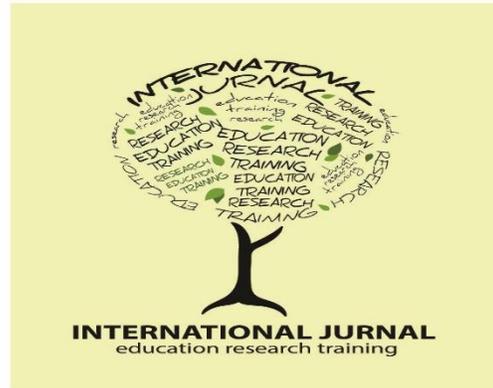


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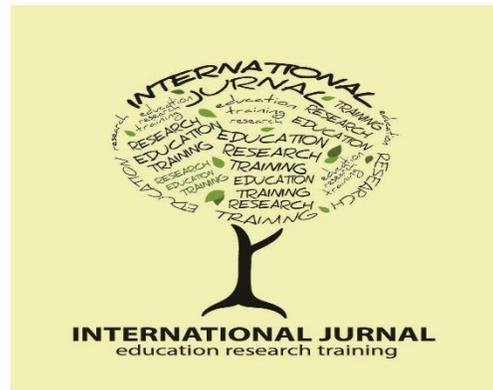


**МЕЃУНАРОДНО СПИСАНИЕ ЗА ОБРАЗОВАНИЕ,  
ИСТРАЖУВАЊЕ И ОБУКА**

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## **INTERACTIVE METHODS AS A RESOURCE OF EDUCATION GLOBALIZATION IN HIGHER EDUCATION**

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### **Abstract**

With the development of a "global society," one of the main objectives becomes the creation of a single educational space that unites different educational systems on common standards. In this case the requirements to education, aimed at the development of cognitive and communicative abilities and skills of collaborative work on projects, increase. Interactive learning that develops the ability of collaborative solution of various problems, ability to solve problems and tasks distributed among people, meets these requirements. As part of education modernization, the introduction of academic mobility expands the scope of inter-university cooperation, and in this way the use of interactive methods becomes one of the conditions for achieving the goals of education globalization. The concepts of "education globalization", "interactive methods" reflect the recognition that scientific knowledge and specialized unique skills become the main source and key factor in economic development.

Psychology and pedagogy has long been studying interactive learning in education, quite often it is understood as aimed at making of: person of "global society", "innovative individual", formation of a person with high "innovative potential", having "innovative consciousness", "innovative culture".

The author uses three educational models identified in literature, corresponding to the three types of cultures, in order to prove the importance of interactive learning in the development of innovative subject of modern education - educational groups.

Theoretical analysis of the studies allowed to form a collaborative activity model that underlies the interactive learning. In accordance with the developed concept, the author identifies four functional roles: generation, sense transfer, selection and implementation, through which the interaction and collaborative thinking activity are carried out in educational groups. The author presents the results of a study in which there were formed different types of groups, implementing collaborative thinking activity, and there were also identified psychological models of effective and critical collaborative thinking activity.

**Keywords:** interactive learning, collaborative thinking activity, generation, sense transfer, selection.

### **Introduction**

With the development of "global society", one of the main objectives is to create an integrated educational space, uniting different educational systems on common standards. In this case one observes the growth of requirements to education aimed at the development of cognitive and communicative abilities and skills of collaborative work on projects. The interactive learning, developing the ability of the collaborative solution of various problems, ability to solve problems and tasks distributed among people, meets these requirements. As part

of education modernization, the introduction of academic mobility expands the scope of inter-university interaction, and in this way, the use of interactive methods is one of the conditions for achieving the goals of education globalization.

The concepts of "education globalization", "interactive methods" reflect the recognition that scientific knowledge and specialized unique skills are the main source and key factor in economic development.

Psychology and educational science have long been studying innovative processes in education, with increasing frequency innovative education is understood as education aimed at training of "innovative personality", formation of a person with high "innovation potential", having "innovative consciousness", "innovative culture", etc.

In psychology (Klochko, Galazhinsky, 2009, pp. 196-198), there are three educational models, corresponding to the three types of historically formed cultures that are naturally interchanging each other.

**Archaic culture** involves educational model, the purpose of which is a reproduction of behavioral stereotypes and thinking, which are based on the desire to preserve traditions, consideration of authorities - which provided smooth entry into the culture.

**Industrial culture** has led to the development of educational model, where the scientific knowledge was the main value, and the monological impact of teacher on the audience was the main method of its transfer.

**Postindustrial culture** is aimed at the formation of human creativity, which becomes the productive force of society. Thus, the person with the ability for self-development, self-organization, innovation and creative transformation of information is becoming the main resource for the development of society. "If the stimulus of the industrial age was the improvement of the *standard* of living, then the stimulus of post-industrialism becomes the improvement of the *quality* of life" (Klochko, Galazhinsky, 2009, p.198).

Psychological condition of innovation prevalence is the readiness of the subjects of education, teachers and students, to professional innovations, their striving for creative self-actualization (E.V. Galazhinsky, A.A. Derkach, V.A. Kan-Kalik, V.E. Klochko, G.S. Mikhailov, G.S. Suhobskaya).

In this connection, there is a need in society for formation of innovative model of education, which would correspond to the new social conditions.

In the conditions of globalization, an innovative paradigm of education becomes relevant, mediated by the idea of "education throughout life" with all its characteristics: openness, continuity, focus on competence-based approach.

Within this paradigm it is proposed to develop educational technologies, which meet the following requirements:

- personal attendance of man in education and possibility of his influence on one's own education;
- psychological readiness for innovative activity, in situations of uncertainty;
- development of *competencies* of effective group interaction, effective communication and collaborative activity, needed for life of person in Open space;
- actualize the intellectual and psychological potential of person, form the motivation of positive personal development and increase his psychological competence (ability to self-understanding and reflection, understanding the meaning of one's own emotions and behavior, awareness of one's own psychological barriers and capabilities, acquisition of skills of self-regulation, stress management, etc.). (Klochko, Galazhinsky, 2009, p.211).

According T.N. Razuvaeva (Razuvaeva, 2009), E.N. Frantseva (Frantseva, 2003), psychological readiness for innovative activity - is a holistic psychological phenomenon that represents the unity of cognitive (knowledge of innovations, modes of their application and so forth.), affective (positive attitude to pedagogical innovations, empathy, predominance of positive emotions in professional activity and so on.) and connotative (activity) components.

T.V. Kornilova (Kornilova, 2007) by cognitive readiness to innovations means the presence of a certain innovative potential, implying the intellectual resource and tolerance of activity subject towards innovations, which in turn includes one's openness to new and unfamiliar, and therefore, creativity and creative thinking.

In accordance with the theory of psychological systems, one of the system properties is openness (Klochko, Galazhinsky, 2009).

Openness is the ability and readiness of person as a psychological system to accept the new - information, patterns of behavior and activity, new standards of life and behavior. Openness expresses one of the basic properties of the psychological system - ability to self-development, therefore, presence in person of psychological readiness to adopt new means readiness to self-transformations. In this case, psychological readiness to adopt innovations becomes one of the characteristics of psychological system as an open system. And, of course, we can say that there are varying degrees of psychological readiness to adopt new, and consequently, a different degree of readiness to self-transformations. At the same time, existing studies (Belousova, 2002) show that in the conditions of collaborative thinking activity, possibilities of adopting new, innovations, development of innovative qualities of the person increase.

Thus, as a resource for the globalization of education in higher education project design of psycho-educational technologies aimed at: technologies of the development of modern education subject – educational groups and communities.

Success and effectiveness of group forms and methods of teaching have been a proven fact for a long time in psychological and educational literature. As part of a new paradigm there is a question that the new subject of education - educational group - acts as a mediating link in which the development and education of a particular person is determined by his participation in the collaborative educational activity of the group which is aimed at solving of the educational problems and initiatives related to the implementation of business games, group discussions, debates.

All this determines the need for development of interactive teaching methods in the educational process.

**Interactive methods**, which are based on modeling of interactions, involve the implementation of the principle of **direct participation**. Interactive methods in cognitive sphere suggest - modeling of collaborative cognitive and thinking activity, i.e. methods that encourage:

- thinking initiation
- development of intellectual and personal potential of students
- self-fulfillment potential
- interaction of students with each other
- high level of their involvement in the educational process.

To test the assumption on the effectiveness of group interaction, we conducted the study aimed at examining the effectiveness of different types of groups that differ in distribution of the functional roles of participants.

Theoretical analysis of studies of M.G. Yaroshevsky, Ch.M. Hajiyeu, A.G. Allakhverdyan, R. Bales, A. Augustinaviciute, R. Dilts, A.S. Shiyun, A.V. Bukalov allowed to identify four functional roles: generation, sense transfer, selection and implementation, through which the interaction, development of solutions, group discussion are carried out:

- **Sense transfer function** (role - Coordinator), which finds its manifestation in the optimization of collaborative thinking processes, distribution of responsibilities among the group members, overall planning, final decision in the dispute.
- **Generation function** (role - Idea generator), which includes working with large amounts of information, generation of new information, advancement of ideas and hypotheses. Carriers of these roles perform the function of an information base from which the rest of the participants of the collaborative thinking activity derive the required information.
- **Selection function** (role - Critic), which means the selection and screening of incoming information, critical assessment of the actions of group members.
- **Implementation function** (role - Performer), manifests itself in the practical implementation of ideas, hypotheses and plans, as well as their correction.

### **Procedure and study methods**

For the study, there were formed 36 groups of subjects, recruited from 144 people that have passed the required selection. Each group consisted of 4 people with predisposition to specific functional roles and with different levels of creativity. The formed groups were divided into six types so that in each type there were subjects with of a combination of functional roles and creative abilities that differ from others. Furthermore, each type in turn consisted of 6 groups.

The first type includes groups where all four functions are represented and at the same time, the carrier of only one function, namely the generation, is holder of a high level of creative abilities.

The second type includes groups that are also represented by four functions, where all subjects have medium level of development of creative abilities.

The third type includes groups, where participants are selected in such a way so that all four functional roles were represented, and the level of creative abilities of each subject was high.

The fourth type includes groups, where the carrier of generation function has a high level of creative abilities, and the rest of the subjects not only have different levels of creativity, but also randomly matched functional-role predisposition.

The fifth type is represented by groups where the carrier of generation function has a low level of creative abilities, while the remaining subjects have different level of creative abilities combined randomly, while maintaining functional structure.

The sixth type is formed from a group of subjects with a low level of creative abilities development, while maintaining the functional structure.

The characteristics of collaborative thinking activity were studied with the help of the following tasks: "Four points"; "Construction of squares"; E. Milgram's tasks under the name title "Route" and the tasks by A.V. Brushlinsky "Candle in zero gravity."

## Discussion of results

Presented tasks allow us to study a number of characteristics of the collaborative thinking activity; efficiency, productivity, variability, speed, criticism, creativity.

Calculation of time for solving problems that are presented in methods allows to measure the **speed** of collaborative thinking activity.

Calculation of the total number of options and number of correct options - **variability** and **productivity** of the collaborative thinking activity.

**Criticism** of collaborative thinking activity is determined through the evaluation of the number of attempts made by the participants before they realize that the proposed task is erroneous and has no solution.

Evaluation of the originality of the proposed options of solutions to the problem allows to find out the level of the **creative** part of the collaborative thinking activity.

Calculation of the total number of points scored according to the results of most of the methods allows to evaluate the overall **efficiency** of collaborative thinking activity.

**Creativity of thinking activity** - originality and accuracy of the creative tasks solution.

**Table 1.** Characteristics of collaborative thinking activity for six group types

Characteristics of CTA	1 group type	2 group type	3 group type	4 group type	5 group type	6 group type
CTA speed indicators	22,66	25,5	20,16	18,33	15,1	9,5
CTA variability indicators	10,5	9,66	6,16	7,16	5	3,83
CTA productivity indicators	8,33	6,66	5	4,66	4,33	3,16
CTA criticism indicators	3,5	4,5	3,33	4,83	7,33	8
CTA creativity indicators	13,66	11	9,5	8	5,83	3,66

The data presented in the table allow to give description of the characteristics of collaborative thinking activity that are typical for six group types.

For the **first group type** where all four functional roles are represented, and at the same time, generation function subject is holder of a high level of creative abilities, is typical a high speed of collaborative thinking activity, the highest total number of proposed options for the solution of proposed tasks, as well as the maximum number of correct solutions. In addition, groups of first type demonstrated the utmost ability to collaborative creation. At the same time, the ability to treat conditions of the task critically and understand its incorrectness, on the contrary, turned out to be the lowest among all group types.

