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A Report of the 3rd International Scientific Conference "Pedagogy, Education and Instruction", Mostar, October 21–22, 2016

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This conference report gives an overview of the 3rd International Scientific Conference “Pedagogy, Education and Instruction” that took place in Mostar, Bosnia and Herzegovina (October 21–22, 2016). The aim of the Conference was to advance theory and practice in education by critically discussing the relationship between educational theory, policy and practice as well as by exchanging experience among academics and professionals in education at the national, European and global levels. The main themes discussed during the conference were: Early childhood and preschool education, Elementary and secondary education, Higher education, Lifelong learning, Didactics and teaching methodology, Educational policy in advancement of education, Professional development, Assessment and quality assurance in education, Integrative and inclusive education, Family and education, Art education, Intercultural education, Education for human rights and democratic citizenship, International and global education, Management in the system of education, Modern ICTs in education.

The meeting was attended by academics and young researchers from Bosnia and Herzegovina, Croatia, Spain, Slovakia, Lithuania, Italy, Poland, Puerto Rico, Slovenia, FYROM, Serbia, Romania, Malta, Austria, Portugal, Switzerland, Turkey, Hungary, Iceland and Rwanda, representing a variety of educational and professional backgrounds, including individuals from the fields of education, sociology and psychology.

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Opening session

The first session began with opening remarks by Prof. Dr. Andrea Barrientos Soto (University Granada, Spain & University Metropolitana, Puerto Rico), Prof. Dr. Andrés Soriano Díaz and Prof. Dr. Gracia González Gijón (University of Granada, Spain), who talked about *Identification of relevant teacher competencies necessary to work with students who have abandoned school*. They spoke about such competences as: professional and ethical practice, collaboration skills, capacity to create a positive, safe and nurturing learning environment, skills necessary to assess and meet the needs of all students. While Prof. Dr. Neven Hrvatić (University of Zagreb, Croatia) creatively explored a *Pedagogic prevention and resocialization of behavioral disorders*, Prof. Dr. Vincentas Lamanauskas (Siauliai University, Lithuania) presented his paper titled: *Science and technology education for the 21st century*. He discussed policies affecting science, mathematics, engineering, and technology education. Many of the recommendations are just now beginning to influence educational policy, school programs, and classroom practice. Following this presentation, Prof. Dr. Pietro Lucisano and Dr. Irene Stanzione (Sapienza University of Rome, Italy) discussed the *Educational well-being/ill-being and the perceptions of context*. Health and well-being promotion have become a focus of interest in education. The implementation of strategies that help promote well-being and minimize or reduce the effects of ill-being is an option to generate healthy experiences that enhance students' academic and psychosocial development during their college years. Dr. Ewa Sowa-Behtane (Jesuit University Ignatianum, Krakow, Poland) explored the *Intercultural education in Poland*. In particular, her presentation focused on the importance of intercultural education in a society made up of ethnic minorities, immigrants and refugees. Finally, Prof. Dr. Vedrana Spajić-Vrkaš (University of Zagreb, Croatia) talked about *Quality of education, inclusive participation and diversity: a (dis)integrating power of school culture*, and Prof. Dr. Anita Zovko (University of Rijeka, Croatia), Prof. Dr. Mario Vasilj (University of Mostar, Bosnia and Herzegovina) and Ana-Marija Marčeta (Primary School Jajce, Bosnia and Herzegovina) presented their paper: *Attitudes of teachers towards lifelong learning*. A lifelong learning approach can provide societies and individuals with opportunities to

catch up with these changes and developments. In raising individuals as lifelong learners, teachers play a big role. In order to establish lifelong learning societies, first of all teachers should have all the characteristics of lifelong learning. This is why it is extremely important to determine what are the attitudes of teachers towards lifelong learning approach.

The issues presented in this opening session set the stage for discussions in parallel working groups, where conference participants presented results from their current research endeavors.

