in Greece in primary education during the lockdown period (school years 2019-2020 and 2020-2021). In the present study, interviews were conducted with 12 primary school teachers, with 55 primary school students and with 55 parents. The aim was to study the students', teachers' and parents' views on distance education during the Covid-19 pandemic. The qualitative approach was followed and the thematic analysis was used as a method of analysis. Some of the conclusions of the present study show that distance education has had a negative impact in many areas and has often led teachers to adopt different practices altering to some extent teaching practices. Most students, parents and teachers maintained a negative attitude, reporting mainly drawbacks and difficulties during the distance education period. It is characteristic that almost all those involved emphasized that learning was less, due to the limited teaching time and the technical problems of the platform used. Also, teachers, students and parents expressed their

preference to face-to-face authentic learning experiences rather than distance education. The views and suggestions of stakeholders can be taken into account to improve the effectiveness of distance education.

Key words: *Distance education, covid-19, lockdown, primary school education*

ELEMENTARY SCHOOL CHILDREN'S DRAWINGS ABOUT COVID-19

Panagiota Toura
Student, Department of Psychology
School of Humanities and Social
Sciences
University of Western Macedonia
psy00125@uowm.gr
Triantafyllia Georgiadou, PhD
Department of Psychology
School of Humanities and Social Sciences
University of Western Macedonia
tgeorgiadou@uowm.gr

ABSTRACT

Since the emergence of the Covid-19 as a global pandemic, school-aged children are widely exposed to both scientific and non-scientific information about the Sars-Cov-2 virus, the virus transmission as well as the recovery from Covid-19. Yet, little is known about elementary school children's scientific knowledge and understanding of Covid-19 as well as of any age-related differences in their understanding. The present study aimed to investigate from a developmental perspective, elementary school-aged children's ideas about Covid-19, through their drawings. Sixty students (20 eight-year-olds, 20 ten-year-olds and 20 twelve-year-olds) participated in the study. Participants were presented with a vignette about Covid-19 and were asked to provide answers to three questions through their drawings. More specifically, participants were asked to draw the Sars-Cov-2 virus, to indicate measures that could prevent the transmission of the virus in the school setting and to suggest tips for fast recovery from Covid-19. Qualitative analysis of 180 drawings indicates that elementary school-aged children have a good understanding of the Sars-Cov-2 virus and the Covid-19 illness. The vast majority of the participants were able to represent Sars-Cov-2 virus and refer to the scientifically proposed prevention measures and treatment of the illness. Moreover, age-related differences in students' drawings were observed. More specifically, the analysis of the drawings suggests that older elementary school students' conceptions tend to be consistent with the current scientific knowledge, while younger students' drawings indicate the

existence of misconceptions and naïve ideas about the virus and the illness. Implications for education are discussed.

Key words: *Children's drawings, children's ideas about Sars-Cov-2, Covid-19 pandemic, misconceptions, naïve biology, scientific knowledge*

EDUCATION SYSTEM AND DIGITAL TRANSFORMATION POST COVID-19

Prof. dr Irena Nikaj
"Fan S. Noli" University,
Deparament of Education
inikaj@unkorce.edu.al
Dr. Denisa Titili
"Fan S. Noli" University,
Deparament of Social Sciences
dtitili@unkorce.edu.al

ABSTRACT

Societies today have moved from digitization (converting analogue data into a digital form, for example vinyl to MP3) to digitalization (structuring social life around digital communication and media infrastructure, for example from MP3 to a digital streaming playlist created by a group of individuals). The growing use and presence of digital solution in everyday life create the need for systemic change based on digital transformation in general and, more specifically, in inclusive education systems.

Technology's capabilities offer educational systems tools to overcome longstanding inequalities along two key dimensions: reaching populations' disadvantages and ensuring content reaches all learners in more engaging and cheaper formats.

We consider in our paper inclusive digital education as digital transformation that goes far beyond applying suitable designed digital technologies in education. Inclusive digital education involves all education systems level from the individual, to all categories of educational institution, to the regional or national level. In inclusive educational systems, this entails addressing inclusion, exclusion, digitalization and the digital divide as interconnected and inter-dependent cross-cutting issues. This is very important and realizes the finality of education if digital education is not just to be implemented for some, but is to be permanently anchored in the education system's structures to foster resilient education systems that provide equitable education opportunities for all learners.

Key words: *Digitization, digitalization, inclusion, exclusion, Covid-19 pandemic*

EARLY CHILDHOOD SCHOOL LEADERS' PERCEPTIONS OF THEIR ROLE DURING THE PANDEMIC: A PILOT STUDY EXPLORING VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY (VUCA LEADERSHIP)

Sidiropoulou Zoi
Msc. Student
Department of Primary Education
University of Western Macedonia
edumal01055@uowm.gr

Stergiani Giaour
Associate Professor of Special Education
Department of Early Childhood Education
University of Western Macedonia
sgiaouri@uowm.gr

ABSTRACT

In early 2020, the whole world came across with the unpleasant situation that COVID-19 provoked, triggering a volatile, uncertain, complex and ambiguous (VUCA) environment. Schools, in most countries, have faced challenges, such as school re-opening under social distancing rules, hybrid teaching models, etc. Moreover, school leadership was called upon to cope with unforeseen situations caused by the global pandemic, into a particularly challenging context of educational and psychosocial changes. The conceptual framework of this study is the VUCA leadership model as was conceived by Barber (1992) and Bennis & Nanus (2003). The purpose of this pilot research, conducted in Greece, is to explore the VUCA leadership principles of early childhood school leaders during the school years 2020-2021 and 2021-2022. This study explores the influences of the pandemic on the role of early childhood school leaders and it also provides insights into their experiences and perceptions. For the quantitative analysis, data was collected from 131 early childhood school leaders through a web-based survey. The results of the study show that the early childhood school leaders seem to perceive their role during the pandemic mostly as volatile, uncertain, complex, and therefore ambiguous. However, they were able to maintain and enhance their school values, their collaboration among colleagues and the

communication among all school members. In addition, they have shown empathy and vigilance. The findings are discussed for their utilization in the context of educational actions in times of crisis and in the development of the professional role of school leaders.

Key words: *Early childhood school leaders' perceptions and role, pandemic, VUCA environment, VUCA leadership*

BRIDGING THE GAP: A DISTANCE TRAINING PROGRAM FOR LANGUAGE TEACHERS IN BILINGUAL ENVIRONMENTS

Spyridon Bouras
University of Western Macedonia
sbouras@uowm.gr

ABSTRACT

The digital transformation of teacher training is the key to the effectiveness of modern training programs (Shurygin et al., 2022). In this direction, the blended training model with the combination of synchronous and asynchronous learning comes to fill the gap in traditional programs (Bouras & Griva, 2021; Zagouras et al., 2022), contributing decisively to their effectiveness, creating the appropriate training framework and maximizing the benefits of distance education in modern era (Al-Hunaiyyan et al., 2021). This paper outlines the design, implementation and evaluation of a 6-month distance training program offered to language teachers who teach in bilingual educational contexts. The purpose of the program was to enhance teachers' skills on issues related to teaching the Greek language in modern bilingual/intercultural environments. The training program was implemented to 43 Greek minority education teachers in Albania, from the area of Gjirokaster, Delvina and Agio Saranda, in a synchronous and asynchronous digital context. Qualitative and quantitative methods were used to estimate the feasibility and the effectiveness of the program. The results indicated the broadening of modern methodological approaches to language teaching in bilingual/cross-cultural environments and the formation of critically reflective teachers in a world shaped by digitalization. The trainees acquired, through digital learning processes, the ability to implement innovative language activities in their classrooms, laying the foundations for the consolidation of a modern way of thinking of language teachers.

Key words: *Albania, bilingual learning environments, blended training program, distance education, language teachers*

INTERCULTURAL COMPETENCE AND COMMUNICATION: BUILDING STUDENTS' INTERCULTURAL SKILLS IN A DIGITAL AND CROSS-THEMATIC LEARNING ENVIRONMENT

Coordinator: Eleni Griva
Professor of Applied Linguistics
Faculty of Social Sciences and Humanities
University of Western Macedonia
egriva@uowm.gr

ABSTRACT

In the modern environment of globalization, technological advances, linguistic and cultural diversity, intercultural competence acquires great significance for understanding one's own and other cultures (Smirnov, 2005), and effective intercultural interactions (Griva & Kofou, 2020). In the educational context, students should to be able to function successfully in multicultural communication events, that is, become intercultural speakers possessing a wide range of complex and interdependent skills, such as: (a) comparing and contrasting (b) accepting the different; (c) defending their own views while accepting others', (d) being willing to participate in another culture (Griva & Kofou, 2020). Additionally, improvements in technology have created opportunities for individuals to become accustomed to different environments, cultures and languages. As a result, the need of utilizing technology for intercultural communication in digital environment has been proved to be vital in modern education. The joint symposium, which consists of five papers, aims to explore the challenges and opportunities of intercultural understanding/communication and to discuss the importance of developing intercultural competence in the context of primary and secondary education. The purpose of the projects, presented in the joint symposium, is to discuss the importance of developing intercultural communication skills through the use of a variety of games, digital activities, and digital storytelling in cross-thematic and creative contexts. Taking into account that employing technology and digital contexts, as well as using literature in the language classroom provide students with authentic cultural input, the projects involve students actively in creative and digital activities and enhance their cultural awareness and intercultural communicative

competence.

DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN DIGITAL AND GAME-BASED LANGUAGE LEARNING ENVIRONMENTS

Eleni Korosidou
University of Western Macedonia
ekorosidou@uowm.gr

ABSTRACT

In the context of modern multilingual and multicultural classrooms it is vital for students to become 'intercultural speakers', able to function successfully in multicultural communication events. Besides, intercultural competence is one of the eight core skills in lifelong learning proposed by the European Commission (2018). Intercultural competence incorporates the ability to develop targeted knowledge, skills and attitudes that lead to visible, effective and appropriate behavior and communication. Enhancing intercultural communicative competence in the language classroom also refers to developing students' ability to understand and respect each other across all types of cultural barriers. (Council of Europe, 2018, 2020). In that vein, the present project aspires to provide an educational framework to assist language teachers in shifting the focus from linguistic competence to intercultural communicative competence, therefore adapting to the new challenges and requirements. To that aim, emphasis is placed on designing and implementing intercultural communication courses for young learners by adopting a number of teaching methods, materials and activities in game-based, gamified and digital learning environments. The tasks and activities suggested were piloted with primary school students learning Greek as a second language in Western Macedonia-Greece. The results from the implementation of educational activities with students from different linguistic and cultural backgrounds are presented and data emerges regarding the design of teaching materials in primary schools, focusing on the development of intercultural communication skills through the educational use of games and the utilization of Information and Communication Technologies.

Key words: *Digital technology, educational games, intercultural communication skills, second/foreign language learning*

FOSTERING INTERCULTURAL AWARENESS AND DEVELOPING SECOND/FOREIGN LANGUAGE SKILLS THROUGH LITERATURE

Kaiafa Ioanna
Postdoctoral Researcher
University of Western Macedonia
j.kaiafa@windowslive.com

Iliopoulou Konstantina
Aristotle University of Thessaloniki
k.iliopoulou@yahoo.gr

ABSTRACT

It is beyond any doubt that rich cultural information is greatly embedded in literature. Subsequently, it is strongly regarded a powerful tool in teaching the relativity of cultural values and the inherent 'problems' in cross-cultural communication (McNicholls, 2006). After all, literature's power lies in its unique ability to enable the reader to observe the world from multifarious aspects while cherishing the diversity of individual perception. Recent research shows that a rich second language literature (L2) environment does not just provide learners with a combination of comprehensible input and a low affective filter (Cho, Ahn & Krashen, 2005) or enhances their reading and writing motivation (Morrow, 2004), but it mainly forms a cross-thematic basis for language learning, along with offering students the opportunity to explore cross-cultural values and move from cultural awareness to empathy (Grotjahn, 2000; Griva & Kofou, 2020). Especially children's literature is a dynamic vehicle to teach them about L2/FL culture, themselves, and others (Hancock, 2000).

In this realm, this paper presents some activities from a newly published book based on teaching Greek as a L2/FL to children and developing intercultural understanding through literature. Attempting to remap the L2/FL Language Curriculum through Multiple Literacies (teaching language, literature, and culture) it addresses all three language dimensions: knowledge, interpersonal and experience. It moves from general literature's themes to specific pedagogical concerns while including practice-oriented chapters with practical examples, materials, and tasks that pre- and in-service teachers can use to develop the complex skills involved in teaching L2/FL and helps

students to build their intercultural competence.