The **second group type**, where the subjects are represented by four functions, and all have medium level of development of creative abilities, demonstrated the **highest speed of collaborative** thinking activity, according to the number of options for solving the tasks and number of correct solutions, these groups are second only to the groups of the first type, and according to the ability to treat task conditions critically, it exceeds them. Thus, the ability to

collaborative creative activity of the second group type is significantly lower than that of the first one, although they exceed all the other group types on this indicator.

The **third group type**, where participants are selected in such a way that all four functional roles were represented in the group, and the level of creative abilities was high for all subjects, has a number of specific characteristics that distinguish it amid all the others. The speed of thinking activity in these groups was quite high, not considerably below the indicators of the first and second types of groups, but the number of the proposed solutions of the tasks is not only inferior to the first two types of groups, but to the fourth as well, and according to the number of correct solutions, the advantage of the third group type before the fourth is not significant.

The **fourth group type**, where the carrier of generation function has a high level of creative abilities, and the rest of the subjects not only have different levels of creative abilities, but also randomly matched functional-role structure, shows the average results on the basic indicators of collaborative thinking activity, except variability. Specificity of compositional lineup of the groups allowed us to offer and consider a significant number of options for task solutions comparable with indicators of the first three groups.

The **fifth group type** in which the carrier of generation function had a low level of creative abilities, and the remaining subjects had different level of creative abilities that are matched randomly, while maintaining the functional structure, demonstrated relatively low results on the basic indicators of collaborative thinking activity. Despite this, the ability to finding the correct options of task solutions and their critical reflection turned out to be comparable to the level of the previous groups.

The **sixth group type** of subjects with a low level of development of creative abilities, while maintaining the functional structure, showed the lowest results on the basic indicators of collaborative thinking activity. At the same time, the abilities for critical evaluation of the condition of the tasks, on the contrary, were the highest among all types of groups, which, however, has not led to a general improvement in the efficiency of the collaborative thinking. Thus, in the study we identified psychological models of groups with certain characteristics of collaborative thinking activity:

✓ Psychological model of effective collaborative thinking activity corresponds to the **first group type**, and includes a clear distribution of functional roles of participants, medium creative abilities of the majority of the group members and the high level of creative abilities of ideas generator. These are the groups with the highest **productivity** indicators - correct solution of tasks and **variability** - proposed options of solutions. Such groups are characterized by the lowest level of criticism of the collaborative thinking activity.

✓ Psychological model of **critical** collaborative thinking activity corresponds to the **sixth group type**, and includes a low level of certainty of the functional roles and low level of development of creative abilities of the participants. Collaborative thinking activity manifests itself in low indicators of efficiency, variability, productivity, speed and low level of creativity.

In the process of globalization, the education should be based on the use of active independent activity of students, which is developed in various kinds of group forms, creating the most favorable conditions for the development of cognitive, personal and creative abilities of person.

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## THE TEACHER AS A STUDENTS' OVERLOAD FACTOR

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### Abstract

The requirements posed to the teachers regarding their competence, professionalism and dedication, are bigger and bigger day by day, same as their responsibility. The teachers are especially responsible for the teaching process and for creating conditions where the students will know what they learn and the teachers what they teach. This means the teaching process should acquire interpersonal characteristics, thus avoiding the situation this process to be just a means for simple accumulation of facts.

The role of the teacher in the educational process is of a first-rate importance, above all because of the specific function the teacher has in this process.

In this respect, the issue as to whether and how much the students will be burdened in the educational process, in a great deal depends on the teacher's work. In his/her work with the students, the teacher, in didactic and pedagogical sense, can considerably influence the students' burden, either by increasing the tasks posed to the students thereby increasing the amount of work they should do and the time necessary for that, or vice versa – by reducing the tasks thereby reducing the students' burden to a level below the optimal limit. So, the teacher is the one who may shorten or expand the material presented to the students and this way he/she can be or not be a factor causing students' overload.

**Key words:** Teacher, teaching process, students' overload, educational process.

### 1. Introduction

The role of the teacher in the modern school and in the educational process in general, today is much different than in the past. Today the main role of the teacher in the development of educational systems and their implementation is more and more accentuated. For this reason the very process of teachers' training and education has been completely changed.

The development of the concept of primary school teachers' education in the Republic of Macedonia is based on the following tenets:

- both class and subject teachers<sup>1</sup> are engaged in the teaching practice in primary schools;
- in the 1<sup>st</sup> grade of primary school the teaching process is performed by teachers qualified for pre-school education who have graduated from university rank schools, as well as by class teachers;

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<sup>1</sup> Class teachers are those who teach all the school subjects to only one class, and subject teachers are those who teach one school subject to many classes in different grades.

- in the schools where there are also students with special needs integrated with the other students, specially qualified teachers (defectologists) are also engaged in the teaching process. (The concept of nine-year primary education, 2007)

In the teaching process several principles of the science of education are employed, having influence on teachers' education as well:

- the new philosophy of education;
- open education;
- flexible educational policies and strategies;
- education oriented towards development of individuality and socialization;
- intercultural education and upbringing;
- alternative pedagogical ideas and schools;
- interdisciplinary dialogue. (Previšić, 2003)

If the teacher is creative, if he/she demands from the students creativity and understanding of the material, instead of only reproducing what he/she has taught them to, then the teacher shortens the time and the effort they have to invest in the schooling process, and vice versa. This means that the modern teacher must be trained for modern teaching work. On this also depends how much the students will be loaded, i.e. whether they will be overloaded or optimally loaded in the modern teaching process.

It is rightfully pointed out that teachers' work is in the centre of the factors burdening the students in different ways. Of the many elements determining the load upon students and being related to the teacher and his/her work, the authors dealing with this issue mainly quote the following ones:

- giving too many tasks to the students;
- unilateral and inadequate implementation of teaching forms;
- monovalent implementation of teaching methods;
- inadequate implementation of teaching aids;
- giving too big and too difficult homeworks to the students, and so on.

All these elements are in the domain of the methods and the organization of the teaching work, and are determined by:

- the professional and personal characteristics of the teacher;
- the emotional attitude of the teacher; and
- his/her motivation for work.

In the context of the methodological preparedness of the teachers lies also their capability of distinguishing the important from the unimportant in the material and, of course, the accent is put on what is the most important.

The good teacher must be able:

- to get to know each student completely;
- to adapt the teaching material to the abilities of each student; and
- to contribute for optimalization of the load on each student.

The teacher who brings down his/her work exclusively to the students' education neglects the upbringing work, this way neglecting the work on the students' complete development.

The teacher is also a factor of students' overload when he/she strives towards expanding the teaching material. (Bezinović, Ristić-Dedić, 2004)

## 2. Methodology

With the goal to give answers about the role of the teacher in the modern school and in the educational process in general, and especially as to whether the characteristics of the teacher contribute to a reduction or to an increase of the load upon students, we made an empirical research.

Namely, we made an enquiry of 405 students, 405 parents and 135 teachers from 9 primary schools, of which 3 from the western part of R. Macedonia (Tetovo, Gostivar, Kichevo), 3 from the eastern part (Shtip, Strumica, Kochani) and 3 from the capital, i.e. from Skopie. Within the quantitative research were investigated the attitudes and the opinions of the students, the teachers and the parents on whether the characteristics of the teacher contribute for reduction or increase of students' load.

For the purpose of the enquiry, we chose the method of formulating the questions in the form of claims, and giving the examinees the option to choose one of the ready-made answers, namely: "I completely agree", "I partially agree" and "I completely disagree".

## 3. Results from the research and their interpretation

### 3.1. The work of the teacher and the load upon the students

The first question we gave to the examinees was as to whether the work of the teacher has influence on the load placed upon the students. The answers are given in the following table.

**Table 1. The work of the teacher determines the load upon the students**

Examinees' answers	students		teachers		parents		TOTAL		
	f	%	f	%	f	%	f	%	
<b>I completely agree</b>	268	66,17	15	11,11	235	58,02	518	54,81	
<b>I partially agree</b>	133	32,84	85	62,96	135	33,33	353	37,35	
<b>I completely disagree</b>	4	0,99	35	25,93	35	8,64	74	7,83	
<b>TOTAL</b>	405	100	135	100	405	100	945	100	
					$\chi^2=166,01$	$df=4$	$P<0,01$	$C=0,39$	

The analysis of the results shows that more than a half of the students and the parents completely agree with the claim stated.

The theoretical theses we have elaborated in the theoretical consideration of the issue of our investigation, show the big role of the teacher in increasing or reducing the students' load. Based on the results obtained, we can see that most of the examinees (54.81%) completely agree with the claim that the work of the teacher determines the students' load. With this claim partially agree 37.35% of all the three groups of examinees, and only 7.83% completely disagree with the claim.

The obtained  $\chi$ -square value of 166.01, for a degree of freedom of 4, shows that there are statistically significant differences between the examinees' answers to this question, namely with a significance level of 0.01.

The contingency coefficient (C=0.39) shows that there is a medial correlation between the variables, also at a significance level of 0.01.

### 3.2. The characteristics of the teacher and the students' load

In order to give more accurate answer to the initial question, i.e. to find out whether the characteristics of the teacher contribute for increasing or reducing the students' load, we took into consideration several characteristics of the teachers.

First we polled the attitudes and the opinions of the examinees about those teachers whose main characteristic is that they cling to long lectures in their work.

In Table 2 we have analyzed the opinions of the examinees on the question whether this type of teachers substantially burden their students.

**Table 2. The teacher who uses long lectures substantially aggravates the load upon the students**

Examinees' answers	students		teachers		parents		TOTAL		
	f	%	f	%	f	%	f	%	
<b>I completely agree</b>	275	67,90	16	11,85	261	64,44	552	58,41	
<b>I partially agree</b>	120	29,63	31	22,96	119	29,38	270	28,57	
<b>I completely disagree</b>	10	2,47	88	65,19	25	6,17	123	13,02	
<b>TOTAL</b>	405	100	135	100	405	100	945	100	
					$\chi^2=392,07$	$df=4$	$P<0,01$	$C=0,54$	

More than a half of the students and the parents (67.90% and 66.44%, respectively) chose the answer "I completely agree". The positive attitude towards the claim is reinforced by the fact that 29.63% of the students and 22.96% of the parents chose the answer "I partially agree".

Contrary to them, only 11.85% of the teachers completely agreed, partially agreed 22.69%, whereas 65.19% completely disagreed.

So, a very large number of the students and the parents completely agree with the thesis that the teachers who base their work on using long lectures increase the load on the students.

The calculated  $\chi$ -square test value of 392.07 for a degree of freedom of 4, showed that there are statistically significant differences between the answers given to this question, with a significance level of 0.01.

The coefficient of contingency ( $C=0.54$ ) shows that there is a medial correlation between the variables at the significance level of 0.01.

As the next characteristic of the teacher which might influence the load placed upon the students, we chose the teacher's creativity.

Table 3 gives the opinions of the examinees about the claim that the creative teacher reduces the load placed on the students.

With this claim completely agreed the largest number of all the three groups of examinees. Namely, this way answered 70.37% of the students, 76.30% of the teachers and 69.38% of the parents.

The attitude of agreement with this claim in all the three groups of examinees is reinforced by the large number of answers "I partially agree", namely – such way answered 27.41% of the students, 21.48% of the teachers and 27.90% of the parents. With this claim completely disagree 2.22% of the students, same percentage of the teachers (2.22%) and 2.72% of the parents.

**Table 3. The creative teacher with his work reduces the load upon the students**

Examinees' answers	students		teachers		parents		TOTAL		
	f	%	f	%	f	%	f	%	
<b>I completely agree</b>	285	70,37	103	76,30	281	69,38	669	70,79	
<b>I partially agree</b>	111	27,41	29	21,48	113	27,90	253	26,77	
<b>I completely disagree</b>	9	2,22	3	2,22	11	2,72	23	2,43	
<b>TOTAL</b>	405	100	135	100	405	100	945	100	
						$\chi^2=2,60$	<b>df=4</b>	<b>P&gt;0,05</b>	

The answers we received to the claim that the creative teacher with his/her work reduces the load on the students, are very satisfactory.

The students, the teachers and the parents agree that the efforts in our schools ought to be directed towards supporting teachers' creativity. Among else, this characteristic of the teacher reduces the load placed on the students.

The  $\chi$ -square test had a value of 2.60 for a degree of freedom of 4. It shows that there is no statistically significant difference between the answers given by any of the three groups of examinees.