Workgroup 1: Early childhood and preschool education

The first workgroup began with a presentation by Irena Koprivnjak (Primary School “Raka”, Slovenia), in which she reflected on *Child’s upbringing starts with the day of his birth*. In the next paper, Vesna Perić (Kindergarten within Primary School Leskovec, Slovenia) focused on the *Interview with the parents prior to the routing*. In the next presentation, Željka Požgaj (Kindergarten “Medveščak”, Zagreb, Croatia) focused on the *EU dimension of curriculum: Comenius project in the kindergarten*. Dino Posavec (AUTO-STOP, Čakovec, Croatia), Prof. Dr. Grgo Luburić (University of Zagreb, Croatia) and Vesna Novak (Croatia) explored the *Traffic project as a methodical model of children’s safety on the roads*. Karmen Pavlic (Kindergarten “DIDI”, Krašić, Croatia) spoke about *The role of a principal in the construction of a curriculum in the kindergarten* and Anita Imre (University of Mostar, Bosnia and Herzegovina) about *Perceptions of students of preschool education on preschool teacher’s profession with regard to the level of education*. Antonia Radeljak (Kindergarten “Cvit mediterana”, Solin, Croatia), Lili Jajac (Kindergarten Sv. Pavla apostola, Split, Croatia) and Željka Boban (Kindergarten “Calimero”, Solin, Croatia) presented their speech under the title: *Developing of pre-reading skills*. The next speakers were Prof. Dr. Ljiljana Pintarić Mlinar (University of Zagreb, Croatia) and Jadranka Stojković (Kindergarten “Radost”, Jastrebarsko, Croatia) who talked about *Participants in an inclusive institution for early and preschool education*. The final presentation of the first workgroup, *Action research and kindergarten culture* was given by Draženka Sesan (Kindergarten “Dugo Selo”, Croatia) and Jadranka Stojković (Kindergarten “Radost”, Jastrebarsko, Croatia).

Workgroup 2: Elementary and secondary education

The second workgroup began with a paper presented by Prof. Dr. Pietro Lucisano and Dr. Barbara Bacocco (Sapienza University of Rome, Italy) in which they spoke about *Scouting and schooling experience and value-based leadership development of the 18–19 years old young population*. Dr. Emiliane Rubat du Méric (Sapienza University of Rome, Italy) continued the session with the paper explaining *How high school impacts leadership development of the 15–16-year old students in Rome and Moscow*. The next presentations belonged to:

- Dr. Giuseppina Castellana (Sapienza University of Rome, Italy): *Improving students' reading strategies: a model of action-research in the first grade secondary school*;
- Dr. Slavica Pavlović (University of Mostar, Bosnia and Herzegovina): *Sex education on the school crossroads*;
- Antea Čilić (University of Mostar, Bosnia and Herzegovina): *Quality school teacher – indicator of quality school*;
- Dr. Niko Tunjić (the Salesian Classical Grammar School in Rijeka, Croatia): *Challenges for principles and teachers of catholic schools in 21st century*;
- Snježana Smerdel (Secondary School “Plitvička jezera”, Korenica, Croatia): *Motivational aspects of secondary school students*;
- Dr. Sheruze Osmani, Ibrahim Neziri and Dr. Kushtrim Ahmeti (University of Tetovo, FYROM): *Correlation between academic achievement, school overload and school satisfaction*;
- Milea Ajduk-Kurtović (University of Mostar, Bosnia and Herzegovina): *Analysis of curricula of nine-year and eight-year primary education in Bosnia and Herzegovina (example of English language)*;
- Angela Mesaroš Živkov and Srbislava Pavlov (College for Pre-school Teachers, Kikinda, Serbia): *Influence of programmed physical activities on the development of fine motor skills of the first grade pupils*.

In the final presentation of this workgroup, Snježana Habuš Rončević (University of Zadar, Croatia) and Karla Njegrić (University of Zadar, Croatia) reported on a project *Reform pedagogy*.