JOINING CULTURAL TOURS IN GREECE AND LEARNING A FOREIGN LANGUAGE THROUGH DIGITAL TOOLS

Maria Kikidou
University of Western Macedonia
mkikidou@yahoo.gr

ABSTRACT

The focus of the present paper is on the design, implementation and evaluation of a CLIL (Content and Language Integrating Learning) program entitled "Travelling to Greek neighborhoods". The CLIL program was piloted with 5th grade Primary School students in Northern Greece. The basic aim was to adopt digital tools in order to create innovative educational escape rooms, so as to develop students' skills in the target language (EFL) and at the same time to include context and meaning in terms of Greek cultural and historic aspects, of nine Greek geographical districts. The program was piloted for 5 months, providing students with the opportunity to "travel to Greek neighborhoods" and making them familiar with aspects of certain subjects: culture, history and geography through a foreign language (EFL). Various web 2.0 tools, videos, games, websites were incorporated to provide authentic material so as to enhance communication in the English language and also to focus on students' cultural awareness and intercultural understanding. Through the evaluation of the program, it was revealed the positive effect of the CLIL approach on the students' skills in the target language along with the development of their cognitive skills in the subject matter. It was also indicated that the project developed a creative, motivating, digital setting for students and promoted their active involvement and enthusiastic participation.

Keywords: *CLIL, cultural awareness, digital tools, escape games, intercultural understanding*

DEVELOPING STUDENTS' INTERCULTURAL UNDERSTANDING AND INTERCULTURAL   SKILLS THROUGH FOLK TALE AND DIGITAL STORYTELLING

Christina Karagianni
University of Western Macedonia
kriskaragianni@gmail.com

ABSTRACT

The change in the social, political, economic conditions of modern societies has led to the formation of a multicultural identity distinguished by diversity in terms of composition, language, religion, national origin, cultural characteristics. The role of education is to prepare students - who will be the citizens of these multicultural societies - to develop skills for peaceful coexistence, acceptance of diversity, intercultural understanding. The development/ enhancement of intercultural competence and intercultural communication skills can be achieved through interdisciplinary activities. An example of such activities is included in the present project related to Greece's neighboring countries. Folk tales and digital storytelling are at the core of the project which was implemented to high school students and included 12 three-hour sessions. It presented five countries, Greece, Albania, Bulgaria, Romania and Serbia, which the students "met" through folk tales. The students also created their own story, in which they incorporated elements related to geography, culture and language of these countries in order to create a digital narrative. The project was evaluated by means of pre and post test, a digital portfolio, formative evaluation that resulted from the completion of a short questionnaire in digital form after each intervention and evaluation sheets delivered to students upon the completion of the program.

Key words: *Digital activities, digital storytelling, intercultural awareness, intercultural skills, folk tale*

DEVELOPING INTERCULTURAL COMMUNICATION VIA DIGITAL TECHNOLOGIES: AN EDUCATIONAL PROGRAM IN BILINGUAL SCHOOL "OMIROS"

Chrysanthi Markou
University of Western Macedonia
chrysanthimarkou@gmail.com

Eleni Griva
Professor, University of Western Macedonia
egriva@uowm.gr

Dimitra Vasileiou
Education Coordinator **-** Consulate General of Greece in Korce
dimivasileiou@yahoo.gr

Athina Sideri
Director of "Omiros" School in Korce
dimomhr@sch.gr

Georgios Bizios
"Omiros" School – Korce
gbizios71@gmail.com

Georgios Beropoulis
"Omiros" School – Korce
gberosgym@gmail.com

Vasilios Batagiotis
Omiros" School – Korce
batagion@gmail.com

ABSTRACT

Digital technologies are expanding in a massive way, bringing overall changes, especially in education (Qureshi, Khan, Raza, Imran & Ismail, 2021). The explosion of new technologies results into employing new teaching strategies in second/foreign language (L2/FL) learning, creating a technology enhanced, student-centered, more motivational environment for online and intercultural communication, where students interact and develop intercultural communicative skills (Griva & Kofou, 2020). A technology enhanced second language learning framework, consisting of various Web 2.0. digital tools, is needed, in order to set an effective intercultural dialogue between learners (Markou & Griva, 2022).

In this paper, we present some examples of intercultural "contacts" in digital learning environments during a 7-month educational program in "Omiros" Bilingual School in Korca. Primary results of the pilot implementation showed positive effects on L2/FL skills development, students' digital competencies, and also on students' motivation (Markou & Griva, 2022). Students from the 5th and 6th Grades of the "Omiros" Bilingual School communicate and collaborate with students of the 5th and 6th Grades of the Experimental Primary School in Florina. The purpose of this educational program is to develop intercultural communication strategies in Greek as a second/foreign language in a digital learning environment, at fifth and sixth grade students at "Omiros" Bilingual School. Students are involved in authentic communicative tasks by using a variety of user-friendly Web 2.0 online tools where they collaborate and present their work during synchronous online sessions through Zoom.

Key words: *Digital environment, intercultural communication, new technologies, second/foreign language learning, web 2.0 tools*

ASSESSING ENTREPRENEURIAL MINDSET IN HIGHER EDUCATION: EVIDENCE FROM WESTERN MACEDONIA

Paraskevi Kosti
University of Western Macedonia
p.kosti@uowm.gr
Elpida Samara
University of Western Macedonia
esamara@uowm.gr
Markos Chionos
University of Western Macedonia
dmst00023@uowm.gr
Pavlos Kilintzis
University of Western Macedonia
pkilintzis@uowm.gr
Konstantinos Tsanaktsidis
University of Western Macedonia
ktsanaktsidis@uowm.gr

ABSTRACT

This study presents an in-depth examination of the entrepreneurial mindset within the University of Western Macedonia (UOWM) through the utilization of the HEI innovate self-reflection tool. HEI innovate, a free, confidential, and open-access tool developed through the partnership of the European Commission and the OECD, guides institutions through a process of identification, prioritization, and action planning in eight key areas. It is not a benchmarking tool but rather a diagnostic tool that helps to identify areas of strength and weakness, explore the institution's entrepreneurial and innovative character, and track progress over time. The study aimed to gain insight into the current state of entrepreneurial thinking among UOWM and identify potential areas for improvement. A sample of undergraduate, graduate, MSC and PhD students, faculty members and administrative officials at UOWM were surveyed using recognized measures to determine their entrepreneurial attitude. The results, overall, were encouraging, as all of the key areas scored above average. However, there is still potential for improvement, especially regarding measuring impact. While entrepreneurial teaching and learning are well incorporated, there are opportunities for growth at UOWM. The findings offer insights to the university on the current

developments in innovation and entrepreneurship and determine its next steps in strengthening the weakest areas diagnosed.

TEACHING METHODS AND TECHNIQUES – AN INFLUENCING FACTOR IN ENCOURAGING CREATIVITY AMONG STUDENTS

Fatbardha Nuhiu Sadriu, PhD

International University Novi Pazar

ABSTRACT

It is generally known that it is difficult to empirically come to objective knowledge that would describe in detail the situation regarding the creativity of teaching in primary schools due to the sensitivity of the subject. However, with this research, we tried to determine if specific parameters emphasize the need and usefulness of developing creativity among students in the classes of mother tongue and literature. In addition to curricula, one of the most important factors that stimulate the process of divergent opinions among students are the methods and techniques applied by teachers in the interpretation of literary texts. Also, research has shown that creative teaching of literature encourages independent thinking among students and develops their ability to express themselves.

Key words: *education, creativity, literature, teaching methods, and techniques*

ENTREPRENEURSHIP AND EDUCATION: DISSEMINATING THE 'GREEK ECONOMIC GENIUS' THROUGH TEXTBOOKS (19TH CENTURY TO 1977)

Vassilis A. Foukas
Associate Professor
Aristotle University of Thessaloniki
vfoukas@edlit.auth.gr

ABSTRACT

Through the study of Greek primary education textbooks, covering a full century, from the 1870s to 1970s, this paper presents and analyses the ways in which ingenuity has been standardised as a national characteristic or charisma, and been disseminated to generations of Greek school-boys and school-girls. Three categories of textbooks were used: primers, history textbooks and geography textbooks for the pupils in the third, fourth, fifth and sixth grade of primary schools. The common theme seems to be the persistent and ever-lasting conflict between the 'studious', 'ingenious', 'risky' and 'patriotic' Greeks (in ancient, medieval and modern times) and the 'uneducated', 'uncivilized' and 'barbaric' foes (Persians, Romans, Ottomans and Turks), which led to the establishment independent Greece. Four dominant types of 'genius' emerge from the source material: economic, political, military and intellectual. Greek children inspired by the glorious deeds of genius ancestors, representing the different types of ingenuity, are directly and indirectly encouraged to exploit this natural potential which all Greek share for the benefit of their nation. This presentation focuses on the Greek economic genius.

Key words: *Entrepreneurship, economic genius, textbooks, 19th century*

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN KINDERGARTEN: RECENT RESEARCH TRENDS AND IMPEDIMENTS

Alexandros Amprazis
Department of Early Childhood Education
University of Western Macedonia
alexamprazis@hotmail.com

Penelope Papadopoulou
Department of Early Childhood Education
University of Western Macedonia
ppapadopoulou@uowm.gr

ABSTRACT

According to the literature, there has been a significant delay in implementing Education for Sustainable Development (ESD) in the context of pre-school education. This seems to be gradually changing, as the recent literature continuously highlights the importance of young children's contact with social and environmental issues and their active participation in the dialogue to address them. The aim of this research is to identify all the latest research data on ESD in early childhood education. More specifically, the research questions are defined as follows: a) What are the main research trends in the international literature on ESD in pre-school education? and b) What are the main impediments in implementing ESD in kindergarten? To answer the above research questions, a systematic narrative literature review was conducted. The above methodological choice is suggested to draw conclusions through a consistent approach of synthesis and summarization of existing research. Scientific journals, books and studies from Greek and foreign universities were examined throughout the literature review. Some of the key findings were the excessive focus on the environment at the expense of the other two pillars of sustainability (economy, society) and the occasional or superficial application of ESD in pre-school education. As a result of the above, there is probably a need for a holistic reorganization of the modern kindergarten to reflect all the principles of sustainable development in all aspects of its daily operation.

Key words: *Education for sustainable development, early childhood education, kindergarten, literature review, sustainable development, sustainable development goals*

THE RELATIONSHIP BETWEEN SCHOOL CONNECTEDNESS AND APPROACHES/STUDY SKILLS OF VOCATIONAL-TECHNICAL HIGH SCHOOL STUDENTS: DOES PROBLEMATIC SOCIAL MEDIA USE MATTER?

Dr. Thanos Touloupis
Department of Psychology
University of Western Macedonia
thtouloupis@uowm.gr

Dr. Vasileios Ismyrlis
Department of Psychology
University of Western Macedonia
aff00857@uowm.gr

Dr. Aikaterini Vasiou
Department of Primary Education
University of Crete
avasiou@uoc.gr

ABSTRACT

Although some researchers have investigated school connectedness, approaches/study skills, and problematic social media use in adolescents of general high schools, almost no study has examined simultaneously the structure of the relationships among these variables in vocational-technical high school students, who are considered a vulnerable group for poor academic achievement and school dropout. Consequently, in the context of a broader ongoing research project, the present study aimed to investigate, through a Structural Equation Modeling (SEM), the relationship between school connectedness and approaches/study skills of vocational high school students, examining at the same time the moderating role of their problematic social media use. Overall, 300 students (155 boys, 145 girls) of the three classes of vocational-technical high schools in Western Macedonia (Greece) completed face to face a self-report questionnaire, which included scales on the variables involved (school connectedness, problematic social media use, approaches/study skills). The results are expected to show if students' sense of school connectedness positively predicts their approaches/study skills

(deep/strategic/surface approach), highlighting the negative moderating role of their problematic social media use (withdrawal, compulsion) in this predictive relationship. Furthermore, the role of students' gender as a covariate in the SEM will be explored. The findings of the present study could highlight the predictive value of both perceived school context (school connectedness) and problematic online behavior for the adoption of functional/dysfunctional approaches/study skills among adolescents, implying at the same time the necessity of addressing related psycho-educational prevention actions in vocational-technical high schools.

Key words: *adolescents, approaches/study skills, high schools, problematic social media use, school connectedness, vocational-technical education*

THE MAIN CHALLENGES OF TEACHING PROGRAMS IN ALBANIAN UNIVERSITIES

Dr. Alba Kreka
Department of History and
Geography
"Fan S. Noli" University
akreka@unkorce.edu.al

Dr. Albina Pajo
Head of the Department of
Education
"Fan S. Noli" University

ABSTRACT

During recent years in Albania, it has been observed a minimum of interest by the student towards teaching programs in Albanian Universities. There are some main reasons to this approach related to: university admission process which is closely related to High School Graduation, the prolonged period of studies to become a teacher, the quality of education in Albanian universities and the insecurity to find a job after completing the studies. This study will present a framework of Albanian process of education from the moment when the student leaves the high school till to the students' preference for teaching programs in Albanian University.

In order to confirm the above hypothesis regarding the factors that have influenced the difficulties with which the teaching programs in the Albanian universities are facing, some study steps have been undertaken. Firstly, it was shared a questionnaire to high school students, university students and undergraduate ones in order to obtain their opinions and perceptions regarding the preferences to study education programs. Following are presented consulted reports and various surveys that helped us to emphasize the main reasons why young Albanians don't want to be teachers. The study employs both qualitative and quantitative analysis based on a significant sample of young Albanians. In addition, we will discuss in focus groups the students' perceptions for becoming or not teachers after their graduation in education programs.