The next question we gave to the examinees, was whether the joyful and humorous teacher reduces the students' load. The answers are given in Table 4.

More than half of the examinees of all the three groups completely agreed with the claim that the joyful and humorous teacher reduces the load upon the students, namely – 67.46% of the students, 55.56% of the teachers and 64.44% of the parents chose this answer.

**Table 4. The joyful and humorous teacher reduces the load upon the students**

Examinees' answers	students		teachers		parents		TOTAL		
	f	%	f	%	f	%	f	%	
<b>I completely agree</b>	273	67,41	75	55,56	261	64,44	609	64,44	
<b>I partially agree</b>	128	31,60	47	34,81	123	30,37	298	31,53	
<b>I completely disagree</b>	4	0,99	13	9,63	21	5,19	38	4,02	
<b>БКВИННО</b>	405	100	135	100	405	100	945	100	
						$\chi^2=24,03$	<b>df=4</b>	<b>P&lt;0,01</b>	<b>C=0,16</b>

Partially agreed 31.60% of the students, 34.81% of the teachers and 30.37% of the parents.

Convincingly the smallest number of the examinees from all the three groups chose the answer "I completely disagree", namely – only 0.99% of the students, 9.63% of the teachers and 5.19% of the parents.

So, the answers we got to this question were again very satisfactory.

The students prefer such teachers. Also, almost same percentage of the parents and more than 50% of the teachers think that such teachers are more preferred by the students.

The value of the calculated  $\chi$ -square test is 24.03 for the freedom degree of 4, and shows a statistically significant difference with a significance level of 0.01.

The coefficient of contingency having the value of C=0.16 shows a very weak correlation between the variables.

Based on all the results obtained in the enquiry, we came to the conclusion that the claim: “The characteristics of the teacher contribute to reducing or increasing the load placed upon the students” has been confirmed.

Also, according to the results obtained from the  $\chi$ -square tests, we made the conclusion that there is difference between the opinions of the teachers, parents and students regarding this issue.

#### 4. Conclusion

The modern views put the teacher on the pedestal of a factor on which depends the success of the educational work in schools. The modern teacher is no more a subject that only does the teaching and wants from the students only to reproduce the material taught. He/she must strive to implement creativity in his/her work and encourage the students to be creative, independent, initiative and so on. Such a teacher reduces the amount of effort the students must invest in the educational process, thus reducing their load.

The traditional teaching method based on long lectures substantially increases the load upon the students. This way they are bedevilled with a large amount of material and spend a lot of time memorizing it, and are only required to reproduce it mechanically later.

Implementing modern forms and new means for work, the modern teacher shortens the time needed for his/her work, thereby reducing the load upon the students.

The question we can ask ourselves now, is: Does the modern teacher change the style of his/her work, and, if so, in what amount?

We can conclude that the traditional teaching method is being changed, though not so fast. The institutions involved invest big efforts in training the teachers to be able of adopting the new ways of work, through holding various seminars, workshops etc..

It seems that in the modern pedagogical practice, creativity is in the central spot within the educational work.

The creative teacher is the main factor in the function of such teaching process. With his/her work, such a teacher decreases the boredom which arises in the students in the teaching process, reduces the time the students need for learning the material taught and consequently lessens the load placed on them.

In the theoretical tenets are also highly valued the teachers who are joyful and add humour in the teaching process. Such a positive emotional atmosphere lessens the efforts the students must invest in the curriculum, this way reducing the load upon them.

Having in mind all these conclusions we drew from our research, we can say that the role of the teacher in the educational process is of a first-rate importance, and the question on whether and how much the students will be burdened in the educational process in a great deal depends on the characteristics of the teacher himself/herself.

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## **INTERCULTURAL EDUCATION FOR INTEGRATED EDUCATION SYSTEM**

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### **Abstract:**

This paper is a brief description of the current developments in the educational system in the country and the need reform it. In terms of inter-ethnic relations in education, more prominent is the need for its interethnic integration. One of the ways to save and overcome the misunderstandings, and the integration of this system is seen precisely in the intercultural education that acknowledges and respects diversity and supports diversity or diversity in all areas of human life. That kind of education makes the students sensitive to the idea that people have naturally developed a different way of life, customs, traditions, values and worldview. The intercultural education tends to overcome the passive coexistence and to create a developed and sustainable way of living in a multicultural society as ours. This kind of upbringing and education should build individuals with intercultural competences who are capable of living and working in a multicultural environment. Hence, by analysing the advantages, principles, objectives and principles of intercultural education we will point out its necessity and a suitable way for introducing it into the curriculum, with the aim of improving and integrating the inter-ethnicity in the educational system, where it is most necessary and would give productive results in terms of building a healthy, stable and prosperous society.

**Keywords:** multiculturalism, inter-culturalism, integration, educational system reform.

### **Introduction**

In our multi-ethnic, multicultural and multi-confessional country, Republic of Macedonia, the segregation has been present in the educational system for years with the aim to avoid the conflicts among the members from the different ethnic groups.

The integration and the inclusion in the educational process represents a big challenge which has to help create a larger mutual familiarization of the communities. However, the educational system suffered a segregation that was latently supported in order to avoid the conflicts among the members of different ethnic groups. The result of this segregation were the deepened differences and the enclosing on a private terrains on one hand, and a strengthened stereotypes and prejudices of both major ethnic groups in Macedonia on the other hand.

The integrated education or the educational system, that enables, nourishes and supports the inclusion and the interculturality among its members, represents one of the basic preconditions for the development of the social cohesion and the democratic principles in the multicultural societies. Because of this, this kind of an integrated education is more than needed. It will directly influence the keeping of the peace and the stability of the country, by protecting the human rights. Consequently, the countries have the obligation to provide a participation and the guarantee the equal possibilities for the participation of all minorities into the economic, politic and social life of the society. "The integration in its essence refers to fulfilling the responsibilities carried out by the sovereignty, it also includes respecting the human rights and

providing a good and an effective conduct, and is closely related to the total stability of each pluralistic society” (Guidelines from Ljubljana for the integration of the different societies with an explanation, 2012, p.3).

The first step in Macedonia concerning the integrated education happened in 2008, when the High Commissar for minority questions of OBSE gave specific recommendations for the integration through the education to the Ministry of Education and Sciences of Republic of Macedonia. The recommendations emphasized that the integrated education doesn't end with putting up the children from different ethnic groups in a classroom. The integration means “a democratic and decentralized conduct of the schools; interesting and inclusive textbooks; activities outside the school and the depoliticization of the teaching curriculum and the textbooks”. In January 2010, the High Commissar of OBSE, the Ministry of Education and Science and OBSE produced the strategical document “Steps toward an integrated education in the educational system of Macedonia” (2010). The aim was to include clear and drastic changes in the general approach in the educational system concerning the multi-ethnic reality in the society. This document represents a key point in view of the measures connected to the integrated education. The measures estimated by the strategy projected reforms and activities in five spheres of activity:

- an integration through activity of the students outside the lecturing;
- an increase of the mutual understanding of the languages for the students and the adults;
- an adjustment of the teaching plans, programs and textbooks (with a special emphasis on the history, geography and language textbooks, as well as the introduction of the subject for the History of religions);
- training of teachers for conducting the inter-ethnic questions;
- the management of the schools in a decentralized context (Steps toward an integrated education in the educational system of R.M, 2010).

However it is necessary to note that the Strategy is mostly focused on the role of the Elementary and the High education in the processes for the increase of the social cohesion among the culturally different groups, while the document doesn't ascribe any role to the High education as a factor for an integrated education. This data is worrying that if you have in mind that the ethnic segregation in the High education can undermine the positive effects achieved in Elementary and in High school. The problem with the role of the High education in the Macedonian multi-ethnic society has appeared as a result of the broad context of the multi-ethnic relations, and especially as a problem with the approach to the higher education of the minority groups.

The four components of the Strategy are based on the three **principles of UNESCO for an intercultural education**<sup>1</sup>:

- (1) The intercultural education respects the cultural identity of the one that studies through the statute of the culturally appropriate and responsible education for all.
- (2) The intercultural education obtains for each student knowledge about the culture, the behaviour and the skills that are needed for a complete and active participation in the society.
- (3) The intercultural education obtains for each student knowledge about the culture, the behaviour and the skills that enable them to contribute to the respect, the understanding and the solidarity among the individuals, the ethnic, social, cultural and religious groups or nations.

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<sup>1</sup> UNESCO (2006), Guidelines on Intercultural Education. p. 32

The strategy is also based on the five principles or dimensions of the multicultural education according to Dr. James A. Banks.

**1. The integration of content** is done by representing the different cultures, communities, religions and other social groups through the changes in the teaching curriculum. This means that the teachers who teach different subjects can find ways to incorporate different cultural elements in their subjects. These possibilities are present in some subjects. For example the language teachers, the art teachers and the teachers of other social subjects can find a range of possibilities for the representation of different cultures, compared to a teacher of physics where the only possibility would probably be the representation of some famous physicist from another ethnic community.

**2.** The process of constructing the knowledge prepares the students to become more critical of the way the knowledge is represented. For example, the scientific racism or the Eurocentric view of the “discovery” of America. This chiefly means that the students with the help of the teachers are prepared to research the different cultural perspectives, and with that to understand the different cultures. In this way, by the construction of the knowledge, the children will understand better what the scientists wanted to say with the phrase “Western civilization”, which hides many presuppositions and values. They read and think critically.

**3. The decrease of the prejudices** – it describes lessons and activities which the teachers teach and conduct so that they accept the positive picture of ethnic communities and to approve the intergroup relations. This is mostly because of the fact that the prejudices are easily transmitted from adults to children, and the role of the teacher is to be sensitive to the reality that prejudices exist.

**4.** The pedagogy of equity refers to the modification of the teaching style of teachers and their approach toward the study and the academic achievements of all students regardless of their membership. The teachers help in students’ personal achievements, if they change their style of knowledge transfer. For example, for the Math teacher it is not very important to represent a significant mathematician from another culture, as it is important for that teacher to adapt the style and the teaching techniques by understanding that a member of certain ethnic community can learn the multiplication table better when in a group. This means that by increasing the pedagogy repertoire, the teacher increases the range of the group of students.

**5.** The encouragement of the school culture describes a situation in which are researched the school culture and the organization of the teaching staff, with the aim of reconstructing the institutional practices and to create a better approach for its students. This dimension speaks more of equity in a broader sense, the unreasonable and the unconscious racism, for example when choosing a class president, a student that belongs to multiculturalism is always over voted regardless of student’s ambitions and desires to become a president. This discouragement is an example of negative culture and negative practice.

Banks ascribes an equal importance to all of the five dimensions.

### **Multicultural and intercultural education**

In any democratic society, one of the key aims of education is the advancement of community’s democracy. The educational system has to consider the multicultural character of the society and tends to actively contribute to a peaceful coexistence and positive interaction among the two concepts of a multicultural and intercultural education.

- the multicultural education tries to enable the acceptance or at least tolerance toward the other cultures through learning about other cultures.
- the intercultural education aims to overcome the passive coexistence and to achieve a developed and sustainable way of living in a multicultural society.

That is achieved by: creating understanding, mutual respect and dialogue among the different ethnic groups of culture, obtaining equal possibilities and fighting against discrimination. The intercultural education according to F.Uele<sup>2</sup> tries to promote and develop the following:

- better understanding of the cultures in the contemporary society;
- the ability to communicate with people from other cultures;
- more flexible behavior toward the cultural diversity in the society;
- greater readiness of the people to actively include themselves in the social interaction in the other cultural environments and the identify the basic characteristics of the human nature as something in common. The intercultural education is a process in which it is necessary that each one of us knows about ourselves and our culture, in order to be able to understand the other cultures. This process is very challenging and includes work over very deeply rooted beliefs for what is good and what is bad, and to examine the personal view on the world and the life. All of the things that we take for granted in the intercultural study leads to questioning and critical thinking. The intercultural study is a challenge for both the personal and the group identity, but it can become a way of enriching the identity. The intercultural study is a process through which we learn how to live in the world of variety, and because of that it is the starting point for a communal life and peace. The multicultural education can help the society to be more tolerant, more inclusive and righteous and to be able to recognize that it is rich with many components.

The difference between the two terms is in the active and the passive treatment of the culture diversity. While one of the concepts only promotes, the other creates possibilities for an active interaction through strengthening the awareness of the real needs and benefits from the interculturalism. The intercultural education presupposes that there are skills and knowledge among the people that motivate the curiosity for learning about other cultures, and consequently the readiness for a mutual respect of the other cultures.