Workgroup 3: Higher education

Looking at the experiences of Italian students in universities, Prof. Dr. Anna Salerni and Dr. Silvia Zanazzi (Sapienza University

of Rome, Italy) presented their paper: *From experience to reflection and learning: the educative value of university traineeship*. Then Dr. Patrizia Sposetti and Dr. Alessia Barbagli (Sapienza University of Rome, Italy) using a case study design, explored theme: *Experts students and writing: a complex relationship*. Dr. Oana-Luiza Barbu (University of Bucharest, Romania) continued with a presentation: *Why we should not talk about internationalization of higher education in communist Romania?* Keeping with the theme of higher education, Dr. Andraž Teršek (University of Primorska, Koper, Slovenia) presented his paper: *Universities are no longer what they ought to be*. In the final paper presented in the third workgroup, Dr. Suzanne-Marie Psaila and Johanna Borg (Institute of Mechanical Engineering, Kordin, Malta) spoke about *Redefining creativity in an engineering design vocational environment*.

Workgroup 4: Family and partnership with educational institutions

In the fourth workgroup the following topics were discussed: *Assessment of successfulness of parental influence on children's activities* (Prof. Dr. Maja Ljubetić, University of Split, Croatia and Katarina Pinjuh, University of Mostar, Bosnia and Herzegovina), *Attitudes of students towards pros and cons of cohabitation prior to marriage* (Prof. Dr. Maja Ljubetić, University of Split, Croatia and Tina Vekić, University of Mostar, Bosnia and Herzegovina), *Communication between children and parents* (Ivana Vasilj, University of Mostar, Bosnia and Herzegovina), *Satisfaction with family relations as a determinant of perception attitudes of friends and family on gambling of primary and secondary school pupils in Mostar and its surroundings* (Marko Romić and Ivona Ljevak, Health Centre Mostar, Bosnia and Herzegovina), *Co-operation and communication between parents and teachers in lower grades of elementary school* (Renata Šimunović, University of Mostar, Bosnia and Herzegovina), *ASCA model of school counselling* (Ines Visković, Ministry of Science, Education and Sport, Croatia), *Difference in cooperation with school between parents of pupils with and without disabilities* (Andrea Gašpar, Mirjana Jakovčev and Ivana Pečuvčić, Primary School "Milan Amruš", Slavonski Brod, Croatia), *Family and education* (Blagitsa Arizanova and Biljana Vasileva-Bojchev, SSOU "Dimitrija Chupovski", Veles, FYROM), *Family as a cure for society* (Dragana Marković, National Library of Montenegro, Cetinje, Montenegro).

Workgroup 5: Didactics and teaching methodology

The fifth workgroup began with a presentation by Prof. Dr. Meliha Zejnilagić-Hajrić, Fatima Štrbo and Ines Nuić (University of Sarajevo, Bosnia and Herzegovina), in which they reflected on *Teaching methods of the concepts of 'mol' and Avogadro's number' in primary school chemistry teaching*. In the next paper, Renata Ruić Funčić (Grammar School "Franjo Petrić", Zadar, Croatia) focused on the *Scientific literacy in chemistry education*. In the next presentation, Eva Kink Žerjav (Primary School Leskovec, Slovenia) focused on the *Learning through playing*. Maja Tolo (Primary School "Anton Tomaž Linhart", Radovljica, Slovenia) explored the *Learning through international project*. Dr. Alma Šehanović and Dragana Kovačević (Grammar School "Meša Selimović", Tuzla, Bosnia and Herzegovina) spoke about *Inter-subject correlation in teaching of mathematics*, Suad Hasanović and Adisa Milić (Primary School "Kalesija", Bosnia and Herzegovina) about *Attitudes of primary school teachers in Tuzla Canton towards application of multimedia devices in the science teaching*. Prof. Dr. Sonja Kovačević (University of Split, Croatia) and Dalida Prižmić (Split, Croatia) presented their speech under the title *Humor in teaching*. The next speaker was Prof. Dr. Snježana Musa (University of Mostar, Bosnia and Herzegovina) and Marija Misilo (University of Sarajevo, Bosnia and Herzegovina) who talked about *Some questions regarding the presentation of geographical content in the science teaching*. The final presentation of the first workgroup *Project teaching and its applications in teaching physics in primary schools* was given by Maksuda Muratović (Grammar School Živinice, Bosnia and Herzegovina).