Key words: *challenges, university, study programs, students*

EXPLORING THE IMPACT OF NON-FORMAL EDUCATION AND MINDFULNESS ON LEADERSHIP DEVELOPMENT IN CIVIL SOCIETY ORGANIZATIONS: EVIDENCE FROM A EUROPEAN SOLIDARITY CORPS PROJECT

Markos Chionos
University of Western Macedonia
dmst00023@uowm.gr

Paraskevi Kosti
University of Western Macedonia
p.kosti@uowm.gr

Elpida Samara
University of Western Macedonia
esamara@uowm.gr

Pavlos Kilintzis
University of Western Macedonia
pkilintzis@uowm.gr

ABSTRACT

Effective leadership is essential for civil society organizations to succeed. Traditional programs for developing leaders, however, might not always be available to or appropriate for leaders in civil society organizations. In this study, we investigate the effects of innovative non-formal education and mindfulness on the growth of leaders in civil society groups. The application of mindfulness-based activities, such as meditation and mindfulness exercises, is the main focus of this article as a way to improve leadership competences like communication, decision-making and resilience. We also explore how non-formal education can be used to help leaders in civil society receive mindfulness instruction and assistance. A sample of thirty leaders from various civil society organizations from Western and Central Macedonia participated in the training project, which was carried out in two phases. The research was based on a mixed-methods approach that combines qualitative and quantitative methods. The main results of the study concluded that after the non-formal education and training on mindfulness, the

participants reported an increase in their ability to keep conflicts that occur in their workplace to a minimum and to easily express their thoughts and opinions. Also, their concentration allows them to work with less errors or omissions. Also, the study offers further support to educators, policymakers, and practitioners working in this area.

CONTINUING EDUCATION OF HEALTH PERSONNEL IN THE REGION OF KORCA

Msc. Blendi Baze
"Fan S. Noli" University of Korca
Faculty of Natural Sciences and Humanities
Nursing Department
blendibaze@hotmail.com

ABSTRACT

Continuing education of health personnel is an important component, which is receiving more and more attention nowadays. It is a process where the health professional learns throughout his professional life, develops knowledge and improves performance by providing a better quality-service to the patient. Primary Health Care Centers include the first level of health service with a multidisciplinary team, who are the point of contact first contact between the patient/client and health professionals.

The purpose of this work is to evaluate the effectiveness of health education through active learning with the ongoing activities in PHCC, as it provides complete health care throughout life, starting from the promotion and prevention of the disease to its rehabilitation. The trainings are always conducted based on the needs of health personnel with the aim of the most positive result in solving current problems.

The study was carried out in the city of Korça, specifically in the PHC and in the rural areas to make a comparison between them. All the staff in both health centers expresses interest in being part of these trainings. The population was suitable for the purpose of the study, stable and quite cooperative. The city of Korça has a higher participation rate compared to the rural area, related to the number of health personnel and the coverage area for the number of inhabitants. An evaluation form was used for data collection and through the analysis of the collected variables, it results that 93% of the staff say that the goal is achieved during the CEA (Continuing Education Activities) and they are effective in the professional work. Regarding the distance CEA, it turns out that it does not have the same validity as the trainings in the auditorium.

Based on the study' development, we will see that the ongoing education of health personnel is a necessity for the staff which is reflected in the professional work with a qualitative update of knowledge and technical skills.

Key words: *Health personnel, primary health center, Continuing Education Activity, coaching*

TEACHING, LEARNING, RESEARCHING WITH ACADEMIC INTEGRITY

Valentina Gulevska, PhD
Faculty of Education
"St. Kliment Ohridski" University - Bitola

ABSTRACT

The purpose of this article is to discuss in an analytical way the academic integrity. The lack of academic integrity is interweaved with ethical misconduct, beginning with the intentional negligence in acknowledgement of all the researchers who performed the work, through research plagiarism, until the different corrupt practices which encompass all segments of the academic life.

The results of the student survey, which will be presented in this research, show that academic values of fairness and impartiality are declined a lot and that bias in grading, nepotism and misconduct of research are increasingly replacing transparency, meritocracy and academic dignity. The propensity to bribe is equally represented by both teachers and students. The values that modern society promotes are getting worse. Can we do anything to improve?

Key words: *Academic integrity, values, ethical misconduct, corruption*

TRANSPORTATION SEEN THROUGH THE TAXONOMIES OF EDUCATIONAL GOALS IN THE CURRICULA: CASE STUDY FOR THE NORTH MACEDONIA.

Asani Afërdita
PhD Candidate, Master of
Pedagogy Didactic Innovations

Farizi Fariz, Iliev Dean, Kulici Zijad
"St. Kliment Ohridski" University
Bitola, North Macedonia

ABSTRACT

The pedagogical and didactic settings of the transport are presented in the paper. The paper focuses on the identification of the educational goals for the transport in the curricula and the usage of the taxonomies of goals in dealing with transport. The paper is structured according to IMRD methodology. At the beginning the authors made elaboration and explanation of the term transportation, transport and their positioning in the curricula in North Macedonia. Besides, the paper focuses on the theoretical elaboration of that positioning from the perspective of didactics. The methodology of research is based on the subject of research: setting of the educational objectives about transport and traffic in the primary and secondary school curriculum. The general hypothesis the research addresses is: Cognitive objectives about transport and traffic have not been sufficiently represented in the primary and secondary school curriculum, although they are dominant in relation to the affective and psychomotor objectives of the curriculum. The sample consists of primary and secondary school curricula in addition to the accepted, approved and published school books. The calculation, data collection and analyses have been conducted according to a qualitative paradigm. The results show that transport and traffic as essential terms are not sufficiently represented in the official documents and the curricula of primary and secondary education in North Macedonia. There is no vertical continuity in the educational system which will develop permanent and intensive interest for students about transport and traffic as well.

Key words: *Curricula, Didactics, Taxonomies of educational goals, traffic education, transportation*

PRIMARY SCHOOL MANAGEMENT IN THE MUNICIPALITY OF PRIZREN

Kujtim Gashi, Phd Candidate
Faculty of Pedagogy
University "St. Kliment of Ohrid"- Bitola

ABSTRACT

The level of development of state policies depends on the education system and the legislature, but also on the execution of programs and policies of the municipal directorates of education. A very large part of the responsibility is carried by them, as they are monitoring, financing and responsible for progress by the Ministry of Education, Science, Technology and Innovation. The Albanian school in Kosovo covers about 85 percent of the majority residents (Albanians) who live and operate in the Republic of Kosovo, while the remaining 15 percent of the residents of the communities (minorities) attend classes in the Serbian, Bosnian and Turkish languages.

Considering the fact that schools in the territory of Kosovo for already known reasons have often changed the way of management and the form of exercise of administrative aspects. They are continuously being the target of political processes by the invaders before the last war, from international and local post-war administrations. Through this paper, an analysis will be made of the decisions and strategies adopted by the institutions, both before and after the war, to see the changes and the ways in which Kosovo education has been managed or administered through the relevant educational institutions, namely, how the Directorates have been managing Municipalities of Education in the municipalities of the Prizren region, what were the administrative actions and what decisions, strategies or documents were used to direct education.

This research also claims to reflect the shortcomings of education management, identifying the problems that education has faced and also making comparisons of different periods of time, as well as seeing the differences in the way of administration in schools. We will see the role of the Regional Offices of Education in the context of management and supervision, according to the relevant or sectoral laws, as well as according to the competences foreseen by the Ministry of Education, Science and Technology.

In this paper, we will further analyze the ways and forms of management in

the Municipal Directorate of Education in the Municipalities of the Prizren region, the comparison with different periods of time, as well as the differences in management with the Directorate of Education and other regions of Kosovo, observing the shortcomings, problems, advantages and weaknesses of the respective directorates.

Through this paper, we will try to answer the hypothesis if the current management in the Municipal Directorates of Education is in accordance with the needs of the time.

Key words: *Management, municipal directorate, educational institutions*

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND TEACHERS SELF-EFFICACY IN THE LOWER SECONDARY SCHOOLS IN KOSOVO- THEORICAL REVIEW AND PROPOSED METHODOLOGY

Lirie Lokaj
Faculty of Education
Universiteti of Prishtina "Hasan Prishtina"

ABSTRACT

The aim of the proposed study is to determine the relationship between personality types and teachers self-efficacy and analyze if personality types contribute to a better teaching. Furthermore, this study aims to understand the mediation of cultural and social factors between these two variables as well to broaden the literature debate on how personality types are influencing the way teachers behave in their profession. Literature suggests that there are many personal factors that affect teachers' performance, including attitude, aptitude, personal characteristics and other social and cultural factors. Four main research questions, followed by ten sub-questions and six relevant hypotheses will be used in this study.

Around 350 teachers from the lower secondary schools of Kosovo will be included in this study through random sampling. Two self-reported questionnaires will be used for this research: Revised NEO Personality Inventory (short version); and Bandur's Instrument "Teacher's self-efficacy scale" conducted to three focus groups with teachers, for which a separate protocol with questions will be prepared. Therefore, mixed quantitative and qualitative methods will be used in this study.

Key words: *Teachers's personality, teacher's self-efficacy, personality traits, teacher's role, gender, subject teachers*

TIME MANAGEMENT IN THE ALL - DAY SCHOOL, AND ITS ROLE IN IMPROVING SCHOOL LIFE

Christina Lazaridou
Primary School Teacher, M.A.

Ioannis Thoidis
UOWM, Department of Elementary
Education, Associate Professor

ABSTRACT

The relationship of school time, learning and the school life has been the subject of research over the previous decades, during which time has been shown consistently, that this relationship makes a positive contribution to pupils' success at school (Kamski, 2014˙ Rogers & Mirra, 2014˙ Scheurer, 2018). Even though the time frame of the school program is defined by the state, the teacher plays an essential role in the regulation of school time, as s/he is obliged to organize the school program through one's choice of teaching method and educational activities (Pfeifer & Holtappels, 2008˙ Gravensen & Ringskou, 2017).

The purpose of this study was to investigate teachers' views on the possibility of resolving time issues at school. 152 primary school teachers participated in the research voluntarily. The aim was to quantify teachers' views using a structured closed-ended written questionnaire. The questionnaire consisted of five thematic axes. The first concerned the harmonization of the program with the biological rhythms and the students' needs and interests, the second the regulation and flexibility of the program, the third the teaching method and the introduction of innovations, the fourth referred to the school community and the fifth concerned the opening and connection of the school with the social environment.

Research results showed that teachers believe that the all-day school becomes more effective in terms of its goals, when they are given the opportunity to flexibly design the schedule taking into account the students' biological rhythms, when the schedule meets the students' needs and interests and if there is a good peer atmosphere. They also state that when all-day school is open to the community, it can contribute to the development of the local community.

Key words: *school time, all-day school, school life, Rhythmization of school day*

LEISURE TIME RESEARCH AND PEDAGOGY OF LEISURE TIME

Antonis Tosounidis
Dr. Sportwiss
Faculty of Social Sciences and Humanities
University of Western Macedonia
atosounidis@uowm.gr

George F. Zarotis
Faculty of Human Sciences
University of the Aegean, Rhodes

ABSTRACT

The definition of leisure as a counterpart to labor was expanded as a window into the time used to renew the workforce. In the meantime, leisure time has expanded enormously and with its multifaceted occupation opportunities it takes on a self-evident position in the life of modern man. Free time is no longer exclusively associated with renewal and relaxation, but with concepts such as alternation, experience, liberation and self-development. Positive definitions of leisure time strive to respond to these developments by defining the content of leisure as an autonomous social system of action that is oriented beyond the narrow perspective of time. Thus, leisure time becomes an area of action, which is no longer restricted only negatively by work, but has its own creative characteristics. The concept of leisure time science to date has not been established either internationally or in the German-speaking world. However, experts consider such an establishment necessary and think that it has already been delayed. Instead of a term, synonyms such as leisure time research, leisure time theory, leisure time studies, etc.., are commonly used. Leisure time research, as a part of leisure time science, has its place in partnering commercial institutes with ministries, associations, authorities and other 17 public services as a socio-technical field of work. Nevertheless, in the context of university research, the science of leisure time appears both in the Federal Republic of Germany and in many other European countries only as a sub-discipline and generally falls under the areas of Pedagogy of Leisure time, Sociology, Economics Science, Geography or Psychology.