From the definition of an intercultural education, it can be concluded that for a good intercultural education you need to have an intercultural competences which are defined as: and ability to recognize and use the cultural differences as a learning resource (Berthoin – Atal and Friedman, 2003). The key elements of an intercultural competence are: **(1)** being aware of yourself as a complex creature, **(2)** being aware of the influence of culture over our way of thinking and behaving, **(3)** an ability to engage others and ourselves in a research of the suppositions that influence our behaviour, **(4)** an openness to test the different views, ways of thinking and solving the problems<sup>3</sup>.

The ability to act productively in a multicultural context is not developed only intuitively. It has to be learnt. The education is not only a representation of the living environment and the society in which it develops, but also influences the development of this environment, and because of this the school has an important role in the development of the multicultural society. It cannot be expected from the education to be responsible for the fight against the prejudices, the discrimination and the intolerance and to provide a successful promotion and development of

<sup>2</sup> Ouellet, F. (1991) *L'Education interculturelle – essays sur conteu de la formation des maitres*. Paris: Editions L'Hartmattan – Taken from: Mrse S., Petrovic D. Gosovic R. Jerotojevic M, (2007) *Interkulturalno Obrazovanje I Razumevanje*. Beograd: Grupa Most. p. 5.

<sup>3</sup> Mrse S., Petrovic D. Gosovic R. Jerotojevic M, (2007) *Interkulturalno Obrazovanje I Razumevanje*. Beograd: Grupa Most. p. 5.

the intercultural competences of the citizens of a certain community. However, the education can have and should have a very important role in the creation and the support for the development of the intercultural skills, values and abilities needed for the life in a multicultural community as ours. In order to achieve this, it is of essential importance that the school enters in a program of elements that will eliminate the ethnocentrism and/or the hierarchical picture of the culture, and to objectively and respectively accept the characteristics of the different cultures that cohabitate in the frameworks of certain specific areas. Besides, it is necessary to provide a connection and an intercultural education for the democratic citizens. If the activities of the intercultural education are being conducted and much attention is not paid on the participation of democracy in the life of the community nor to the needs of the different cultures, it will create a risk that the intercultural education is based only on folklore, customs, monuments etc.

It is noted that the education and the school should constantly examine their own role. It happens that they even transmit and strengthen the current stereotypes and prejudices compared to the other groups and cultures. When we create a constructive engagement and communication among all of the actors of the educational process, the misunderstandings and the intolerance of differences will decrease, so that the school and the education become an important factor for a harmonic development of a multicultural society.

The intercultural education seeks the inclusion of different perspectives and views (multi-perspectives). A good example for achieving the development of inclusion is the teaching curriculum which includes the languages, the history and the cultures of the minorities in the society. It is necessary to obtain concepts, themes and questions from different angles and cultural perspectives to the students.

For a society to become multicultural, each social groups had to live in equal conditions regardless of their culture, style of life or origin. This means that we need to be aware of how we enter into an interaction to cultures which are different than ours, but also how we enter into an interaction with minorities such as homosexuals or people with special needs (who face various forms of intolerance and discrimination). In this context the aims of the multicultural study are the following:

- to note the variety is the basis for equality, and not an excuse for marginalization;
- to make an effort to recognize the different cultural identities and to promote the respect toward the minorities;
- the conflicts should be resolved in a peaceful manner.

The intercultural education has to be present in all the levels of society. It is impossible to dream about a multicultural society, but to work only with one of the included sides whether it is the minority or the majority group.

## **Conclusion**

In the end, we can conclude that the positive dimensions, aims and principles of the intercultural education can help in the creation of a stable and progressive multicultural society in which everyone can find their place on the labour market. Also, it will help create a humane, successful and complex individual and a more cohesive society. The multicultural or the intercultural education has a very important role in creating an integrated educational system that will strengthen the feeling of community, belonging, identity and safety in a multicultural context of a society as ours.

The integrated education doesn't differentiate between school and society, study and life, knowledge and goodness. By respecting the ethnic and the cultural differences, we can help close the gap between the democratic ideals and the social practices. These practices are not very often discriminatory toward the members of the ethnic and cultural groups, and it is more that evident that the need for an intercultural education is more than needed in our society. The contribution of the international organizations in the field of the intercultural education, but the institutions from the central and the local authorities can create concrete policies and programs more studiously with the aim to create an interaction among the students from different ethnic groups.

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## **PEDAGOGICAL SUPERVISION: A PROFESSIONAL TOOL FOR GUARANTEEING THE QUALITY OF SOCIAL WORK**

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### **Abstract**

Pedagogical supervision is a meta-reflective tool that activates analytical processes in relation to educational practices by focusing on intentionality and planning. It is an indispensable resource for conducting educational work with teams, maintaining the quality of services and continuously re-designing interventions. It is a lifelong learning tool that stimulates social educators to think critically about their identity, role and professionalism, enabling them to conceptualize knowledge acquired in the field and to formulate connections between theories and intervention strategies.

**Key words:** supervision, pedagogical supervision, educational professionalism, reflection, working team.

The professionalism of an educator is based on intentional thought processes used to analyse and account for the perceived worth of work techniques and praxis. Educators must draw on tools that activate and oversee reflective and dialogical processes of (self-)evaluation and practical transformation, leading to the development of theories. Pedagogically-centred reflection shared within work teams, services and organizations gives educators the means and skills required to review their praxis in terms of the intentional aims brought to bear on educational projects, in order to change these aims when desirable or necessary. Above all, such reflection enables educators to conceptualize the knowledge they have gained from experience, thereby broadening their framework of expertise and strengthening their professional identity.

Debate and comparisons of supervisory praxis can foster (especially if conducted at an international level) professional awareness of a structural characteristic of social work: educators acquire their professionalism via a lifelong learning process which needs to be recognized, constructed and supported with a view to enhancing these professionals' technical skills and pedagogical competence in reading events and educational needs in multiple contexts, and therefore in designing appropriate interventions and providing suitable responses to the emerging problems of contemporary society.

Supervision consists of a process of reflection, learning, evaluation and control, that is developed through the relationship between an expert professional and a social worker or group of workers seeking professional support, a suitable place and a time for (re)elaborating knowledge acquired on the job and an ad hoc setting for reflecting on the effectiveness of their professional behaviours, choices of methods and instruments, so as to constantly review the quality of their work and identify new ways of conceptualizing and planning it.

In a supervisory setting, it is possible to suspend actions temporarily and search for connections among different points of view and theories, motivations and choices, doubts and feelings, objectives and methodologies. A further focus of interest may be analysing the dynamics that regulate professional relationships (between professionals and their clients and/or among colleagues) in order to investigate their influence on processes of defining roles and

functions both internally and externally to multilevel structures (whether personal, professional, managerial, institutional).

Pedagogical supervision can play a strategic role in the process of constructing professional identity because it facilitates processes of communication and interaction among work group members, thereby enhancing levels of collaboration as well as individual and collective professional educational competences, making them visible and communicable.

All too often, social educators and pedagogues have difficulty in recognizing themselves, and being recognized, as “the main” professional depository of knowledge about education, running the consequent risk of delegating to professionals from other disciplines the task of developing the interpretative framework within which educational events are to be read; and thereby losing sight of their specific pedagogical focus and aims.

The scanty production (in Italy as in other countries) of thought around the theme of pedagogical supervision may be seen as reflecting this difficulty and the fact that educators are not viewed (do not view themselves) as legitimated to manage, and detain responsibility for, the specifically pedagogical aspects and elements of educational processes.

### **Elements of complexity**

Supervision is a dynamic process, which is modulated according to needs and functions defined by a work team; it begins with the formulation of questions about meanings and the negotiation of objectives and contents. Supervision may be structured in different ways, according to the subjects involved in the process (individuals or groups) and to the supervisor’s professional position inside or outside of the organization; in terms of timing, it may be conducted periodically (generally, once a month for a year, or more) or intensive (concentrated in a particular moment of need or crisis).

In supervision, it is possible to work at a technical job-related level, focusing on managerial or methodological competences, or at a personal level, targeting professional well-being. By trying to identify connections among different levels, work groups develop the ability to compare many different points of view and meanings (both individual and collective) and to negotiate possible new interpretations of reality and options for future intervention. Furthermore, social educators acquire competence in performing complex analyses of how specific educational actions correspond to the social mandate received, in terms of the meaning and coherence of given projects, objectives, methodologies etc.

The constant intersection between the personal and professional dimensions, problems and reflections involved in social work require both a psychological and a pedagogical approach. In fact, only a functional balance in the emotional involvement inherent to educational relationships can safeguard the characteristics of authenticity and asymmetry, through a highly complex combination of respect, awareness of limits and responsibilities in caring for (not invading) an individual’s personal freedom to make plans and decisions. Emotions and the affective implications of educational relationships could be perceived as a potential problem needing to be brought under control, and when it comes to reflection, this often takes precedence over the educational subject’s needs and objectives.

Psychological supervision focuses on the individual and collective feelings surrounding an educational experience; it analyses personal and relational dynamics, in order to point up their effects on personal and professional choices and actions.

Pedagogical supervision, on the other hand, stimulates the analysis of educational actions and events, identifying the elements that can make sense within an educational design and planning framework. Pedagogical supervision is not directly focused on practical problems, although it produces significant effects on praxis via the implementation of reflective processes that increase educators' levels of awareness and professionalism. It is a tool which supports the process of constructing a professional identity and role, is transversal to different areas and contexts of intervention, and tends to produce pedagogical knowledge. The last-mentioned aspect is of support to educators in that it enables them to observe, analyse and critically reflect on their own work in pedagogical terms.

Undeniably, educational events are so complex that it is useful to adopt a multidisciplinary approach with a view to extending the framework of analysis to include a range of possible interpretations, meanings and forms of intervention. However, the risk of tacitly invading the territory of another discipline or discouraging it from being itself should not be underestimated. Each discipline has its own identity and theoretical framework defining the structural elements through which its professionals produce different interpretations of reality and envisage different possibilities for transformation.

In socio-educational services, multiple meta-reflective experiences related to professional lifelong learning are available: counselling, training, coordination, supervision and research processes.

These practices are related to each other, with (potentially confusing) areas of overlap, in that they share some functions, such as enhancing professional identity and role, developing skills and generating connections between theory and praxis. Taken together, these practices form a second level of professionalism. What they mainly have in common is the aim of giving professional support to social workers and the tendency to be made up of transversal elements, related to problem-solving, activating connections among different organizational and institutional levels, recognizing the potential to change educational experiences. The creation of learning contexts leads to a growth in knowledge about educational phenomena, which in turn raises the level of effectiveness and coherence of educational interventions.

Despite their similarities, the different practices are modulated and structured differently, as a function of the role of the actors involved in the process (which defines the type of intervention), the objectives and expected results.

Thus, it would be useful, in terms of providing greater clarity, to gain insight into the following issues:

1. a coordinator's professional function is close to an organizational function; the task of monitoring the effectiveness of working practices is effected by examining in depth how work methods are analyzed, evaluated and implemented. It may be argued that coordination should replace pedagogical supervision; however, are institutions conscious of the risks that such a policy would bear in terms of control effects, by virtue of which organizational objectives might be given priority over educational ones?
2. social workers need to hone their ability to recognize the potential of their peculiar way of working and to fill the existing gaps in their theoretical and methodological approaches; they therefore turn to various other professionals seeking specific pieces of information or tools, that are useful for interpreting the environment in which they operate and or identifying different possibilities for correction. Supervision, counseling, training and research all meet these needs, so they should be viewed as complementary elements within a single supportive macro-practice. Alternatively, is it possible to distinguish between different meta-reflective settings, objectives

and activities, so that these practices become instruments with specific differences that are appropriate for use in different situations?

### **Specific characteristics of pedagogical supervision**

The content of pedagogical supervision can be multiple and complex, but essentially it revolves around three main focal points: educational intentionality, ownership of educational interventions and the activation of relational and educational resources.

Educational intervention cannot be implemented randomly and should not be a mere reaction to contingent factors. Thus, pedagogical supervision must approach the analysis of work methods in terms of approaches, multilevel relationships and organization. In so doing, it fosters the taking on of higher levels of responsibility and autonomy in operating and making decisions. The main objective of pedagogical supervision, therefore, is to promote educators' professional development, helping them to become more aware of their own method of intervention and to attain knowledge and skills pertaining to specific educational fields (in particular: educational design and planning, the educational relationship, competence in collaborating with their work teams, the activation of territorial resources and networks, the production of professional documentation). By creating opportunities for the re-elaboration of experience, pedagogical supervision enables educators to produce a reflective, complex and systematized knowledge, which provides praxis with theoretical depth and brings out their specific educational role in interaction with other professionals.