Workgroup 6: Integrative and inclusive education

The sixth workgroup began with a paper presented by Dr. Barbara Adamczyk (Jesuit University Ignatianum, Krakow, Poland) in which she spoke about *The social inclusion of street children as the central challenge in street workers' job*. Dr. Edyta Pindel (Jesuit University Ignatianum, Krakow, Poland) continued the session with the paper: *The life after release from prison and re-adaptation in open environment*. The next sessions belonged to:

- Martina Lončar (University of Zagreb, Croatia): *Early identification and work with children with violent behaviour*;

- Jovita Pogorevc-Merčnik, Nataša Slemenik and Janze Sterle (Centre for social work, Slovenj Gradec, Slovenia): *The role of the education system and forms of assistance in dealing with domestic violence*;
- Mihriban Caf (Vienna University, Austria): *From childhood to adulthood: Impact of traumatic experiences on the biography*;
- Dr. Bisera Jevtić (University of Niš, Serbia): *Who is who in the labyrinth of peers' violence?*;
- Prof. Dr. Ana Paula Couceiro Figueira and Dr. Rui Paixão (University of Coimbra, Portugal): *The REHACOG: A Portuguese neuropsychological intervention program*;
- Ljubinka Lazić (Centre for social work, Derвента, Bosnia and Herzegovina): *Education in the function of social integration and poverty reduction*;
- Magdalena Perić and Maja Smolić (University of Mostar, Bosnia and Herzegovina): *Position and role of education and rehabilitation science in education system of Bosnia and Herzegovina*;
- Dr. Majra Lalić (University "Džemal Bijedić", Mostar, Bosnia and Herzegovina): *Evaluation of the pedagogical work with children without parental care with an emphasis on emotional maturity*;
- Ivana Sretenović, Marija Marković (University of Belgrade, Serbia), Marina Vujanović (Primary School "Miodrag Matić", Belgrade, Serbia) and Anita Kovačić (Association of Cerebral Palsy of Belgrade, Serbia): *Attitudes of students without disabilities towards their peers with disabilities*;
- Prof. Dr. Nusreta Kepeš (University of Bihać, Bosnia and Herzegovina): *Early intervention detection of risk factors and prevention of behavioural disorders in children*.

Workgroup 7: Democracy, cultural pluralism and education

The seventh workgroup presented a myriad of new research endeavors, with a focus on issues of multiculturalism and interculturality in education. Looking at the experiences of Italy, Prof. Dr. Giordana Szpunar (Sapienza University of Rome, Italy) presented her paper: *Educating reflective thinking to reduce stereotypes and prejudices*. Then Dr. Dejan Vuk Stanković (University of Belgrade, Serbia) explored theme: *Education and democracy in modern world*. Prof. Dr. Eva Hoža and Prof. Dr. Hargita Horváth Futó (University of Novi Sad, Serbia) continued with a presentation: *Development of intercultural sensitivity*

of students' from the aspect of literary translation in the mother tongue class. Keeping with the theme of intercultural education, Dr. Vesna Bedeković (College for Management in Tourism and Informatics, Virovitica, Croatia) and Martina Obad (Bosnia and Herzegovina) presented paper: *Toward an intercultural teachers' competence: an analysis of curricula of the study program in Primary School Teaching at Faculty of Science and Education in Mostar*. In the final paper presented in the seventh workgroup, Kristin Lilliendahl (University of Iceland, Reykjavík, Iceland) spoke about *Stories students tell: structural and individual discrimination and the policy of education for all*.

Topics in other workgroup were as follows: Lifelong learning, Role, competences and professional development of teachers, Assessment and quality assurance in education, Art education, Educational management, Modern ICTs in education, research in education.

Conclusions

Over the course of the two days, the conference featured 121 presentations. They reflected upon the latest global trends in pedagogy, addressing topics such as lifelong learning, e-learning, integrative education, inclusive education or intercultural education.

Significant attention was also given to instruction, with its crucial role in making the learning experience more attractive and stimulating through the use of simulation, animation and narrative-based learning, that are becoming an overwhelming trend both in the academic field and in the business world where they are having a significant impact on day-to-day operations.

Finally, a major focus was placed on the always relevant aspects related to quality assurance and its crucial role in the rapid development of methodologies applied to formal, non-formal and informal learning. The demand for standards and accreditation is growing globally as well as the need to define international criteria for comparing the diverse educational systems in terms of quality.

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