DIDACTICS FOR PARENTS-STUDENT PERCEPTION ON PARENTAL NEEDS FOR DIDACTICAL KNOWLEDGE

Asani Afërdita
Master of Pedagogy Didactic
Innovations
Farizi Fariz, Iliev Dean, Chochkova Natasha
University "St. Kliment of Ohrid"

ABSTRACT

The paper focuses on the theoretical and empirical elaboration of the term didactics for parents. The theoretical part consists of the analyses of the contemporary meaning and attitudes of the experts over the parents' didactical knowledge, the need of having and achieving didactical knowledge and the possible ways of utilizing the achieved knowledge into processes of teaching and learning inside and outside the classrooms. The empirical part starts with the methodology which is based on the research question: What is the student's perception of the parental needs for didactical knowledge? Related to this question the main hypothesis is: The students believe and understand that parents need to have didactical knowledge for enlarging and improving their influence on the teaching and learning process. The research subjects were randomly selected, and consist of 123 students from the Faculty of Education-Bitola, North Macedonia. Calculation of the data is based on frequencies, arithmetic mean, standard deviation and the percentage. The results of the empirical research show that the students have positive perceptions and believe that didactical knowledge from the parents' side is crucial and very important for the improvement of both teaching and learning processes and that the parents do need to have such knowledge.

Key words: *Curriculum, didactical knowledge, life-long learning of parents, student evaluation, teaching strategies*

INTERCULTURALITY AND DEMOCRACY: THE COEXISTENCE OF FORMALLY EDUCATED STUDENTS AND STUDENTS FROM MIGRANT BACKGROUNDS, THROUGH OPERATIONS AND PROJECTS OF NON-FORMAL EDUCATION

Sismanidis Ioannis
MA Cultural Policy and Management
MA European Society and European Integration

Theocharidou Anna
MA in Art Gallery and Museum Studies
MA and BA in Fine and Applied Arts

Bounovas Ioannis
Department of Primary Education
University of Western Macedonia

ABSTRACT

The following study has been devised in a High School in Nikiforos, Drama, Greece. It refers to the visit of seventeen (17) students from migrant backgrounds who attend welcoming classes that operate in two (2) high schools in the town of Drama, and their interaction with the students of High School of Nikiforos. The educational project aims to nourish the sense of compassion, respect, acceptance, lenience, the realization of otherness and the existence of the contemporary multicultural school through a series of groundbreaking activities of formal and non-formal education referring to democracy and human rights. The project seeks methods to deploy creative activities and plans beyond formal education about democracy, as well as processes to cope with cultural clashes in the contemporary school. The paper will present the educational models and techniques that were situated in order to plan and successfully accomplish the project, in addition to the results that were collected through personal participatory observation and through informal interviews from participating students and educators.

Key words: *Democratic school, non-formal education, democracy, intercultural education*

THE ROLE OF COMMUNICATION IN STRENGTHENING PARENT-TEACHER RELATIONS IN PRIMARY SCHOOLS IN MITROVICA - KOSOVO

Ardiana Gucati – Kosovo
"St. Kliment Ohridski" University
Faculty of Pedagogy,
Department of Educational Sciences

ABSTRACT

This study aims to examine the scientific literature on the role of communication in strengthening parent-teacher relationships in elementary schools in Mitrovica. The purpose of this study is to look closely at the role of communication in strengthening parent-teacher relationships in primary schools. A total of 60 teachers from four elementary schools in Kosova-Mitrovica participated in this study.

The teachers, participants of this study, belong to both sexes. Their ages are different. Professional experience is also different. The integration of quantitative methods was used for the methodology of this research. The collected data were analyzed using the Statistical Package for Social Sciences.

The findings of this study have shown that the majority of respondents (teachers) think that communication is vital for strengthening, expanding and deepening the relationship between teachers and parents. The findings also show that more frequent communication between teachers and parents not only improves and strengthens the relationship between them, but it also affects the improvement of the quality of education, enabling parents to be an important part of the decision-making process in schools, so all these are aimed at increasing the effectiveness of teaching and learning.

Finally, we can conclude that the findings of this research are very important, not only for the researcher, but also for a much wider spectrum, such as: for teachers of all levels, with special emphasis on the elementary one; for principals and school managers; for the pedagogical, psychological and sociological staff; for pre-university education policy makers and for any individual or group of individuals who, in one way or another, want to be part of the education system.

STUDENT ENGAGEMENT AND PARTNERSHIP IN EDUCATION

Prof. dr. Irena Nikaj
"Fan S. Noli" University of Korça
inikaj@unkorce.edu.al

ABSTRACT

Our paper focuses specifically on student engagement in learning; the degree of effort, interest, curiosity, persistence and risk-taking that students choose to invest in learning. Student engagement has become a term that means everything from turning up to school to becoming completely immersed in trying to understand something better or master something. Often, we make very little distinction between being engaged in school– turning up and taking part in things that happen at school – and being engaged in the process of learning– taking actions designed to improve our understanding or skills. These two things are related but they are not the same thing.

Generally, the language of engagement in schools is about whether students are engaged or disengaged. The continuum of engagement is the result of that research. It consists of three forms of disengagement – Disrupting, Avoiding and Withdrawing – and three forms of engagement – Participating, Investing and Driving. Both engagement and disengagement range from passive forms to more active forms. Teachers can do their best to set up the right conditions for engagement but we cannot make them get engaged or make them learn. To help get our partnership going, we need to spend some time preparing. We need to develop a shared understanding of and language for engagement so we can talk about it, we need to be clear about how both parties can contribute to the partnership, and we need some sort of ongoing process that will support us to think about and talk about engagement during learning experiences every day.

Key words: *engagement, disengagement, disrupting, avoiding, withdrawing, participating, investing, driving*

EDUCATIONAL PSYCHOLOGY AND THE USE OF TECHNOLOGY IN LEARNING: A BRIEF REVIEW

Fitore Azemi Gosalci
Anita Zenuni
"St Kliment Ohridski" University

ABSTRACT

Technology has already taken a very important place in the process of globalization. Various technological devices appear every day with all their complexity in the educational context, challenging educational psychology and traditional learning theories. A review of these developments in contemporary literature (books, scientific articles, professional reports, etc.) is welcome for the scientific/academic community of developing countries such as Kosovo. Behavioral, cognitive and constructivist theories of learning in the context of using technology in learning will be summarized here. We will describe here the best examples of the use of these technologies in the educational process as well as the educational psychology view of them, with special emphasis on their effectiveness as well as the impact on motivation and better achievements in the classroom. But we will also focus on barriers, acceptability and other individual influencing factors related to the use of technology in education as well as the creation of modern advanced learning environments.

Keywords: *Psychology, education, technology, learning, review*

THE METHOD IS THE MESSAGE: THE ROLE OF CONTEXT IN SENSE MAKING

Ioanna Gesouli
Dimitris Kranas
Stamatia Mitropoulou
Myrto Mountoufari – Haireti
Chrysa Terzi
Dr. Maria Xentidou
Department of Psychology
University of Western Macedonia

ABSTRACT

The paper aims to contribute to the ongoing discussion about the role of context in sense-making. The study draws upon discursive data analyzed as part of an undergraduate course in Political Psychology, with a dual aim: to identify the ways in which discursive and rhetorical approaches contribute to our understanding of social realities *as well as* to interrogate the role of context in the co-construction of these realities. Specifically, the material we considered analytically comes from a TV show in Greece where two video excerpts featuring political discourse on the same topic (a contested decision made by the Greek government to allow religious celebrations during COVID restrictions) are presented. This 'audiovisual' material of political discourse comes from two different contexts itself (news / talk show and interview respectively), while the TV show which presents this material is considered to be a type of program akin to the political satire 'genre'. The material is analyzed with a different view to context and approach to discourse analysis; aiming to highlight the ways in which such difference in approach interacts with meaning and sense-making. The study draws upon Tseelon's (1991) seminal paper on the meaning of methods as ideologies, and discursive and rhetorical approaches which emphasize the role of context – immediate as well as wider ideological – in the co-construction of meaning.

Keywords: *Context, discursive psychology, political psychology, political discourse, rhetorical psychology, Greece*

ADOLESCENTS' EMOTIONAL EXPERIENCE AFTER CAREER COUNSELLING

Tsigkrou Maria
ma.tsigkrou@gmail.com

Flora Katerina
Department of Psychology
University of Western Macedonia
kflora@uowm.gr

ABSTRACT

During adolescence, emotions are constantly changing. Choosing a career often causes anxiety, stress, fear and uncertainty. The purpose of this qualitative research is to investigate the emotions experienced by adolescents before and after their participation in the process of vocational guidance counseling and the application of Mr. Christos Tasiopoulos' model, which consists of self-descriptive techniques regarding the personal and professional development of the participants. With the support of the career guidance counselor, teenagers, aiming at exploring their professional profile, discover personal values, abilities, skills and the acceptable, according to them, future working conditions meanwhile they develop positive feelings about the process and their future working life. The research was implemented using semi-structured interviews and the participation of ten secondary school adolescents. Upon completion of the counseling intervention, the adolescents stated that they felt relief, assuredness, self-confidence, joy, calmness, satisfaction, while their initial negative feelings were gradually changing through the process, thus highlighting the contribution of the counseling intervention to their positive psychology. The emotional development of adolescents through the process of the specific vocational orientation model may lead to additional positive emotions in future research within the educational - school context.

Key words: *Adolescents, career guidance counseling, emotional development, emotions, positive psychology*

DESIGNING AND IMPLEMENTING A CONFLICT RESOLUTION INTERVENTION IN PRIMARY SCHOOL

Angeliki Lithoxoidou, PhD
University of Western Macedonia
alithoxoidou@uowm.gr

ABSTRACT

Conflict between pupils in school settings is a phenomenon which may obstruct the daily routine and smooth operation of the class. When conflicts escalate, they usually entail serious academic as well as psychosomatic consequences for pupils. However, conflict resolution education can be a preventative factor cultivating a non-threatening environment, where tolerance and understanding thrive. This paper describes a conflict resolution intervention with emphasis on peer mediation applied in the 4th and 5th class of two primary schools. The intervention lasted for 12 teaching hours and was applied cross-curricularly under the framework of 7 teaching scenarios. Pupils were trained to become peer mediators by being explicitly taught the concepts of conflict, communication and mediation. In order to motivate pupils so that they could actively engage in the teaching process, the intervention was guided by contemporary teaching methods in the light of experiential learning such as role play, story-telling, moral dilemmas alongside the utilization of videos and music. At the same time, pupils played an active role in the teaching intervention; thus being empowered, while the class was approached as a democratic community with responsible decision-making and problem-solving. The intervention was assessed by pupils with data emphasizing their satisfaction from the teaching methods employed as well as the cultivation of skills related to conflict resolution such as active listening and anger management.

Key words: *Experiential learning, conflict resolution, peer mediation, primary school, teaching intervention*

INVESTIGATING ELEMENTARY CHILDREN'S METACOGNITIVE AWARENESS REGARDING THEIR EFFICACY IN EVERYDAY COGNITIVE TASKS

Kyveli Vladika
Psychology Department
School of Social Sciences and Humanities
University of Western Macedonia
Antigoni Plouska
Psychology Department
School of Social Sciences and Humanities
University of Western Macedonia
Amaryllis-Chryssi Malegiannaki, PhD
Psychology Department
School of Social Sciences and Humanities
University of Western Macedonia
amalegiannaki@psy.uowm.gr

ABSTRACT

The aim of the present study was to assess metacognitive knowledge in elementary school children (4th grade-6th grade) regarding basic everyday cognitive functions (i.e., attention, memory, language). Therefore, we developed the Metacognitive Knowledge for Cognitive Functions Questionnaire for Children (MKCFQ-C), a self-report questionnaire assessing children's beliefs about their efficacy on cognitive activities (on a Likert Scale from 1 = I totally disagree to 7 = I totally agree) derived from their daily lives at school and at home. The present study displays the preliminary results from a gender-balanced sample of 70 Greek-speaking elementary school children (mean age = 10.12 years, SD = 1.56 years). More specifically, the results from the Principal Component Analysis revealed the existence of three factors corresponding to the basic everyday cognitive functions. The effects of gender and age on children's self-report scores on the three factors of the MKCFQ-C will be discussed along with the implications on Education. In conclusion, the results of the current study provide some preliminary evidence that children in the last grades of primary education might have developed metacognitive awareness regarding how their efficiency differs in distinct cognitive activities.

Key words: *Metacognitive awareness, cognitive functions, assessment, self-efficacy, elementary school*

THINK-ALOUD PROTOCOLS IN MATHEMATICS PROBLEM SOLVING

Aikaterini Vissariou
Aristotle University of Thessaloniki
aikaterinivissariou7@gmail.com

Despina Desli
Aristotle University of Thessaloniki

ABSTRACT

Metacognition is an indispensable process competence that is strongly related to mathematics problem solving, as it enables students to think and act in flexible and reflective ways and become successful problem solvers. More specifically, students who behave metacognitively become able to identify important information, set the goal/goals of the problem, make a solution plan and choose appropriate strategies with flexibility. In addition, they are able to make use of the heuristics needed as well as problem representations, evaluate their effectiveness and recognize errors (Erbas, & Okur, 2012). Researchers have used a variety of procedures and methods in order to evaluate students' thinking and metacognitive functions in mathematics problem solving. According to the literature, there are two broad categories of assessing metacognition; off-line methods, which include self-report questionnaires and interviews and are used either before or after problem solving, and on-line methods that take place during the problem-solving process (Ozturk, 2017). The most common on-line measure of metacognition is Think-Aloud Protocols (TAPs), in which students are asked to verbalize their thoughts and actions throughout their engagement with the problem (Ericsson, & Simon, 1993, 1998). The present theoretical paper aims to present the role of TAPs in the development of metacognition when solving mathematical problems. Their use as well as the advantages and disadvantages of their implementation are described, especially with regard to issues of validity and reliability. Educational implications for the use of TAPs in both mathematical problem solving and mathematics learning are discussed.