Therefore supervision stimulates the exercise of self-assessment skills, with increasing awareness of personal and professional limits and resources, doubts and resistances, which can produce implicit opposition if not taken into due consideration in negotiation processes. The supervisory setting has a communication structure that facilitates resolution of the difficulties inherent in the process of comparing multiple viewpoints on events and educational problems; fragmentation may be reconstructed into a "partial and temporary knowledge" that reduces the distance between representations, proposed objectives (sometimes not realistically achievable) and the feasible possibilities for change displayed in a given situation.

Indeed, pedagogical supervision generally elicits expression of a strong need to think about educational practices, in terms of recognizing their meaning. Educators pose a complex question, which is sometimes confused, because of a concatenation of different levels of personal and professional needs (including the need for reassurance). This question needs to be analysed, often broken down into its various parts and reformulated. Supervision stimulates a functional analysis of multiple contexts, guided by a transversal research approach, although moving from the peculiar characteristics of given situations, themes and techniques; it facilitates the production of conceptualizations and the activation of meta-reflective processes required to develop deep, transferable and communicable pedagogical knowledge.

The professional figure of the supervisor is crucial, not only because his/her conceptual framework directs the focus of attention onto educational processes, but also because his/her methods of constructing the setting and managing work group dynamics (sometimes complex and compromised) determine the course and the effectiveness of the supervisory process. The supervisor, then, is required to possess abstraction and modeling abilities, which beginning from the analysis of a particular case, situation or contest and, using multiple conceptual and experiential contributions, lead to a theorization. The introduction of new models of observation and analysis can open up many possibilities for interpretation and operational strategies;

reflexive processes are found to be fundamental and must be effective at several levels: in relation to communicative and relational dynamics, planning and decision making strategies, methodological and organizational choices, and speculative and theoretical assumptions.

Supervisors must acquire a complete knowledge of theoretical contents, in order to use them implicitly in discussing specific situations; they must also have mastered appropriate methodologies for helping work teams to form their own local theories on educational phenomena.

Nowadays organizations continuously face new social emergencies, driven by both relational and economic factors, and therefore analyzing clients' needs is a complex task; the current precariousness in employment creates a rapid turnover of professionals in social working groups too, and so managerial aspects become predominant and structured reflexivity is not always guaranteed. Supervision thus becomes essential, because it can reactivate the circuits of connection and exchange between theories and praxis, and between explicit and implicit knowledge, reconnecting actions to educational meanings and enhancing possibilities for change, through a continuous balancing and rebalancing of mental movements.

Currently in Italy, supervisors are responsible for their own self-training. However, a second-level learning and training course as well as a professional lifelong learning process for supervisors would be highly desirable if complete professional mastery of specific knowledge and transversal skills is to be ensured.

### **Looking ahead: future prospects**

The crisis that the welfare state is currently undergoing has repercussions for social work, which is forced to take charge of emergency situations characterized by multiple and increasingly complex problems, despite scarce resources. The welfare approach to social problems is proving shortsighted and can undermine the educational and transformational scope of interventions, reducing their quality.

In fact, the aim to provide widely available but standard assistance leads to a focus on techniques rather than on the quality of personal relationships and on intentionally educational experiences created by taking into consideration the characteristics of specific contexts; this approach does not recognize complexity, but encourages simplification, which is functional to making organization manageable. Consequently, the scope for thought and experimentation are reduced, with weaker interconnections being formed between knowledge and practices.

Pedagogical supervision, therefore, can be a valuable resource not only for the wellbeing of individual social workers, but also for the routine maintenance of quality standards in social services and for their continuous redesign, in terms of defining their social mission, educational transformative objectives and coherent structural organization. A work team may be guided to awareness of its mode of intervention through identification of a repertoire of operational tools, but above all by development of its communication, reflective and re-elaboration skills. Indeed, educators' professionalism is strengthened by ensuring that their specific knowledge of a variety of educational situations and contexts is recognized, along with their ability to comparatively analyze social representations, the personal characteristics of subjects involved in an educational scenario and the complex overall system of culture, ethics and values. Therefore, all experience must be related to the (individual and collective) meanings and motivations within which it arises and which define its perceived worth; it follows that reflective and self-reflexive practices must be recognized as indispensable tools for educational social work.

In this logic, pedagogical supervision becomes a professional instrument, that should not be considered an optional extra to be availed of in cases of emergency, but should be permanently in use because it is recognized, above all, as a professional responsibility that every educator and work team, service and organization should take upon themselves and expect from others.

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## **NOVODIDACTICS ACCORDING TO THE INTERDISCIPLINARY CONTEXTS <sup>1</sup>**

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### **Abstract**

In this article the authors describe the methodologically different modalities of new psychodidactic direction of novodidactics, they show its connection with different modern sciences. Novodidactics as a scientific discipline can detect developing resource in the educational process of formation of tolerance of young people in a multicultural society, as well as in the areas of cognition, not directly related to learning - semiotics, synergetics, acseologies theory of meanings. Upon to the opinion of the authors, the development is the condition of human life and the lags in development affects on the quality of life negatively. If we take the development as the global aim of education and education in general, in accordance with this we are to interpret basic didactic concepts. We can understand the specifics of such interpretation only by having overstepped the bounds of traditional monistic methodology, going to the level of interdisciplinary understanding of the problem. Authors describe different aspects of interdisciplinary, analyze the fields of participation in didactic knowledge: didactic in the context of mathematics, physics, didactic in the context of the human physiology, didactic in the context of psychology, didactic in the context of logic, didactic in the context of ethics, didactic in the context of aesthetics, didactic in the context of sociology, didactic in the context of anthropology, didactic in the context of philosophy.

**Key words:** didactic, educational process, extension, interdisciplinarity, novodidactics.

Didactics as a theory of educational cognition is the most considerable part of pedagogics. Its subject is teaching and the broader area of human life activity – education. The statement that the didactics has the dominating role in pedagogics may be applied as to the classic pedagogical past as to the modern pedagogical condition. Moreover in the last case we are faced with the fact when a part is greater than the whole. The phenomenon of the mentioned relation of a part and a whole in pedagogics is not a metaphor or something of verbal equilibristic, but a genuine reality. For example, it will be right to talk about the didactic basis of any serious scientific books outside of the educational process in general. Here didactics, being

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really a part of the pedagogics, goes beyond it, and in this sense is "more" than a whole. According to the intellectual potential, didactics is located in the same line as the systems theory, lattice theory, processes theory. There are cases when a person with a high mental development has a marked degree of didactic culture. We can recall V.G. Belinsky, who used the concept of didacticism in relation to poetry, though in a negative sense. As for the teacher or the professor of the higher school, for them didactic is certainly the methodology of their training activities, the teacher's didactic competence degree, and the methodological indicator of their professional and general culture.

There are some reasons to assume that the didactics in the present time is on the way out of the pedagogics. Even now it is called as a science both in the scientific-theoretical publications and in the pedagogical usage. In Germany, there is the Institute of didactics and pedagogy, in which name is felt not only communication, but also relative autonomy from each other of didactics and pedagogy. It is not excluded that the didactics, also in our domestic science of science, will receive the status of science, coming out of pedagogics and begin to move around it, using it like a distinctive center. Though, it is unknown, what will stay in pedagogics when it has no didactics.

There is another version of didactics' future. According to this version in terms of the observed convergence of education and training, the didactics will disappear, merged with the theory of education, by dissolving in general pedagogics and significantly enriching it. In the present article we are intended to hold the position that the didactics is coming out of pedagogics, leaving, however, the noticeable trace in the pedagogical science and pedagogical discipline as an educational phenomenon. The abovementioned novodidactics carries a charge of not absolute but still significant autonomy and prospect. Here, didactics appears in various forms, sometimes unexpected and valued by us, the authors, not always clearly. Novodidactics fills many gaps which are typical for traditional learning theory and didactical traditional practices, the main thing is that it is qualitatively different in general, which makes it possible to treat this level of didactics, in some way as a science and raises the pedagogics' status while the didactics yet is still on its territory.

There is made a sharp turn in our didactics towards the human and directly outside the development constants – into the realm of being, the existence of his "Myself". Unlike the traditional and even acting didactics which is based on the epistemological approach to teaching, the attention subject of which is the ratio of the "subject - object", the novodidactics is confesses an ethnologic approach, which dominant attitude is a "human-world." At the site of the subject is a person, on the site of the object is the world. The proposed didactics, or ontodidactics, if the current perception is used, the essential didactics, certainly is not excluding an epistemological approach, but pushing it a little to a secondary role.

In novodidactics it is made an effort to create a balance between cognitive and semantic didactics. The cognitive component of teaching is highly valued, but the preference, however, is given to semantic learning process. Values represent a unit of thinking, while the meanings - a unit of consciousness. Meanings are defined as the highest instance of human activity self-regulation, on the basis of which novodidactics relates the semantic learning to the highest level of the educational process, the semantic didactics itself quite reasonably can be qualified as the top of novodidactics.

In the present article we will consider one of the most important novodidactics' directions, which are largely transform the "common" didactics into the status of a new one, – the connection of didactic knowledge with nondidactic and even with nonpedagogical one.

In the present publication the didactics is considered in the interdisciplinary contexts on the background of other sciences. Popular in its time, the idea of the context learning consists in construction of the educational process in some context, enriching, supplying the educational activity of the teacher and pupils, the professor and students: in the context of the game, in the context of the real problems, in the research context, etc. Accordingly, the theory which is subjected to understanding these training options sounds like a context didactics. In our case, didactics and its subject – teaching and learning activities, as we said, are represented in interdisciplinary contexts. The context means the predominant influence on the didactics exactly on its part, not on the part of didactics, and not on an equal with it, although this aspect of the educational process is also taken into consideration. Interdisciplinary context is a very powerful resource that enriches the existing didactics and much contributing to the establishment and development of the above-mentioned ideas of the new didactics.

Some methodological aspects show the support to the topic relevance of the interdisciplinary approach to didactics. One of them, in particular, consists in that if a system has no information inflow from outside, it ossifies. The immersion of didactics into the interdisciplinary space, and at the same time of the object of its scientific comprehension - a real educational process, obviously weakens, overcomes and prevents the mentioned "ossification": because interdisciplinary contexts provide a mentioned inflow of information into the didactics. The second thing we would like to note is that the novodidactics in its particular part implements a well-known principle of mutual complementarity. "Complement" here is carried out by the very context, background knowledge, which is actually was mentioned above. By the third point arises the idea that the interaction between didactics with other scientific and educational disciplines is a transferal of the well-known concept of intercultural dialogue into the concrete real problem. The significance of this problem is confirmed by many postulates of the called concept, which leaves by us beyond the boundaries of the present text because of its spatial limitations.

We consider it appropriate to group the disciplines, acting as the contexts in relation to didactics, into three blocks: 1) Traditional classical scientific and educational disciplines and theories (mathematics, physics, the human physiology, psychology, logics, ethics, aesthetics, sociology, anthropology, philosophy); 2) Modern classical scientific and educational disciplines and theories (systems theory, lattice theory, theory of processes, information theory, content-genetic logic, which were non-classical in the past, but over time have become "classic"); 3) Modern non-classical scientific and educational disciplines and theories (semiotics, synergetics, axiology, existential theories). The blocks are arranged according to the degree of deepening into the subject of study and research: from traditional educational and scientific areas to modern ones, from its classical essences and expression forms to the non-classical. The reader can observe the circles of deepening, with the same direction vector, within each of the blocks: the block of traditional classical areas opens in mathematics and ends in philosophy; the block of modern classical areas opens in systems history and ends in more modern information theory; block of modern non-classical areas opens in synergetics, ends in the existential theories. It should be noticed, that within each discipline, science, theory, in our didactics we judge by the same pattern of deepening implicitly or explicitly. For example, physics, while staying in the traditional classical block, is manifested in our approach in its non-classical component (string theory), the same applies to psychology (theory of meaning). Didactics, immersed in such non-classical contexts takes itself the form of non-classical discipline. However, as the classical

theory, didactics, while coming into contact with the classic non-teaching knowledge in the border areas, is able to appear, and in some cases appears unconventionally and non-classical. Further, in conditions of specific characteristics of didactics interdisciplinary contexts in the indicated above sequence, two of its angles will be taken into account. One of them is represented by the educational process as the didactics' field of attention, its object. It is needed to decide how it can be enriched at the reserves of other educational courses expense. In comprehensive school the teaching, as we know, is mainly focused on subjects and in this sense, it is local, which in the language of interdisciplinary didactics sounds like training by the subjects. Interdisciplinary didactics as part of novodidactics, while occupying the intersystem position in understanding of educational activity and teaching as a whole, focuses on the interdisciplinary integration, within which the content of the specific academic subject resonates with similar content of other training courses and can reach the level of out of subject meta-knowledge.

Another angle of representation in interdisciplinary contexts in novodidactics and in the present text which is devoted specifically to this didactic direction, refers to the very didactics, its characteristics when it occurs in the place of crossing of various non-pedagogical content acquires a new quality, coming into contact, joining or merging with it. In the first case, the learning process, ensnared in cross-disciplinary, otherwise, in respect to general education, interdisciplinary contexts, came out on the new quality. In the last one, in a situation of immersion into an interdisciplinary context, appears a theory of the educational process, the actual didactics, and a new quality, analogous to subject matter of didactics, which gets its reflection in the definitions, ideas, concepts, attitudes, in other words, didactics, while coming out thereby on the level of novodidactics, but of course, thanks to the view of education as a multidisciplinary, intersubject process.

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## TEACHER TELEOLOGICAL COMPETENCIES

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### Abstract

Purposefulness is the basic determinant of human activities and the prerequisite for any successful result. It enables raising awareness, and any conscious action. The awareness, amongst others, implies recognition and successful rational activity based thereupon.

Analysis of numerous sources suggest that many pedagogues, teachers in particular, generally have no teleological competences, which negatively affects the successful realization of school curricula and the general efficiency of school systems, as well as the epistemology of pedagogy. This assertion has been the light motive for theoretical consideration of teleological competences, considered as one of the basic educational competences of teachers.

The paper considers teleological competencies' determinants, perceived as general intellectual competence, and its purpose in teacher's pedagogical activities. Through the concrete examples based on pedagogical theory and praxis, the thesis on inadequate teleological competence of teachers, is argued.

Pursuant to the analyses of relevant pedagogical and lexicographical sources, including and providing practical examples, both theoretic and colloquial conceptual confusion, is settled. The conclusion highlights the need to insert into the pedagogical modules curricula at teacher-training faculties, contents and activities that would train students for teleological competencies.

**Key words:** teleological competencies, goal (purpose), task, assignment, studying, teaching.

### Introductory notes

Rare are those who, upon finishing their education, especially when they find a job in their chosen profession, would not remark with disappointment: *how many things we learned that are relevant neither for our life nor for our job, yet how many things we didn't learn that are necessary both for our life and our job!* They say the school was good and the teachers were good as well, and they used to get positive grades for everything they had learned! How come? What are the causes?

The basic causes, we boldly claim, are two facts: a) lack of the teleological competencies of the majority of teachers and b) teachers' inadequate didactic-methodical qualifications. The latter fact is partially conditioned by the first one.

Teachers mainly believe that they have teleological competence, i.e. that they know on what basis and how the objectives and tasks of pedagogical processes are conducted, determined and formulated. However, many of them do not have a clear idea of the concepts of *goal* and *purpose*, *tasks* and *assignment*<sup>1</sup>, and if they do know how to differ these concepts, they do not base the differences on the cognitive level, but on the subjective feeling – on an abstract level which is inapplicable in practice. This is confirmed by the way teachers formulate these concepts

<sup>1</sup> With respect to the source text, which is written in Croatian, the term *purpose* will be used here to refer to the Croatian term *svrha*, *goal* will be used for the term *cilj*, while the term *objectives* will refer to *ciljevi*. Furthermore, the Croatian term *zadaci* is translated as *tasks*, and *zadace* are presented as *assignments*. The Croatian term *izobrazba* is translated as *training* – development of motoric skills. (N/A)

in curricula or class record books. Instead of starting in their teaching from determining the goal and tasks, teachers mainly limit themselves to choosing the content, so that they check, evaluate and mark the contents they chose and taught! They do not think about whether something that they defined as a goal is in accordance with the real requirements of a school subject's curriculum and of the education as a whole. This was a motive to critically consider the problem of teacher teleological competence.

## 1. What is teleological competence

What do we mean by *teleological competence*? *Teleology*<sup>2</sup> is a study of exploring the problem of purposefulness<sup>3</sup> of human activities, and competence<sup>4</sup> is the ability of an individual to competently discuss (scientifically, professionally) specific problems, to make rational decisions, to implement the decisions rationally and to critically evaluate achievements in a particular area.<sup>5</sup> We can say that purposefulness is the basic determinant of human activities and a prerequisite for human conscious, coherent and successful acting. Consciousness implies, among other things, cognizance and the ability of successful rational acting (based on the cognizance). In other words, *competence is a functional combination, a synthesis of knowledges, skills, value judgements and talents that enable an individual to successfully meet the requirements which refer to a function, a role and jobs the individual deals with.* To be competent means *to know, to want, to know-how and to be able*, to be qualified to do something successfully, to solve problems in a particular area of activities. According to this: **common teleological competence refers to the ability to choose rationally and to determine the objectives of the acting, to choose the most adequate means and activities in order to achieve the defined objectives, to choose rational methods and procedures of accomplishing the defined objectives as well as to evaluate the results and to estimate the successfulness of the accomplishment of the objectives.**

This common teleological competence leads to **the teacher teleological competence** which denotes the qualifications of teachers for the successful implementation of the common teleological competence on the educational – teaching process, overall activities of the process of learning and teaching, starting from the development and elaboration of the school curriculum and subject syllabi to planning, organizing, conducting and evaluating teaching, from a concrete methodical (teaching) unit to the school curriculum.

### 1. Terminological turmoil in the pedagogical theory

To our knowledge, the concepts of *goal* and *purpose, tasks* and *assignments* have not been unambiguously epistemologically determined in any of our pedagogical sources. This is also confirmed by the following explicit statement: “*when it comes to the goal and tasks of the*

<sup>2</sup> *Teleology*, from Greek . *télos* - purpose, end and *logos* – word, speech (Klaić, 2007)

*Teleology* (from Greek . *télos* - purpose, end and *logos* – word, speech) – the study of purposes, the study of purposefulness in the world, i.e. the study according to which everything that happens and exists has its own specific purpose (Filipović, ed. 1989)

<sup>3</sup> *Purposefulness* (Croat. *svrhovitost*)– reference to some final goal, purpose reflected in different activities that seek to the realization of a model or fulfill a purpose that has been determined in advance (Bujas, 1999)

<sup>4</sup> *Competence* (from Latin *competere* - to come together, to be convenient or fitting, Peterwagner, 2005) – to strive to be convenient for something, to be competent to solve or to do something, knowledge that enables someone to competently judge something, to be able to do something or to be convenient, fitting for something

*Competences* present a dynamic combination of cognitive and metacognitive skills, knowledges and understandings, interpersonal and practical skills as well as ethical values (Vizek-Vidović, 2003)

<sup>5</sup> *Competent* – capable, knowledgeable, skilful, who knows, who by his/her profession or authorization has the right to solve something, to do something, to judge something, who is expert, qualified (Klaić, 2007).

educational process, didactic theory provides much diversified and diametrically opposed understandings” (Bognar-Matijević, 2002:153). Unfortunately, this is not an issue of only our (Croatian) pedagogy. Teleological-methodological ambiguities are present also in the “homeland” of pedagogy in which “*the concepts of goal, norm and value are often used as synonyms, but are also often used with differences in their meaning*” (Gudjons, 994:153).

If we take a look at the teleological determination of the official curricula, methodical manuals or methodical models of preparation for teaching on the web sites of particular textbook and workbook publishers, the following formulations can be found: *purpose* and *goal*, *purpose* and *objectives*, *objectives* and *tasks*, *purpose*, *objectives* and *assignments*, sometimes *common objective (objectives)* and *special objectives*, then *goal*, *general tasks* and *individual tasks*. Occasionally, only *objectives* are stated, or just *tasks*. In some texts, the terms *goal* and *purpose*, i.e. *purpose* and *assignments* are stated separately, whereas in some other texts they are stated as a whole: *objectives* and *tasks*, so that it is not possible to discern what the *objectives (goal)* and what the *tasks* are.

In order to corroborate the stated claims, the problem will be discussed by analysing concrete examples, first in theoretical sources, and then through examples from didactic-methodical documentation.

In Mijatović (1999), different authors express semantically, logically and hierarchically different, even diametrically opposed attitudes toward the concepts of *purpose*, *goal*, *tasks* and *assignments*.

In the chapter entitled *Purpose and tasks of education* Vukasović (ibid., 131-132) states: *In order to work and act, one (...) must see a goal, a purpose, a value; then Educational process is always organized according to a goal, which is strived for, and to particular assignments that are accomplished...* Teleology says that all the phenomena, events and activities refer to some **final goal or purpose** (bolded by J.M.). As is evident from the cited text (as is from the whole of it), the author determines the concepts of *goal* and *purpose* as synonyms.

In the chapter *The purpose of instruction/education* Pastuović (ibid., 159) claims: *is the purpose common, general, i.e. final goal of education. It can be achieved by unifying acting of different individual objectives that have been accomplished; then The relationship between the concepts of purpose and goal could be briefly defined as follows: purpose is the most general goal. As purpose is the most general goal, it can be derived from the individual objectives of instructional/education.*

Ambiguity is evident, because if *purpose, as a general goal, is derived from individual objectives*, it means that the individual objectives were determined before purpose. This suggests that we first determine the paths we want to walk, and only after that the place we want to reach. If we first determine the roads we will travel, this in no way guarantees a safe, let alone rational arrival at the place we would like to reach. In order to even start going somewhere, we must undoubtedly know two points: a point of departure and a point at which we need to arrive – final goal (purpose). Methodological procedure in the teleological determination of the activities must have a starting point in the final goal – purpose, and not vice versa. So, the first author states that the goal (purpose) is achieved by accomplishing the assignments, whereas the second author claims that the purpose is achieved by accomplishing individual objectives!

In the chapter entitled *The purpose of education* Peko (ibid., 208) states: “*the purpose of education has been determined in such a way that it remains open so that it will never be fully realized, to determine a purpose means to determine general guidelines*”. Very problematic! Can we imagine successfulness of education, of training for a concrete profession in a vocational

school according to the curriculum in which the *purpose* of education is *open* and, besides that, we claim in advance that *it will never be realized*? At the same time it has also been claimed that *there is no compatibility with respect to the instructional objectives and that they are usually divided into general and individual (personal) objectives*.

In the chapter *Objectives and assignments of training* Petričević (ibid.:240) states “*training objectives are usually divided into general and specific...*” The author further states: “*in order to (...) accomplish a goal, it is necessary to accomplish specific **objectives or assignments as well***” (bolded by J.M.). The author states *general and specific assignments*, and yet at the same time equates the meaning of the concepts of *specific objectives and assignments*!

The statement author, Antić (ibid.:642), who has a note “*objectives of education and/or instruction*” in *Pedagogical glossary* (Pedagoški pojmovnik), adds to the theoretical-methodological confusion. As the author does not even state the concept of *purpose* as a separate note but only as a supplement to the concept of *goal* “... *goal (purpose) of education...goal (purpose) of instruction*”, it is obvious that these concepts are treated as synonyms and equivalents.

How can a reader of this publication gain a clear idea of the scientific-teleological determination of pedagogical processes when in the very same publication a few authors’ attitudes toward the same basic teleological terms differ so much?

Let us consider the problem by analysing the attitudes of one of the more prominent linguists (Težak, 1996). In the chapter *Purpose, goal, task* the author states: “*Purpose and goal are indeed synonyms, but they are not equivalents, they just mean nearly the same (Croat. sličnoznačnice)*. As the author further states: “*Our word purpose (Croat. svrha) quite corresponds to the Ancient Greek word telos for which dictionaries offer a number of possible equivalents: end, borderline, ultimate, goal, aim, purpose, top, success, perfection*”, the author’s statement that the concepts of *goal* and *purpose* are different is really confusing.

In another publication (Težak, 1990), in the chapter *On purposeful terminology*, the same author considers these concepts through a hierarchically structured scale: *purpose - goal - tasks - assignment*. The author claims: “*The purpose of teaching each single subject is derived from the essence of the very subject and from the general purpose of instruction end education, and the latter is derived from the uppermost, ideological one which is called telos in teleology.*”

It is confusing because if we set objectives for each school subject (according to grades 1., 2., 3...), and the purpose of teaching each subject (again according to grades) is derived from the essence of the very subject and from the general purpose of education, it means that each single school subject has both a purpose and a goal. So, a school subject has a goal, and teaching the subject has a purpose! Can a goal of a particular school subject be one thing, and a purpose of teaching that same subject (of learning and teaching) another?