Key words: *Metacognition, assessment, Think-Aloud Protocols, mathematics problem solving*

THE ROLE OF METACOGNITIVE INSTRUCTION ON CHILDREN'S CONDITIONAL KNOWLEDGE DURING MATHEMATICS PROBLEM SOLVING

Aikaterini Vissariou
Aristotle University of Thessaloniki
aikaterinivissariou7@gmail.com

Despina Desli
Aristotle University of Thessaloniki

ABSTRACT

Metacognition, which has been acknowledged to play a crucial role in mathematical problem-solving ability, includes three main facets: knowledge of cognition, regulation of cognition and metacognitive experiences. Conditional knowledge is part of cognition knowledge and refers to knowledge and awareness of the conditions which affect learning, such as "knowing *when* and *why* to use declarative and procedural knowledge" (Schraw, 1998, p. 114). Given that students' metacognitive level can be developed (Desoete, & De Craene, 2019), the present study aims to examine the impact of metacognitive instruction on children's conditional knowledge when solving non-routine problems. For this purpose, 38 Greek Year 3 children were equally distributed into two groups, one of which received metacognitive instruction (experimental group) for four months, while the second group did not (control group). Before instruction, children in both groups completed, among other measures, a self-report questionnaire on knowledge of cognition. The questionnaire consisted of 30 statements, five of which referred to conditional knowledge. The same instrument was also used after the instruction in both groups. Results indicated that, although there were no differences in conditional knowledge between the two groups before the intervention, children exposed to metacognitive instruction significantly developed conditional knowledge, compared to their counterparts in the control group who did not. More specifically, experimental group children became able to recognize the reasons they have difficulties in using a certain method or when and why they need to change strategy while working on a problem. Findings are discussed in light of the importance of metacognitive instruction in mathematics education and problem solving.

Key words: *Metacognitive instruction, conditional knowledge, mathematics problem solving*

ANALYSIS AND DIDACTICAL APPLICATION OF MATHEMATICAL REASONING TASKS FROM A SCHOOL TEXTBOOK SERIES FOR GRADE 1

Zografia Koryfidou

Primary School Teacher

ABSTRACT

The development of reasoning skills at young ages is highly encouraged in modern mathematics curricula, as a new approach to teaching that helps in in-depth understanding and learning of mathematical concepts. When students engage in the process of justifying their own mathematical ideas or search for logical arguments that justify the conjectures of others, they are developing skills that are crucial not only for their future success in mathematics but in many aspects of their everyday life too. Research findings that have studied the mathematical reasoning of young students and have a direct relationship with the teaching practice are limited, as most researchers have adopted a theoretical approach.

The aim of this research paper is to investigate the behavior of 1st grade primary school students while solving mathematical reasoning tasks. Seventeen tasks that have the potential to foster students' mathematical reasoning were selected from a well-known school mathematics textbook series in the UK. Tasks were classified into the following five categories (i. Proof of a position with a counterexample; ii. Level of calculation strategy for the 4 operations; iii. Flexibility with the use of number facts; iv. Ability to generalize or transfer numerical facts; v. Creating a problem) and were finally tested on 12 1st grade students. Data was analyzed based on students' individual interviews for each task and results were presented by category. The findings of the study reveal that the reasoning ability of young students is affected by each category of reasoning. The categories that seem to promote the reasoning of most students are the tasks that encourage multiplicative thinking and the fair sharing, while the opposite was true for the subtraction and problem-posing tasks.

Key words: *Categories of reasoning, grade 1, mathematical reasoning, primary school, reasoning tasks*

THE USE OF DIGITAL RESOURCES BY TEACHERS OF PRIMARY EDUCATION WHEN TEACHING MATHEMATICS

Lemonidis Charalampos
Professor, University of Western Macedonia
Sachinidis Vasileos
MSc in Education Science and New Technology
University of Western Macedonia

ABSTRACT

Educational curricula, in their modern form, are increasingly characterized by the utilization of digital resources. This development represents a challenge for practicing teachers, considering the multitude of available types of digital resources and the breadth of functions they perform. In the context of the present quantitative research, an attempt was made to investigate the views of active primary education teachers regarding the use of digital resources during the teaching of Mathematics. As a research tool for data collection, a questionnaire of closed-type questions was used, in digital and printed form, while the research sample consisted of 150 male and female teachers. From the results of this research it emerged that: (a) the majority of primary education teachers who participated in the research reported that they receive training regarding digital resources and include these resources in their teaching, (b) there is a statistically significant correlation of the use of digital resources with the receiving of a relevant training, (c) a statistically significant correlation was found between some individual characteristics of the participating teachers (age, level of higher education, employment relationship, teaching experience) and training in digital resources, (d) participating teachers reported that they more often choose digital resources of low technical value than those of high technical value.

Key words: *Digital resources, Mathematics teaching, Primary education teachers*

DIRECT AND INDIRECT INFLUENCES ON PERFORMANCE IN MATHEMATICS FOR PRIMARY SCHOOL STUDENTS: A MULTIFACTORIAL MODEL OF INTRINSIC AND EXTRINSIC MOTIVATORS

Antonis Christodoulou, PhD
Open University of Cyprus
Faculty of Pure & Applied
Sciences, Cyprus
Konstantinos Tsagkaridis, PhD
University of Western Macedonia,
Amaryllis Malegiannaki, PhD
University of Western Macedonia

ABSTRACT

Various studies have explored the important role of achievement goals, as well as factors such as interest and self-efficacy, for academic performance of students of various ages. Such studies usually focus on the influence of one or two of these factors that are known to be associated with performance. At the same time, achievement goals themselves are influenced by environmental factors and significant others such as parents, teachers or the overall socio-cultural context.

In the present study we adhere to the framework of achievement goal theory, but attempt to build a more holistic multifactorial path analysis model of direct and indirect influences, where achievement goals and personality traits both influence performance and receive influence from environmental factors.

To achieve this goal, we collected data from 762 students of the 5th and 6th grade, who attended 22 public primary schools in Cyprus. Data was collected with reliable and valid self-report scales such as the Achievement Goal Questionnaire (AGQ-R) (Elliot & Murayama, 2008), the Patterns of Adaptive Learning Scales (PALS) (Midgley et. al., 2000), as well as a battery for mathematical performance created by the researchers.

This attempt resulted in a well performing model of the complex grid of associations between these factors of interest. Among other findings, self-efficacy and interest were found to mediate between students' mastery goals and performance. Overall, this research demonstrated the great significance of mastery goals, self-efficacy and interest on Mathematical performance.

Key words: *Goal orientation, interest, Mathematics, modeling, self-efficacy*

A STUDY ON MATHEMATICAL ANXIETY IN GREEK PRIMARY SCHOOL STUDENTS. INVESTIGATING INTERVENTIONS TO CURE IT WITH THE USAGE OF NEW TECHNOLOGIES

Penekeli Georgia, PhD
Department of Educational and Social Policy
University of Macedonia, Thessaloniki
georgiakoz2015@hotmail.com

Evgenios Avgerinos
Professor of "Mathematics
Education and Training"
Department of Education
University of Aegean, Rhodes
eavgerinos@gmail.com

ABSTRACT

A large proportion of students have serious negative emotional reactions to mathematics. These emotional problems can lead to performance difficulties and/or can become barriers that discourage students from further mathematics education, even if their performance is good. Over the past decade, many studies have highlighted the negative shorthand long-term effects of MA on children's academic and daily life. Regarding the multiple connection between MA and mathematical performance, it becomes clear that reducing MA symptoms and through the use of new technologies can be a relevant approach to support children's mathematical development. The purpose of the present research is to study the latest developments on math anxiety and negative satellite emotions for math in male and female students in the Greek primary school grades 4 to 6. In addition, it examines whether the use of New Technologies with the use of dynamic geometry software - can help to eliminate mathematical anxiety in elementary school students. The approach to the subject was carried out through empirical quantitative investigation. Quantitative analysis was carried out in combination with qualitative analysis with semi-structured interview. In the applicability of the research, the results will be valuable for educational designers when designing appropriate applications or software in mathematics, in order to incorporate appropriate technologies to facilitate students' learning motivation in mathematics, especially for students with high anxiety.

Key words: *Intervention, GSP, mathematics anxiety, new technologies, primary school*

THE ROLE OF DEMONSTRATION-BASED TEACHING IN LEARNING PHYSICS

Fehmi Ramadani
"Hasan Prishtina" University

ABSTRACT

Demonstration-based teaching is a teaching method in which students gain knowledge and skills by investigating, answering questions, collaborating and self-managing and solving a problem through communication, while the traditional method serves students ready-made information, which can be forgotten very quickly.

Through this research, demonstration-based teaching at the school level in the subject of physics, as well as the role of demonstrations in student learning and the development of their skills and abilities, has been closely studied and analyzed. Demonstration-based teaching and learning of physics is a new teaching method in which students gain knowledge and skills by investigating, answering questions, collaborating and self-managing and solving a problem through communication, while traditional methods serve students ready-made information, which can be forgotten very quickly.

The research is research in action and was developed at the SHFMU "Fazli Grajçefci" in the Municipality of Mitrovica. Students of two seventh grades (46 students in total) participated in the research. The quasi-experimental research method was used and the class VII-1 with a total of 22 students participated in the demonstrations, as an experimental group where the lesson was developed based on demonstrations, while the class VII-$_2$ with 24 students served as a control group, where the lesson was developed by applying the traditional teaching method.

For data collection we used the following instruments: pre-test, observation of students during the learning process, checklist and post-test.

From the results of the research in the classroom where demonstration-based learning was developed, students were more motivated, active and showed higher results in learning the subject of physics than students who developed the same teaching units with traditional methods, not developing practical laboratory work (demonstrations).

This research has given some valuable results in encouraging teachers to apply teaching based on practical laboratory work by performing demonstrations, experiments more often so that students gain knowledge and habits of working in the laboratory.

Key words: *Physical, role, learning, teaching, demonstration-based teaching*

EDUCATING FUTURE EDUCATORS ABOUT CLIMATE CHANGE: A CASE STUDY CONCERNING FEELINGS, KNOWLEDGE AND LESSON PLANS

Papanikolaou Anastasios
Department of Primary Education
University of Western Macedonia
apapanikolaou@uowm.gr

ABSTRACT

Climate change is an existential issue for humankind that requires urgent and effective action. The importance of education's role in dealing with climate change has been widely recognized. Preparing educators to actively, responsibly and effectively approach climate change teaching is therefore a matter of increasing importance in the context of university education of future teachers. The present paper reports on a case study investigating feelings, knowledge, and lesson plans of future educators on the topic of climate change and their interplay. Fifteen (15) student teachers in a master's degree program in education were asked to describe their feelings about climate change, to name causes, effects and solutions of climate change and then design a lesson plan on the topic of climate change before and after a short educational session on climate change. Results indicate that feelings and knowledge of students and teachers about climate change are reflected on their lesson plans and that the short educational session had a positive effect, albeit marginal, on their feelings, knowledge, and lesson plans.

Key words: *Climate change, environmental education, lesson plans, teacher training*

AN EXPLORATORY STUDY OF EDUCATORS' VIEWS AND PRACTICE ON THE ISSUES OF SOCIAL INEQUALITY AND CLIMATE CHANGE

Aggelidou Anna
Philologist, PE02 teacher
Papanikolaou Anastasios
Department of Primary Education
University of Western Macedonia
apapanikolaou@uowm.gr

ABSTRACT

The importance of education in shaping an equitable sustainable future has been widely acknowledged. Efforts to alleviate social inequalities and dealing with climate change must include students addressing these complex issues in the context of Environmental Education. In the present exploratory online study, 103 educators answered questions about their views and practice regarding the Goal 10: "Reducing inequalities" and the Goal 13: "Climate Action" of the United Nations' Agenda 2030, 17 Sustainable Development Goals. Results highlight the need to focus education on these Goals and the importance of Environmental Education in promoting them.

Key words: *Climate change, environmental education, inequalities*

THE IDEAS -COSMOS-EVIDENCE MODEL IN BIOLOGY TEACHING

Ntinolazou Christina
PhD candidate,
University of Western Macedonia
Papadopoulou Pinelopi
Professor
University of Western Macedonia

ABSTRACT

The choice of the appropriate theoretical model for the design of a Teaching Learning Sequence (TLS) in the context of constructivist learning, is crucial for its effectiveness. The present study focuses on the selection of the Idea-Cosmos-Evidence (ICT) model as a design tool. This particular model, drawing inspiration from laboratory sciences, directs the selection of educational activities based on a classification of the entities of the learning process into three categories: Cosmos, Ideas, Evidence which are in constant interaction. The purpose of this study is to investigate whether this model could increase the effectiveness of TLS for Biology topics when it is being used as a design tool. For this purpose, two subject areas were chosen: Basic concepts of Ecology and Evolution theory. A similar methodology was used for both topics. In particular, an initial TLS was designed, according to the basic principles of the model of educational reconstruction, and it was subsequently analyzed with the ICT model. It was then modified to adapt to ICT design principles and resulted in a different version of the original TLS. The total of four TLSs that emerged was applied at the 3rd grade junior high school classes and the performance of the students who participated in the two different versions of each TLS was evaluated and compared. The first results from the implementation and evaluation – internal and external – of TLSs for concepts of Ecology are encouraging, since they show that the cognitive development of students participating in a TLS that is designed in such a way as to satisfy the design specifications of the ICT model is further enhanced.