If we compare the two authors’ (Težak, 1991, 1996, and Pastuović, in Mijatović /ed./, 1999) teleological considerations of the relationship of the stated concepts, we will see that they have diametrically opposed attitudes. While one claims: “*the purpose of teaching each single subject is derived from...the general purpose of education and instruction*”, the other says the opposite: “*as the purpose is the most general goal, it can be derived from the individual educational objectives*” – it means from the objectives of school subjects!

Therefore, as much as it may seem that there are no terminological dilemmas, when reading the texts of the authors mentioned above, it is easy to conclude that there undoubtedly exists confusion which is not only conceptual, semantic but also teleological-methodological.

If we analyse the determination of these concepts in the lexicographical sources, we will see that there is always the concept of *purpose* (Croat. *svrha*) in the elaboration of the term *goal* (Croat. *cilj*), and the explanations of the concept of *purpose* (Croat. *svrha*) always contain the term *goal* (Croat. *cilj*). Almost identical formulations are stated for both concepts. As a matter of fact, the concept of *goal* (Croat. *cilj*) (from German *Ziel*), which has become common in the Croatian language, *denotes the very same thing that has been denoted in the original Croatian by the concept of purpose* (Croat. *svrha*): the final range, “a place which has to be reached” – “the end of journey” (Lat. *finis*), something that is strived for, something that one wants to achieve... Furthermore, *if our word purpose (Croat. svrha) corresponds to the Ancient Greek word telos, which means both goal and purpose, regardless of whether purpose was once wider, and today is narrower than goal*, it follows that the concepts of purpose and goal are synonyms and equivalents! Therefore, it is wrong to use them in the scientific and colloquial communication as two hierarchically and semantically different concepts.

The concepts of *task* (Croat. *zadatak*) and *assignments* (Croat. *zadaca*) are semantically different and it is incorrect to use them in the scientific and colloquial communication as synonyms<sup>6</sup>. The concept of *assignment* (Croat. *zadaca*) is of Old Slavic origin and it was introduced into the Croatian pedagogy from the Russian language in the middle of the last century. Both terms, *goal* (Croat. *cilj*) and *assignment* (Croat. *zadaca*) have become common in the Croatian language. *Cilj* (goal) correctly, as a synonym of the concept of *svrha* (purpose), and *zadaca* (*assignment*) incorrectly as a synonym of the concept of *taks*. At best, task and assignment can have a similar meaning.

## 2. Terminological turmoil in the pedagogical and didactic-methodical practice

If the definitions of the basic teleological concepts were clear, then the teleological determination would be identical, if not terminologically, then at least methodologically, in all the subjects in a particular school. But, it's not like that. Because, while all the authors mostly agree that defining objectives is an important part of planning, *some research on lesson planning reveal that many teachers do not start writing their lesson plan in such a way that they first define educational objectives, and then develop a teaching unit...instead, they begin the activities of planning. This proves that many teachers can plan their teaching without having clearly defined the outcomes of learning* (Kyriacou, 2001:38-39).

Examples from teaching documentation used in schools will corroborate the stated attitude. First, three tables present the terminological turmoil which will then be corroborated by stating the formulations used in the syllabi for naming the concepts of goal, objectives, purpose, task, and assignment.

Tables 1, 2 and 3 present the determinations of the purposefulness of the particular school subjects.

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<sup>6</sup> The concept of *zadaca* (*zadacnica*) is also used as an equivalent of the concept of *bilježnica* (Engl. *notebook*), a student's working tool for writing notes and assignments in. *Školska, domaća zadaca* (Engl. *school/homework*) – for homework students have to write – to solve a task...

## CURRICULA FOR GRAMMAR SCHOOLS (an excerpt)

Table 1.

	Goal / formulation	Objectives / formulation	Purpose / formulation	Tasks / formulation	Assignments / formulation
Croatian			+ (6)		+ (7)
English	+ (6) ←	●	+ (0)		+ (17)
Latin language	+ (0)				+ (26) (assignment)
Ancient Greek	+ (0)		+ (0)		+ (10)
Music	+ (0) ←	●	+ (0)		+ (11)
Art					+ (9)
Psychology	+ (0) ←	●	+ (0)		+ (0)
Logic	+ (0) ←	●	+ (0)		+ (0)
Philosophy	+ (0) ←	●	+ (0)		+ (0)
Sociology	+ (0) ←	●	+ (0)		+ (0)
History	+ (0) ←	●	+ (0)		
Geography	+ (1) ←	●	+ (0)		+ (7)
Mathematics	+ (0) ←	+ (5) ●	+ (0) →	+ (0)	+ (9)
Physics	+ (0) ←	●	+ (0)		+ (0)
Chemistry			+ (0)		+
Biology			+ (0)		+ (7)
Informatics		+ (0) ●		→	+
Politics and Economy	+ (0) ←	●	+ (0)		+ (0) (assignment)
Physical Education	+ (0) ←	●	+ (0)		

Source: <http://www.ncvvo.hr/nastavni-planovi-programi-za-gimnazije-i-strukovne-skole>, July 14, 2015 – Basis for drafting the table.

● → the terms in the tables are stated as a single title (e.g. purpose and goal or objectives and tasks), and the arrows denote which of the terms has been stated as first

(0) the formulations that refer to the titles have not been stated, they are stated as general descriptions (e.g. the importance of a subject...)

(x) denotes the number of formulations which are, as a rule, very general and have multiple meanings - teleologically useless (e.g. the goal is extending of the knowledge...)

+ subjects without arrows are stated as individual titles

CURRICULA FOR GRAMMAR SCHOOLS OF SCIENCE (an excerpt)

Table 2.

	Goal / formulation	Objectives / formulation	Purpose / formulation	Tasks / formulation	Assignments / formulation
Biology		+ (0)			+ (4)
Chemistry	(+1)	+ (0)			+ (0)
Physics		+ (0)		+ (0)	
Geography	(+1)	+ (0)			+ (0)
Geology	+ (1)		+ (0)		+ (9)
Informatics		+ (2)			+ (0)
Ethics	+ (1)				
Religion	(0)	(0)	(0)	(0)	(0)

Source: ibid.

CURRICULA FOR VOKATIONAL SCHOOLS (an excerpt)

Table 3.

	Goal / formulation	Objectives / formulation	Purpose / formulation	Tasks / formulation	Assignments / formulation
Biology	+		+		
Chemistry	+ 0)				+ (0)
Physics	+ (0)		+ (0)		
Geography	+ (1)			+ (7)	
Politics and Economy	+ (1)			+ (0)	

Source: ibid.

Discrepancy is even more evident in Table 2. and 3. While, for example, in the grammar school of science biology has *objectives*, and *assignments*, in the rest of the grammar schools it has got a *purpose* and *assignments*, in the vocational schools *purpose* and *goal*. In the grammar school of science, physics has only *objectives* and *tasks*, while in other grammar schools physics has a *purpose* a *goal*, and a *assignments*, in and vocational schools has *purpose* and *goal*. The same is with chemistry which does not have a *goal* or *objectives* in the grammar school. Unlike chemistry which has *objectives* (goal) and *assignments* an in the grammar school of science, in vocational schools it has a *goal* and *assignments*. In one of the grammar schools geography has a *purpose* and a *goal* as well as *assignments*, while in vocational school it has *goal* and *tasks*. Art has only *assignments*, Physical Education has a *purpose* and a *goal*, but it has neither *tasks* nor *assignments*. Mathematics in grammar schools has a *purpose*, a *goal*, *assignments* and *tasks*, etc. No comment needed.

It is already the content of the tables that undoubtedly points not only to the terminological turmoil but also to all the tragedy of the lack of the teleological competence of the majority of pedagogical workers.

Let us conclude. Presentation of the terminological turmoil found both in theoretical sources and didactic-methodical practice, undoubtedly shows that many (the majority) pedagogical theorists and practitioners do not have teleological competence. This is the cause, before anything else, of ineffectiveness of teaching and students' inadequate qualifications, inadequacy of outcomes at all the levels of the school system.

## Conclusion

On the basis of the analysis of different bibliographic sources on pedagogy and didactics as well as the presentation and analysis of the recent school – teaching programmes we have shown, in a well-argued manner, that the vast majority of pedagogues – theoreticians, and especially practitioners do not have necessary teleological competences. This fact has negative impacts on the quality of the curriculum development and elaboration, the quality of macro and micro planning, the development and elaboration of implementation and operational plans and programmes of teaching work, conducting, organization, realization and evaluation of pedagogical procedures, and especially, of teaching processes. From this it undoubtedly follows that this fact has multiple negative consequences not only on the evaluation of the quality of school outcomes (competences) but also on the successfulness of educational system. Without a clearly and unambiguously determined goal and tasks of the pedagogical work it is not possible to have either high-quality or objective evaluation, because an objective evaluation of the efficiency of the outcomes can be conducted only on the basis of the accomplishments that were previously determined according to the objectives and tasks – competencies.

By means of a critical presentation and the analysis of the current practice we have unambiguously confirmed the starting attitude that the majority of pedagogues, educational workers, especially teacher-practitioners do not have necessary teleological competencies. That was necessary in order to bring the importance of the implementation of teleological-methodological approaches to the attention of pedagogues-theoreticians and practitioners, especially to those who develop and elaborate curricula, particularly school subject syllabi, as well as to teachers involved in teaching itself.

Epistemologically clear teleological terminology has been established on the basis of a theoretical analysis. We have resolved dilemmas on the concepts of *goal*, *purpose*, *task* and *assignment*, their hierarchical relationships and the methodological procedure of their determination, elaboration and formulation. In doing so, we have helped, hopefully, those who do not have or think they do not have teleological competence. Maybe some will not agree with the attitudes stated in this paper, but they have to be aware of the fact that the current level of cognizance and, consequently, the practice is professionally and scientifically unsustainable. They can suggest another or different terminology, even a different hierarchy, but it must be linguistically precise, semantically unambiguous and epistemologically consistent. This is due to the following. Firstly, to determine and to elaborate a goal and *task* of a teaching process means to provide a starting point for successful conducting of teaching – learning and teaching – making fit/competent students according to the defined competencies that were determined by the type, form, level and function of schooling. Secondly, teleological competence is a prerequisite for efficient methodical preparation, organization, realization and evaluation of teaching processes and school outcomes. In short, teleological competence is a prerequisite for a success both in pedagogical science and in pedagogical practice.

It is high time that study programmes at teacher education faculties include contents and activities that provide training students for teleological competence.

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## GENDER INFORMAL EDUCATION IN CONTEMPORARY ITALIAN CONTEST

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### *Abstract*

In the pedagogical field, the need for helping young generations in the composition of their gender subjectivity has been highlighted. The main aim is to provide them useful means to deconstruct heteronimism and dependence conditions and to stimulate the identification and development of the various differences gender can take on.

The intentionality of educational projects nevertheless remains far from the educational processes which inform gender learning and lie in educational experiences defined by pedagogical research as informal and widespread.

Within this frame, research meant to collect and examine different gender formation stories of some young women; we investigated the traces and peculiarities of informal educational experiences composing the aforementioned stories and studied the attributions of meaning which these young women refer to their experiences.

The recurrences identified in the collected material allowed us to detect some possible traces of informal and diffuse upbringing by means of the gender disadvantage and to investigate (informal) didactics and contents. Echoes of this disadvantage were also found in the modalities by which the young women thought and shaped their experience and in the way they conceived their gender construct.

The pragmatic orientation which informed the research and motivated the attention for contemporaneity and the young women living it, characterizes the obtained results as a possible functionality which makes this study a contribution to the knowledge and understanding of gender construction stories and a possible preparatory basis for the definition of dedicated educational projects.