Key words: *Ecology, Evolution Theory, Ideas -Cosmos -Evidence model, Teaching Learning Sequence*

A STUDY OF ENVIRONMENTAL EDUCATION GROUP COOPERATION WITH SOCIAL NETWORK ANALYSIS

Christos Chrysanthopoulos
Department of Early Childhood Education
University of Western Macedonia
alexamprazis@hotmail.com

Penelope Papadopoulou
Professor at the Department of
Early Childhood Education
University of Western Macedonia
ppapadopoulou@uowm.gr

Alexandra Bekiari
Associate Professor
Department of Physical Education
and Sport Science
University of Thessaly
sandrab@uth.gr

Georgios Malandrakis
Assistant Professor
Department of Primary Education
Aristotle University of Thessaloniki
gmalandrakis@eled.auth.gr

ABSTRACT

As cooperative learning is an inherent feature of Environmental Education, students, when implementing Environmental Education Programs, work together in small groups to achieve common goals, helping each other to learn about the environment and sustainability. The purpose of this study is to explore the cooperation patterns of students' environmental groups implementing an Environmental Education Program. Cohesion is a key characteristic of cooperative groups. It refers to the way in which the interactions that develop among the members of a cooperative group are shaped so that these members are interconnected in such a way that the group becomes unified and functional. In this paper the following research questions are addressed: 1) How is the cooperative cohesion of environmental groups formed after the implementation of an Environmental Education Program? 2) What conclusions are drawn about the formation of the cooperative cohesion of the groups during the implementation of an

Environmental Education Program? To investigate cooperative cohesion, secondary school students visiting an Environmental Education Centre were placed in environmental groups and were asked to complete a pre and post Environmental Education Program questionnaire, to record their group cooperative interactions. Responses were analyzed using Social Network Analysis, a method of investigating social interactions that is based on mathematical graph theory. Networks of cooperative interactions per group were created and cohesion indicators of interactions per network were also calculated. The analysis showed an increase in the cohesion of cooperative groups and thus their functionality during the implementation of Environmental Education Programs.

Key words: *Environmental Education, Environmental Education Program, environmental group, cohesion, cooperation, Social Network Analysis*

BIOLOGY ACTIVITY GROUP: A CASE STUDY IN A PUBLIC HIGH SCHOOL IN GREECE

Antonios Krimitzas
MEd, PhD
Biology Teacher
antonios.krimitzas@gmail.com

ABSTRACT

An innovation appeared recently in Greek schools to enhance students' skills and talents: The Activity Group. This case study evaluates the first year of operation of a Biology Activity Group, in a Public High School of Greece. The way Biology Activity Group was formed, topics developed, students' opinions regarding teaching and learning, problems faced and ways to solve them will be presented. Finally, suggestions for improvement will be proposed.

Key words: *Biology activity group, innovation, extracurricular activities, Greece*

EDUCATION OF PRESCHOOL CHILDREN ON ENVIRONMENTAL PROTECT

Biljana Miloshevska
Mileska Irina
Roza Kosteska
joudgjasnaristeska@ohrid.gov.mk
"St. Kliment Ohridski" University

ABSTRACT

The spread of knowledge and education on environment encourages and supports the development of environmental awareness and love for nature as well as the awareness about the necessity of environmental protection among preschool children. Through the holistic approach, children are trained to use research and observation as a means of discovery and learning. It affects the encouragement of active learning through projects, systematization and connection of acquired knowledge; and divergent opinion in the process of solving problem situations. The imagination develops through the creation of new ideas and original solutions; the tactile sensitivity is increased; the sensory experiences are enriched through researching-touching different kinds of materials; the child is supported and encouraged to preserve in the process of learning and discovery and encouraged in his/her own way to convey his/her own thoughts, experiences and solutions. Correct attitude towards material values (the use of food, water, energy and materials in the kindergarten) assist the child to use various safe materials and objects from the environment: mud, sand, paper, water, steam. The child expresses joy and satisfaction from successfully completed work. The activities are carried out continuously with children from the age 3 to 6 in the premises of the kindergarten, in the yard, the surrounding area and in the children's families. The child recognizes and participates in activities to apply the rules of culture ecology.

Key words: *environment, research, awareness, protection, children, kindergarten, parent.*

MODERN THEATRE TENDENCIES IN DIRECTION AND ACTING IN THE 21ST CENTURY: FROM THE MINIMAL TO THE GRANDIOSE

Stamatis Gargalianos
Associate Professor
University of Western Macedonia

ABSTRACT

In this article, we examine the new tendencies in theatre direction in the 21st century. Theatre, as all social expressions does not remain stable but evolves, in an automatic way. We analyze the new efforts of improving sceneries, costumes, music and lighting in this art. Here are analyzed also the elements that stay stable and the reasons for that stability. In this paper we also examine the reasons for these changes, regarding the fact that theatre is a part of a whole social system, which is also evolving. If society evolves, the theatre will also evolve. So, we are examining their parallel "roads" towards the future.

One major aspect of this analysis is the public that is the theatre spectators. Theatre is depending on them, so we are examining its preferences and gouts that are forming the shape and the context of this Art. Theater refreshment is based on four key areas:

a. in selecting the texts, b. innovations in directing, c. the improvement of actors' techniques, d. to the renewal of the scenery

The other elements (music, sounds, colorings, lighting) are of minor importance, because they do not greatly influence the overall effort. Direction tends to set up performances in two directions: towards the big (grandiose) and the small (minimal). In the first case, everything is large or oversized, often unnecessarily. The "big" here is tented for reasons of impression and not for the service of dramaturgy or the understanding of the possible spectators.

Key words: *Theatre, direction, tendencies, public, Semiology*

TEACHING LOCAL HISTORY THROUGH CINEMA

Kappatou Anastasia
natassakf@hotmail.com

Sehidis Konstantinos
gast9900@gmail.com
Experimental School of Florina

ABSTRACT

This presentation aims to represent the pedagogical meetings and the final product (student short film) that included the curriculum of the Innovation Group of the Experimental Elementary School of Florina entitled: "Cinema and History" implemented during the previous academic year 2021-22.

The "Cinema and History" Club was created and operated in the afternoon program of Innovation Groups of the Experimental Elementary School of Florina, with the scientific leaders of the school's director Mr. Kwnstantinos Sehidis and the deputy director Anastasia Kappatou.

The Cinema and History Group is aimed at students of the 6th grade of Primary Schools in the wider area of Florina.

The Group's philosophy has been created for the students to realize that the cinematographic lens is a means of cultivating the collective memory of a society. A motion picture is a mirror of the political, economic and cultural situation of the time period in which it was filmed.

By attending the afternoon meetings of the Group, the aim of the teachers in charge was for the students to:

- ✓ Be introduced to basic cinematographic techniques.
- ✓ Enjoy film screenings representative of important historical events.
- ✓ Acquire a critical-historical criterion for the films they watch.
- ✓ Distinguish history from fiction.
- ✓ Compare the depiction of historical events in a film with the actual historical event as revealed by the research of historical sources.
- ✓ Try to make their own movie.

Key words: *Cinema, History, Innovation Club, student film*

THE REPRESENTATION OF THE WOMAN ACTIVIST IN THE MONUMENTS AND STATUES IN THE REGION OF FLORINA: THE CASE OF THE WOMAN OF VEVI. A DIDACTIC UTILIZATION OF LOCAL HISTORY WITHIN ITS PUBLIC SPHERE

Eirini Kouremenou, PhD
University of Western Macedonia
eirenikourem@yahoo.gr
Christina Tassopoulou
Informatics Med, MSc
chtassopou@gmail.com
Leonidas Gkelos
Visual Artist Med
gelosart@yahoo.gr

ABSTRACT

Within the framework of the educational and didactic activities of the Skills Workshop and specifically within the Thematic Cycle "I take care of the environment" and the Thematic Unit "World local and cultural heritage", the program entitled "The representation of the woman activist in the monuments and statues in the region of Florina: The case of the woman of Vevi, a didactic utilization of local history within its public sphere" is proposed.

The aim of the program is that the students should become aware of and study the role of women in the social struggles of their region as these are represented through monuments and statues. It is addressed to the students of the 3rd grade of gymnasium of Public Greek Schools. The set objectives of the program are in line with the Unified Framework of Curricula for History. The program is implemented in an interdisciplinary approach to History, Informatics and Visual Arts. The specific objectives concern:

- enhancing students' knowledge regarding the social role of women in general in history through public art references.

- understanding the position and role of women in the social struggles of their region,
- the conceptualization and re-conceptualization of the woman activist through the monuments,
- understanding the multiple contexts of the past and its uses through the representation of the female sex in public monuments and statues,
- the cultivation of historical culture through the representation and meaning of the social role of the woman activist in the history of her country,
- cultivating audiovisual literacy skills
  Within the framework of the program, relevant research is carried out in public and private archives, site visits to monuments and libraries. In addition, students carry out qualitative research by conducting semi-structured interviews.

Key words: *Local history, public history, historical knowledge, historical culture, representation, woman activist, identity, gender*

FROM SCHOOL TO UNIVERSITY: PROSPECTIVE TEACHERS' CONCEPTIONS ABOUT HISTORY, MEMORY, TRAUMA AND HISTORY EDUCATION

Assoc. Prof. Kostas Kasvikis
Department of Primary Education
kkasvikis@uowm.gr
Petros Doumtsis & Eleni Kotsidou
University of Western Macedonia

ABSTRACT

Prospective teachers, during their academic studies, come to a cognitive conflict between the knowledge, theory, and practice that they have internalized during their compulsory education and the academic knowledge presented during the course of University teacher education. Researching and documenting the pre-existing knowledge, perceptions and beliefs future teachers received through their primary and secondary schooling is beneficial as their epistemological conceptions operate as an indicator of the education provided in a given educational context and can be a motive for change in the context of their training. History is no exception to the above situation.

The aim of this paper is to present and discuss the preliminary results of two different researches focusing on the same group of first year students of the Department of Primary Education of Florina, University of Western Macedonia, Greece. The first research examines prospective teachers' perceptions on the epistemology of history, on the social role of history, and their experience and beliefs concerning history teaching. The second research focuses on their insights concerning historical memory, historical trauma, and the teaching of the traumatic past. The combination of some of the results of these two surveys indicates that future teachers, through their formal and informal history education, have developed a stereotypical and non-historical perception of the past and of history as a discipline. They also carry a limited understanding of the concepts of memory and trauma and a conventional stance regarding the social significance of history and its value as a teaching subject.

Key words: *History education, teachers' beliefs, historical memory, historical trauma, pre-service teachers*

THE PERSPECTIVES OF CONTEMPORARY EDUCATION IN THE INTEGRATION OF ISSUES OF THE PHILOSOPHY OF LAW

Phd. Suela Dinellari (Ibraimllari)
"Fan S. Noli" University

ABSTRACT

The contemporary developments of society in the face of the problems that have accompanied it in the last decade have evidenced the constant demand for the adaptation of different forms of education. In this context, the main role of education is defined in the processes that shape the individual and his worldview through interaction with society, institutions and the state. For this reason, a very important dimension of education is legal education.

In this paper will be underlined the necessity of referring to the theories of the philosophy of law for the issues pertaining to legal education. This necessity arises from the need to highlight the valuable aspects of educational processes, focusing on three important theoretical and practical elements, which are the concepts of justice, equality and freedom. Placed in different political-social contexts, the above elements direct the vision and strategies for the general development of educational policies in certain societies, such as the Albanian society.

This study refers to the qualitative research method, as a phenomenological study. For this purpose, they have been studied primary and secondary sources on philosophical and theoretical definitions of law and law education, statistical sources, official documents and their interpretations.

Key words: *Legal education, philosophy of law, equality, justice, Albania*

COMMUNICATION SKILLS AND STRATEGIES: A RECORD OF STRATEGIES EMPLOYED BY PRIMARY SCHOOL STUDENTS

Koukosia Ioanna
School of Social Sciences and Humanities
University of Western Macedonia
ionkoukosia@gmail.com

ABSTRACT

In the present study, an attempt was made to record the strategies of oral speech and communication, employed by 16 Greek primary school students of 5th–6th grades. This project aims to record firstly, the degree of communication of students in potentially everyday situations and second, the strategies employed by students in the oral production. The strategies were recorded through non-participatory observation and tools specifically created for this purpose. The tools consisted of a checklist, which was used to record the communication strategies that the students used while being involved in a role play game. For the creation of the checklist Mariani's taxonomy (2010) strategies were deployed. Moreover, an activity of oral production was created and a rubric was used to check the recorded strategies. The rubric was created from the combination of three graduated scales of evaluation of oral speech as presented in Griva and Kofou (2021). From the qualitative and quantitative data of the study we conclude that students have showed different degree of communication skills and strategies in the Greek language. In both activities, a greater number of strategies were used by more efficient students. During role-playing, time-saving tactics and non verbal strategies were used more than asking for help. On the contrary, during the second activity, the employment of all the above-mentioned strategies from the part of the students was significantly reduced. Taking into consideration the data, we suggest that it should be necessary to enhance students' communication strategies by involving them in authentic activities in the language classroom.

Key words: *communication activities, communication skills, communication strategies, first language (L1), oral speech*

HIDDEN STORIES TO BE TOLD: THE ERASMUS+ PROGRAM "LETHE" (2022-2025)

Assoc. prof. Kostas Kasvikis
Department of Primary Education
University of Western Macedonia
kkasvikis@uowm.gr

Andreas P. Andreou

ABSTRACT

Curricular decisions on historical content for teaching at school in many European countries and beyond display common patterns, the so-called "master narratives" that are indicators of the prepositional educational policies of the countries. These master narratives promote the homogeneity of the national self in contrast to national others and exclude all those historical elements, collectivities, persons, and minorities that would challenge the national canon.

The aim of this paper is to present the rationale, aims and development of the Erasmus+ Project "LETHE - (e-)Learning the invisible history of Europe through material culture" which seeks to design and implement digital lessons, in order to encourage an alternative approach to the history of Europe. The LETHE project aspires to contribute to the teaching of the shared European heritage through hidden stories, to design training materials based on New Technologies, to train teachers for engaging their classes in using digital material tools and to inform the educational community and policy makers about the significance of different teaching approaches to doing history.

In the first stages of the project several hidden stories were selected, documented, and written. These stories represent different cases of historical accounts concerning historical events or processes that are disregarded as being insignificant for teaching. In the process of the development of the project online research-based activities concerning these hidden stories will be implemented for students aged 10-14 to discover aspects of the European history by exploring and interpreting many selected artifacts.

Key words: *History education, Erasmus+, hidden history, new technologies, material culture*

DIFFERENTIATED TEACHING AND LEARNING. A TEACHING PLAN FOR A GREEK LANGUAGE LESSON IN PRIMARY SCHOOL

Bounovas Ioannis, PhD
Department of Primary Education
University of Western Macedonia
Vakali Anna, PhD
Department of Early Childhood Education
University of Western Macedonia
Sismanidis Ioannis
MA European Society and
European Integration
Teacher of Secondary Education
Directorate of Drama, Greece

ABSTRACT

In today's diverse learning environment, with the varied composition of the student population, the teacher takes into account the learning preferences and readiness of his/her students, and differentiates the course in terms of its content and the teaching process.

In this presentation, a teaching plan is presented based on the 3rd Grade Language textbook of the Greek Primary School, with particular focus on the chapter "Make me an Iron Man" from the thematic section "People and Machines". An interdisciplinary approach, integrating language, history and culture, is attempted, with the aim of encouraging students to engage in projects based on their own skills and abilities.

The teaching objectives of this unit are oriented towards lexicographical knowledge and speech production, as well as the development of cooperation and communication skills. In particular, the goal of differentiated teaching is to actively involve all students in the learning process, each in an area that they know best or that they prefer the most.

A variety of graded activities are proposed and the student work method will be applied in small working groups with elements of inquiry-dialogue teaching and demonstration through new technologies, promoting observation and discovery-investigative learning in a self-directed and autonomous manner. This ensures equal participation, full access to knowledge and its progress, so that students feel academically adequate - and therefore self-regulated and autonomous.

Key words: *Diversity differentiated learning, teaching plan, interdisciplinary approach*

FOREIGN LANGUAGES CURRICULA OF GREEK AND EUROPEAN SCHOOLS: CONVERGENCE OR DIVERGENCE?

Dr. Dora Chostelidou
Aristotle University of Thessaloniki,
chostelidou.theodora@ac.eap.gr
Athina Karakasidou
EFL Teacher
ramblings8@hotmail.com

ABSTRACT

The study aims to explore the foreign language (FL) curricula of European and Greek schools through a thorough analysis of their goals, structure, and underlying principles. In particular, the following objectives were set: a. to provide a record of the similarities and differences between the FL curricula of European and Greek schools; b. to identify the integration of key lifelong competences in their textual bodies.

To address these objectives, a checklist was designed to facilitate the procedure of comparing the two FL curricula, based on criteria related to curriculum development theories. The broader categories of criteria considered for describing and analyzing these curricula were: a. theoretical background; b. structure; c. methodological approaches; d. the role of the teacher; e. main goals; f. types of assessment; g. streaming of students; h. key lifelong competences.

The comparison of the curricula revealed a multitude of similarities between the two, along with considerable freedom offered to the Greek teachers. Key lifelong competences, which are explicitly identified as a major aim in the FL curriculum of the European Schools, are not named per se in the Greek FL curriculum but most of them are addressed in another document, the Teacher's Guide, which is highly considered by FL teachers. The high extent of convergence suggests that Greece is on the right track to following the latest developments in FL teaching.

DIFFERENTIATED TEACHING: EXPLOITING AN ALTERNATIVE FRAMEWORK TO TEACH NEWCOMERS GREEK AS A SECOND LANGUAGE

Iliopoulou Konstantina
Aristotle University of Thessaloniki
Anastasiadou Alexandra
HOU University, Patras

ABSTRACT

The onset of multicultural societies due to the constant arrival of refugees and immigrants into Greece and all over Europe has put forward the need for redefining schooling with the aim of smoothly integrating the newcomers into the Greek educational system. Thus, appropriate teaching methodologies are required so as a) to promote communication among people from different linguistic and cultural background b) to boost newcomers' socialization (Papadopoulou, 2007) and c) to cater for the various needs and diverse levels of the newcomers.

In accordance with this need to facilitate refugees and immigrants to better acquire the Greek language, differentiated instruction (Παντελιάδου, 2007; Tomlison, 2014) was opted for. More specifically, two parameters were focused on, namely the students' learning styles and the product they publish in the SL classroom.

Based on the assumption that one's Multiple Intelligences are not static but can rather be ameliorated through tuition (Gardner, 2011) as well as their output can be enhanced through the use of a diverse instruction methodology (Tomlinson, 2014), a case study was conducted with a class of newcomers seeking evidence on the potential of differentiated teaching to fend for their MIs and augment their capacity to present level-appropriate output. The participants were profiled in order to be provided with ability specific tasks and required to produce level proper products. The data gleaned from a focus group interview attested the contribution of differentiated learning to fend for the students' various frames of mind and the improvement of their final performance.

Key words*: Differentiated instruction, diverse products, Greek as a SL, Multiple Intelligences*

AN UNKNOWN TREASURE: THE ETYMOLOGICAL DICTIONARY OF GREEK INHATIBED PLACES (2010)

Stavros Evang. Kamaroudis
Associate Professor
University of Western Macedonia
Stella A. Ntinopoulou
Associate Professor of Secondary Education

ABSTRACT

Late Professor Charalambos P. Symeonidis, specialized in the Indo-European and Balkan linguistics, gave us some years before, a precious Dictionary, in two volumes, 1952 pages and 18845 entries. This monumental work, covering Greece and Cyprus, written with the collaboration of a small group of young researchers, during half a century, remain, unfortunately unknown, not only by the great public, but also by professors and pedagogues.
In our communication, we will first present briefly this Lexicon, focusing then in some interesting etymologies, like as Thessaloniki, Metsovo, Florina, Baltza, coming from ancient Greek, Slavic, and Albanian or Turkish origin. At the end, we will suggest some issues for improving linguistic, etymological and historical knowledge of Greek or Balkan students.

Key words: *Linguistics: Balkan and Applied, dictionaries, pedagogy, multilingualism, culture, education*

READING SKILLS AND STRATEGIES: A PROGRAM TO IDENTIFY READING STRATEGIES IN ELEMENTARY SCHOOL STUDENTS

Panayiotis Kioteoglou
University of Western Macedonia

ABSTRACT

Reading is a complicated skill, as its realization requires the activation of various mental and linguistic processes, with its main components, being the decoding, understanding and interpretation of a text (Πενέκελης & Γρίβα,2008, σ 188). Reading is one of the four important aspects of language skills in school as it is main part in the school Curriculum. Reading strategies are steps that a reader employs to decode the text, to comprehend the words, but also to understand the meaning of the text (Afflerbach, Pearson, Paris, 2008, σ 364).

The purpose of the present study is to identify the reading strategies used by 6th grade primary school students from two schools in Thessaloniki area. Specifically the study aims at: a) recording reading strategies employed by primary school students, b) identifying the variables that affect the choice of certain reading strategies, c) highlighting the important role of using these reading strategies in education.

The above-mentioned objectives will be achieved through the international literature review and the research conducted from November to December 2022. 35 Greek speaking students and bilingual students participated in the study. A Questionnaire designed for the purpose of the study was used as a basic instrument. The data were analyzed quantitatively. The results revealed that elementary school students employ/use a variety of cognitive and metacognitive strategies, but it appears that they lag behind in the flexible use of reading strategies. This also showed the need for creating a learning environment that motivates students' training in strategies use.

Key words: *Autonomous learning, primary school students, reading skills, reading strategies, study*

VIEWS OF PRIMARY SCHOOL TEACHERS ON THE ROLE OF EUROPEAN LANGUAGES AND SUGGESTIONS FOR IMPROVING MULTILINGUALISM IN THE EDUCATIONAL CONTEXT

Dimitriou Evangelos
Post-graduate student
University of Western Macedonia, Greece
dimitriouevangelos@icloud.com

ABSTRACT

This research provides information concerning the views of teachers in primary education, focusing on their views about the role of European languages in Greek and European context. In addition, the paper aims to highlight the role that various European languages have in Greek public education system, the axes that consider these languages useful to be taught to the lower levels of education and which other foreign languages primary school teachers promote to be taught in the Greek educational system generally. Moreover, the present paper analyzes the primary school teacher's views on improving language diversity in education, expanding the existence of language diversity in primary and secondary education, regarding the didactic usage of immigrant students' languages. The purposes of the paper will be achieved by the research process conducted during the 2020-21 school year, in which 44 teachers participated through individual semi-structured interviews that were analyzed qualitatively. The results showed that the majority of teachers strongly support the usage of European languages in the Greek educational context, especially English, as it is considered "lingua franca" and has tremendous impact worldwide. Regarding the improvement of multilingualism, the majority of teachers reported that they have positive attitudes about teaching school subjects in a foreign language by taking advantage of the students' mother language with an immigrant background. Regarding the type of multilingualism, the teachers are in favor of increasing the language repertoire by entering Spanish and Italian language courses in primary education and continuing them to the next level of education.

Key words: *education, language policy, multilingualism, views*

POETIC TEXT – A STRATEGY FOR FOREIGN LANGUAGE TEACHING AND KNOWING THE 'OTHER'

Dr. Fabiola Kadi
"Fan S. Noli" University
Foreign Languages Department
fabiola_muco@yahoo.fr
Dr. Eriola Qafzezi
"Fan S. Noli" University
Foreign Languages Department
eriola_bonja@yahoo.com

ABSTRACT

The poetic text represents in itself not only a rich linguistic resource, but also a useful tool for learning a foreign language. Studying a poetic text can help in learning a foreign language by developing the language competence and enhancing further reading, understanding and communicating skills. In order to explore the poetic text as a 'literary object', one of the most helpful tools is the Internet, the use of which provides countless resources that can be found quite easily. Aided by such resources, the teacher's role shifts into being a companion, or a mediator, guiding the students to several useful sites and resources, giving them space and independence, moving toward a student-centered approach in teaching and learning, always in accordance with their language proficiency. Students will have the opportunity to explore poetic images and figures of speech of poetry written in the foreign language. In this paper we will highlight the influence of a series of interactive didactic activities with the literary text in the center as a tool for the development of communicative and intercultural competences and, at the same time, as a key element towards the discovery of the *Other*. We will explore how the poetic text will help students not only to discover linguistic devices, but, at the same time, to go beyond the single unit of the text, towards the revelation of a broader vision of the world, taking into account the historical, socio-cultural, and economic context, etc. Thus the text becomes in return an element that explores the society, the era, the culture and mindset of the *Other*.

Key words*: poetry, language competence, intercultural, source language, interactive*

FOREIGN LANGUAGE LEARNING MOTIVATION IN ACADEMIA

Vesna Prodanovska-Poposka
Faculty of Biotechnical Sciences
"St. Kliment Ohridski" University
vesna.prodanovska@uklo.edu.mk
Marija Todorova
Faculty of Philology
Goce Delcev University- Stip, North Macedonia
marija.todorova@ugd.edu.mk

ABSTRACT

Every individual aiming to learn particular foreign language is motivated by certain factors such as culture or customs of a country, or due to a personal goal striving to achieve. Motivation is an internal factor that encourages or initiates, organizes, directs and determines the intensity and duration of learning activities, and plays a particularly important role when it comes to learning a foreign language. The paper provides an insight of the level of foreign language motivation of the higher education academic staff, investigating the type and the level of motivation in learning or improving a foreign language. The instrument used in the research was an adopted version of *Attitude/Motivation Test Battery* by R. C. Gardner. The participants included in this research are academicians from several public universities in the Republic of North Macedonia. According to the results the study provides analysis of the level of motivation from instrumental and integrative aspects regarding the foreign language learning, which in future might significantly influence on raising the awareness and increasing the motivation about FLL as well as on improve the language users' proficiency.

Key words: *Motivation, foreign language learning, instrumental motivation, integrative motivation*

ASSESSMENT OF STUDENTS' ACHIEVEMENTS AS AN IMPORTANT ELEMENT FOR IMPROVING QUALITY OF LANGUAGE TEACHING AT TERTIARY LEVEL

Elena Kitanovska Ristoska, PhD
Faculty of Education
University of "St. Kliment Ohridski" Bitola
elena.kitanovska@uklo.edu.mk
Natasha Petrova – Popovski, PhD
University of "St. Kliment Ohridski"- Bitola
natasa.popovski@uklo.edu.mk

ABSTRACT

The process of assessment is defined as systematic collection and analysis of information to improve students' learning. This statement captures the essential task of students' assessment which enables the professors to measure the effectiveness of their teaching by linking students' performance to specific learning objectives. The main hypothesis of this paper is that the quantitative measurement of students' learning is important for providing useful feedback for the professors and the students about the extent to which students are successfully meeting course learning objectives. At the same time assessment enables the professors to determine the metrics of measurement for students' understanding of and proficiency in course learning objectives. It is also considered to have vital importance in the pedagogical design of educational curriculum before creating specific units and lessons and considering up front how the students will attain the desired understandings.

The research method used for this purpose is based on national, institutional and study program/course rules for students' assessment along with professor's regular practice of note-keeping and practical application of the rules. Therefore, descriptive method is applied combined with a case study analysis and a qualitative approach is put in place.

This paper focuses on the importance of students' assessment in teaching and learning in higher education. It discusses the assessment process conducted at the English Department of the Faculty of Education at the University of "St. Kliment Ohridski" in Bitola. More precisely, it emphasizes the importance of setting high quality assessment methods at the very beginning of tertiary education and following a set of Rules established on a University level.

Key words: *assessment, students, achievements, higher education*

THE USE OF ANGLICISMS IN POLITICAL DISCOURSE

Assoc. prof. Silvana Neshkovska
Faculty of Education
"St. Kliment Ohridski" University –Bitola

ABSTRACT

English itself has many loanwords from different languages and is still open to borrowing. But due to its role as a lingua franca, today English is the greatest donor of anglicisms which have become an inseparable part of many languages worldwide.

The aim of this paper is twofold. First, in the theoretical part, by means of extensive literature overview, it tries to tackle several key aspects: definitions and classifications of anglicisms; their current 'status' in different languages; the reasons behind this widespread linguistic phenomenon i.e., the platforms and agents that make it possible as well as the pragmatic functions Anglicism perform once they enter the recipient language.

Finally, the paper investigates Macedonian native speakers' perception and understanding of anglicism used particularly in political discourse. For the purposes of this research, a questionnaire with 45 closed and open-ended questions is conducted among Macedonian speakers at different ages and level of education. The aim is to inspect their understanding of a selection of anglicisms, extracted from a small corpus of political statements made by the last three Macedonian prime ministers. The analysis of the respondents' answers is expected to shed some light on whether anglicism in political discourse are perceived as a threat or as a welcome addition to the Macedonian language that increases its expressive potential.

The insights gained from this research point to the fact that the (lack of) understanding and (non)acceptance of anglicism used in Macedonian political discourse, to a great extent, are conditioned by the profile of the informants themselves.

Key words: *Anglicism, Macedonian, political discourse*

STANDARD ENGLISH

Vesna Milevska, PhD
University of Tourism and Management in Skopje
vmilevska@hotmail.com

ABSTRACT

If we want to discuss the existence of Standard English, we have to see it as a big homogeneous system. Although, different variants can be distinguished they are still very limited and they focus on grammatical and phonological variants which appear due to the fact that English has been spread worldwide. Standardization has been discussed for many years, but yet no clear definition has been made. Language speakers usually use the term standardization because they know what it refers to. Nevertheless the term itself cannot be isolated and it is usually combined with the other aspects and forms that exist in the society. Standard English is considered as a social dialect. A lot of changes have been made and we have to take in consideration the fact that the process of standardization is not fixed, but it is an ongoing process that will never be finished. It is of vital importance for all learners and it is connected to their future and progress. Some influential groups might use their power to impose themselves on this process and that is something that should be expected. So, as a result some changes will happen. It is inevitable that Standard English is a ticket to better career and prosperity, a passport to success and continuous development.

Key words: *English, norms, language, standard, variants*

THE POTENTIAL OF CONCEPTUAL METAPHOR IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Jasminka Sekulova
English language teacher
jsekulova@yahoo.com
Bisera Kostadinovska Stojcevska
Ministry of Culture of Republic of North Macedonia

ABSTRACT

The cognitive approach in linguistics has turned its attention to the problems of meaning, idiomatic and metaphor of language. Metaphor is typically seen as characteristic of language and is more a matter of words than thought or action. Our ordinary system of thought, with which we think and act, is fundamentally metaphorical in nature.

Metaphor is an underutilized resource in learning a foreign language that will be shown in this research. While metaphor in the English classroom has been the subject of many researches, they are all based on its use as means of acquiring vocabulary. This research aims to show the potential of metaphor in learning English, as well as areas which can be improved. In order to prove its application and benefits in teaching, an analysis of the curriculum for second grade was performed, as well as an analysis of the approved textbook and the representation of the metaphor in any form in it.

A comparison was made between an experimental and a control group, which, after the end of the research period, showed that the students from the experimental group had better results and were more willing to participate in the activities of the class. This paper is intended to make it easier for teachers to apply metaphor in class, which would make their teaching more effective and make learning more fun for their students.

Key words: *cognitive methods, conceptual metaphor, drama activities, drama as a technique, role play*

CHALLENGES IN THE FIELD OF ESP TEACHING AND LEARNING: A CASE STUDY WITH THE STUDENTS OF THE FACULTY OF ECONOMY AT "FAN S. NOLI" UNIVERSITY

Dr. Alma Karasaliu
"Fan S. Noli" University
Foreign Languages Department
akarasaliu@unkorce.edu.al

Dr. Juliana Çyfeku
"Fan S. Noli" University
Foreign Languages Department
jcyfeku@unkorce.edu.al

ABSTRACT

As widely observed, there is a growing tendency towards the implementation of new trends, tools and practices in the process of teaching foreign languages to all the categories of students and in almost all knowledge levels. Aiming at becoming part of the globalization process, many educators are experimenting with different methods and techniques due to the fact that they differ according to the students' specific interests, language acquisition capacities, teaching/learning environment, etc. This paper focuses on the practices followed while teaching 'English for Specific Purposes' to the students of the Faculty of Economy at "Fan S. Noli" University. It takes into consideration a number of elements such as the choice of textbooks, teaching methods, the communicative aspect, students' attitude and other aspects which are important and highly influence students' performance during and after the course. In this aspect, special attention will be paid to the application of virtual learning as a means of sharing experiences in higher education. Moreover, questionnaires will be utilized in order to bring into focus students' views and suggestions for improvement in the field of ESP teaching/learning in order to adapt the current practices for better acquisition and lifelong learning.

Keywords: *ESP, textbooks, vocabulary, communicative competence*

EXPLOITING INFOGRAPHICS FOR ELT

Lela Ivanovska, PhD
Faculty of Information and Communication
Technologies
"St. Kliment Ohridski" University
lela_bt@yahoo.com

ABSTRACT

An info-graphic is information represented in visual form using graphics and text. Info-graphics integrate text, images and design features in a way that is concise, accessible and memorable. They present data and ideas to diverse audience on different platforms as part of knowledge transfer and can serve as authentic resources that meet the needs of English language learners. Info-graphics as a great source of visually rich content keep students motivated while learning English language as a foreign language and are useful in helping students to describe processes, reflect on progress, analyze and evaluate data. Despite their relatively low word count, info-graphics have been shown to enhance language skills. They help English language students to think critically about a subject, data set or complex idea and improve research skills and find trustworthy information sources, organize information logically, enhance their creativity and develop multi-perspective thinking. The aim of the paper is to share a wealth of ideas and activities for developing tasks and complete English language lessons around authentic info-graphics as well as suggestions for tasks that teachers can use with students to get them creating their own info-graphics and developing their critical thinking, digital literacy and language skills.

Key words: *English language, info-graphics, language skills, students*

CAN WE ANSWER THE QUESTION: WHAT THE AUTHOR WANTS TO SAY IN THE LITERATURE CLASS? – CRITICAL LITERACY APPROACH

Daniela Andonovska-Trajkovska, Doctor of Pedagogy
Faculty of Education, *St. Kliment Ohridski,*
University of Bitola
daniela.andonovska@uklo.edu.mk

ABSTRACT

Teachers ask the very (in)famous question "What the author wants to say?" very often in the process of interpretation of the literary text and constructing the meaning in the literature class. There is a common teaching practice in which the teacher insists on getting only one answer from the students that is taken into account as correct. This kind of behavior in the process of the text analysis in literature class refers to the old conceptualization of the meaning construction which is related to the understanding that there is only one true meaning of the text. This paper presents several theoretical approaches with the focus on the critical literacy approach to constructing and reconstructing the meaning in the literature class and further explores the process of students' (re)construction of the meaning of a text that is created for the purpose of this qualitative research. The sample (N=45) is consisted of students at the Faculty of Education-Bitola, North Macedonia, and the findings show that the specific characteristics of the context and the reader's individual, cultural, societal and gender features influence the construction of the meaning which supports the thesis that the concept of *true meaning of the text* does not exist. In addition, although, the zone of the meaning of the writer and of the reader may not be the same, they are not much different at the same time as they have many common abstracted values which are explicitly presented in the paper.

Key words: *Critical literacy, Literature class, Meaning of the text, Reader Response, Teaching strategies*

THE IMPORTANCE OF TEACHING ENGLISH GRAMMAR BASED ON AND THROUGH LANGUAGE SKILLS

Dr. Suela Koça
UNIKO, Foreign Language Department
spici@unkorce.edu.al

Dr. Juliana Çyfeku
UNIKO, Foreign Language Department
jcyfeku@unkorce.edu.al

ABSTRACT

The aim of this paper is to emphasize the importance of teaching English grammar communicatively by being based on and through the other language skills (reading, writing, speaking and listening). According to Larsen-Freeman (2003), knowledge on grammar should be considered as a skill, which she refers to as *grammaring* (the fifth skill). Many EFL teachers find it difficult to approach integrating different target grammar structures into practice in their classes with their students.

In this paper, ways of integrating grammar instruction with skills and through them will be explored and what the benefits and drawbacks of integrating grammar and skills teaching will be discussed. In order to support our student learning, it is important to discuss how to adapt course materials and integrate communicative tasks whenever we find it necessary in our teaching context. What is the attitude of other colleagues in relation to this approach? Have they ever applied it? Results will be introduced and conclusions will be drawn by analyzing the answers of a questionnaire covering this very interesting topic.

Key words: *English grammar, language skills, integrating, communicatively*

THE PANDEMIC SITUATION AND THE REVIEW OF TEACHING METHODS

Denisa Xhuti Kafazi
dkafazi@unkorce.edu.al
Eljona Milo Tasho
emilo@unkorce.edu.al
Lorena Margo Zeqo
lmargo@unkorce.edu.a
Silvja Cobani
scobani@unkorce.edu.al
Department of Mathematics and Physics
"Fan S. Noli" University

ABSTRACT

The Covid-19 pandemic was a worldwide concern. In Albania, as well as in other countries, the situation created by it affected every area of life and one of the most affected areas was education.

Through this study, we aim to identify how teachers in our country acted to cope with teaching during the pandemic by using different methods in comparison to the teaching methods they used before. The use of digital devices had a great impact on this aspect.

Teachers from Primary Education, Lower Secondary Education (LSE), Upper Secondary Education (USE) and University were included in this study. The study was conducted through an online questionnaire divided into three sections that include data on teachers, online teaching methods that were used during the pandemic, and online teaching methods that are still being used after the pandemic.

We reached important conclusions from the conducted study regarding how the pandemic and the development of technology have changed the way of teaching nowadays. The change in teaching is carried out by interweaving online learning methods in the learning process. Through this study, we aim to highlight the use and efficiency of these methods after the pandemic and what we need to do to improve them in the future.

Key words: *online learning, teaching methods, COVID-19 pandemic, online learning and teaching platform, information technology*