**Key words:** *Agency, Disadvantage, Gender, Gender Biography, Informal education.*

### *Premises*

Nowadays the necessity to accompany new generations to composing their *gender subjectivity* is growing in our country: the aim is to supply them with useful tools for the deconstruction of heteronimism and dependence<sup>1</sup>. *Gender education* aims at supporting recognizing and enhancing plural differences that gender can assume<sup>2</sup>. Nevertheless in Italy a gender culture is missing in public discourse<sup>3</sup> and only few gender studies have been introduced

<sup>1</sup> Cagnolati, A., Minerva, F. P., & Ulivieri, S. (2013). *Le frontiere del corpo. Mutamenti e metamorfosi*. Pisa: ETS; Ulivieri, S., & Pace, R. (2012). *Il viaggio al femminile come itinerario di formazione identitaria*. Milano: FrancoAngeli; Ulivieri, S., & Biemmi, I. (2011). *Storie di donne. Autobiografie al femminile e narrazione identitaria*. Milano: Guerini; Contini, M. & Ulivieri, S. (2010). *Donne, famiglia famiglie*. Milano: Guerini; Ulivieri, S. (2007). *Educazione al femminile. Una storia da scoprire*. Milano: Guerini; Demetrio, D., Giusti, M., Iori, V., Mapelli, B., Piussi, A. M., & Ulivieri, S. (2001). *Con voce diversa. Pedagogia e differenza sessuale e di genere*. Milano: Guerini.

<sup>2</sup> Gamberi, C., Maio, M. A., & Selmi, G. (2010). *Educare al genere. Riflessioni e strumenti per articolare la complessità*. Roma: Carocci; Padoan, I., & Sangiuliano, M. (2008). *Educare con differenza. Modelli educativi e pratiche formative*. Torino: Rosenberg & Sellier.

<sup>3</sup> Volpato, C. (2013). *Psicosociologia del maschilismo*. Roma-Bari: Laterza; Simone, A. (2012). *Sessismo democratico. L'uso strumentale delle donne nel neoliberismo*. Milano-Udine: Mimesis; Soffici, C. (2010). *Ma le donne no. Come si vive nel paese*

in the academic field, particularly in pedagogical faculties<sup>4</sup>. Taking this horizon into account, educational projects promoted by no-profit sector are hardly received at Ministerial level to define the school curriculum, as well as the wider area of educational services is lacking of a gender sensitive approach, except the projects dedicated to it (for example: violence against women, trafficking and exploitation). All these elements contribute to make intentional education (not only at school) so far away from all those processes that compose gender socialization, leaving adolescents alone in the difficult task to becoming themselves<sup>5</sup>.

### *Aims*

The research – involving 12 women (aged 19-23, living in Sesto San Giovanni, heterogeneous in: neighborhood, scholarization, job, extrascholastic activities and free-time) – aims at collecting and exploring young women's *educational gender biography*<sup>6</sup> investigating, in particular, traces and peculiarities of *informal educational experiences*<sup>7</sup> that compose them and the personal meaning attributions that women give them. The biographical material has been used also to explore women's *spontaneous theories*<sup>8</sup> on gender category. In this respect, the research questions are the following: how do young women narrate and attribute meaning to their gender education experiences that they consider relevant about becoming a woman? What contents (subjects, contexts, relationships, experiences) compose their gender education stories? How do young women interpret their gender informal education experiences narrated? Which are educational effects and learning outcomes pointed out by the young women? Which exploration opportunities do young women's educational gender stories offer related to informal gender education (informal contents and didactics)? Which spontaneous theories on gender category have young women expressed during the interview? How are masculinity and femininity considered and defined? Which kinds of relations exist between content of spontaneous gender theories expressed and gender informal education experiences narrated? The research – using *gender sensitive approach*<sup>9</sup> and applying *qualitative narrative methods*<sup>10</sup> – is used as an auto-educational opportunity that gives the young involved the occasion to re-think – for the first time in all 12 cases – about their life story as a woman. The questions of the interview are: 1) *tell me what made you the person you are today*; 2) *tell me what made you the woman you are today*.

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<sup>5</sup> Albanesi, C., & Lorenzini, S. (2011). Femmine e maschi nei discorsi tra compagni di classe. Il focus group nella ricerca sul genere in adolescenza. Bologna: Clueb; De Luigi, N. & Gobbi, L. (2010). Giovani e genere. L'immaginario degli studenti sammarinesi. Roma: Carocci; Mapelli, B. (2010). Sette vite come i gatti. Generazioni, pensieri e storie di donne nel contemporaneo. Rho: Stripes; Burgio, G. (2008). Mezzi maschi. Gli adolescenti gay dell'Italia meridionale. Una ricerca etnopedagogica. Milano-Udine: Mimesis; Weber, C. (2004). Inventare se stesse. Adolescenti sulla soglia della civiltà planetaria. Roma: Meltemi.

<sup>6</sup> Merrill, B. & West, L. (2009). Using biographical methods in social research. London: SAGE; Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Roma: Carocci.

<sup>7</sup> Tramma, S. (2009). Che cos'è l'educazione informale. Roma: Carocci.

<sup>8</sup> Fabbri, D. & Formenti, L. (1991). Carte di identità. Verso una psicologia culturale dell'individuo. Milano: FrancoAngeli, 82-96; Bourdieu, P. (2003). Per una teoria della pratica con Tre studi di etnologia cabila. (I. Maffi, Trans.). Milano: Raffaello Cortina.

<sup>9</sup> Decataldo, A., & Ruspini, E. (2014). La ricerca di genere. Roma: Carocci.

<sup>10</sup> Mapelli, B. (2008). Soggetti di storie. Donne, uomini e scritture di sé. Milano: Guerini; Mantovani, S. (1998). La ricerca sul campo in educazione. I metodi qualitativi. Milano: Bruno Mondadori.

Drawing from *The Second Sex* of Simone de Beauvoir<sup>11</sup> and a novel of Bianca Pitzorno<sup>12</sup>, the third and last question is: *imagine you have to tell an alien (that has just come to earth) what it means to be a man and a woman and if you've become or you were born it.*

### **Results**

The comparison between the answers to the first and the second questions – separated by the introduction of a gender's frame – underline interesting variations. Some contents, for example, appear alternately only in a part of the interview (first *or* second answers), identified by the young in some cases as significant for their educational autobiography but not for their gender autobiography; in others they are considered peculiar only by the latter and – without a stimulus for a narration – they would probably not have been mentioned. Even if replicated (first *and* second answers), the contents follow a different treatment which produce two different kind of narrations: one relating to the educational biography and one relating to the gender educational biography; each one organized around different pins and priorities. School (intended as a studying and learning opportunity) and professor (man in particular) are mentioned as most important element in the first part of the interview but they disappear when young women narrate our gender biography. The same happens to the majority of the non-formal educational experiences (cultural, sports, job). Even the fathers – very present in the educational biographies (mostly positive) – are subsequently cited *en passant*. The transition to the second question directs the narrative to new subjects and contents. In response to “what made you the woman you are”, school is replaced by book, film, documentary, TV and other cultural opportunity that speak about women, woman's condition or they propose to represent it. Parents remain central, offering particular models of gender education that are usually considered positive by their daughters. For the first time, female subjects acquire greater attention and visibility, and an educational role is recognized to them, which was completely absent before. Sentimental relationships – already present in many answer to the first questions – become central in gender formation stories. In general, male attendance (boyfriends and friends) are often considered a training opportunities through which young women learned new gender roles (such as being a mother, wife, girlfriend) and new behaviours (for example, how to deal with our body to be considered a woman in a satisfactorily manner). Sexual experiences are cited here for the first time: some episodes of violence are narrated along with the discovery of sexuality, considered a meaningful part of gender's growing (for female) although their educational consequences not always were declared. The sentimental relationships remain important also when they include experience of separation which represent for some young woman a (suffering) way to autonomy and independence and an opportunity of reflection and re-planning our life. Considering gender «something that one does; and does recurrently, in interaction with others»<sup>13</sup>, the 12 answers to the second questions allow also an exploration of some relational daily contexts where young women live; these contexts are approachable through the views, the words and the meanings offered by the protagonist, committed to reflecting around their path to becoming a woman.

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<sup>11</sup> De Beauvoir, S. (2008). *Il secondo sesso*. (R. Cantini & M. Andreose, Trans.). Milano: Il Saggiatore. Original work published 1949).

<sup>12</sup> Pitzorno, B. (1990). *Extraterrestre alla pari*. Torino: Emme Edizioni.

<sup>13</sup> West, C., & Zimmerman, D. H. (1987). *Doing Gender*. *Gender and Society*, 1, 2, 140.

The analysis permits to observe some *social practices, discourses* and *symbolic dimensions*<sup>14</sup> that contributes to relational and contextual gender's production and evolution, and to explore, at the same time, «means and procedures, intentional or not, that promote changes concerning values, knowledge, behavior»<sup>15</sup> of/around gender. In this way, the occurrences founded show some *informal education "traces"* to/through gender disadvantage and their *informal didactics and contents*. What many interviews seem to confirm is the persistence of a *gender order*<sup>16</sup> where widespread daily experiences – made of female's duty of care, sexualization, subordination, objectification – re-promote for girls and women a traditional education to oblation, misogyny, forgetting oneself (necessities, desires, projects, priorities ect.) expressing a form of *back-lash*<sup>17</sup>. Although they are less marked than in the past, these experiences seem to transform the gender informal education in an "apprenticeships" which accompany young women to assimilate – unconsciously and progressively – that becoming a woman means learning (from others) what is considered necessary, appropriate for being considered a woman or, using the suggestion of Carla Weber, that what you can be is what other allowing you to be<sup>18</sup>. This kinds of experience can be considered part of the pedagogy that Simonetta Ulivieri called *of ignorance*<sup>19</sup>; definition through which the Italian pedagogist described the historical presence of a female education allowed to girls only where considered functional or useful for their prescript social roles. This is an education that contributes to a most general historical denial of the female identity, subjectivity and knowledge<sup>20</sup>. This kind of contents are carried by various informal didactic (as routines, rituals, duties, norms, prescriptions, customs, expectations, examples, prohibitions) that pass in different ways (explicitly or implicitly), and that involve different contexts and subject (media, parents, friends and boyfriends, jobs, teachers etc.) in a recurrences and consistency way, modelling an informal gender education or a «Bildung» as Bourdieu defined.<sup>21</sup> The power of this education is linked to different form of punishment, stimulating feelings of guilt, but also to the opportunities of social recognition, personal pleasure that can be considered very important opportunities for young people and, in general, in this *liquid* contemporary context.

School and non-formal education take part in this problematic socialization. As recent literature have confirmed<sup>22</sup>, the intentional education has been unable to assume gender studies and the relevance of their contents. Value of equal opportunities – promoted in education and training programmes, as the young involved in the research remind – is systematic contradicted by the evidence of what young experiment in their daily life within the formal and non formal educational contexts.<sup>23</sup> The *difference* – which is really experimented or which is pedagogically considered as a growing opportunity – remains far away from school, where it could be an object of young's critical observation (supported by teachers) and, at the same time, object of

<sup>14</sup> Leccardi C. (2009). Prefazione. In E. Ruspini (ed.), *Donne e uomini che cambiano. Relazioni di genere, identità sessuali e mutamento sociale* (p. 8). Guerini, Milano, 2009, p. 8.

<sup>15</sup> Tramma, S. (2009). *Che cos'è l'educazione informale*. Roma: Carocci, p. 75.

<sup>16</sup> Connell, R. (2006). *Questioni di genere*. (R. Ghigi, Trans.). Bologna: Il Mulino.

<sup>17</sup> Faludi, S. (1991). *Backlash: the underclared war against American women*. New York: Crown.

<sup>18</sup> Weber, C. (2004). *Inventare se stesse. Adolescenti sulla soglia della civiltà planetaria*. Roma: Meltemi, p.131.

<sup>19</sup> Ulivieri, S. (1992). *Donne a scuola. Per una storia dell'istruzione femminile in Italia*. In E. Beseghi, & V. Telmon (ed.), *Educazione al femminile: dalla parità alla differenza* (p. 31). Firenze: La Nuova Italia.

<sup>20</sup> Seveso, G. (2000). *Per una storia dei saperi femminili*. Milano: Unicopli.

<sup>21</sup> Bourdieu, P. (2009). *Il dominio maschile*. (A. Serra, Trans.). Milano: Feltrinelli, p. 33 (Original work published 1998).

<sup>22</sup> Crivellaro, F., Gallerani, M., Guerzoni, G., Lorenzini, S., Nardone, R., Tarabusi, F., ..., Zanetti, F. (2013). *Generi in relazione: scuole, servizi educativi 0/6 e famiglie in Emilia Romagna*. Napoli: Loffredo.

<sup>23</sup> As in the cases of *gender segregation* or *gender stereotypes* linked to *hidden curriculum*.

educational valorization. What the interviews seem to suggest is a dangerous implicit invite to confine all belongs to our gender subjectivity within the frame of intimate things, suggesting implicitly a new caesura between public and private, personal and political. Without educational (intentional) opportunity for taking the complexity of gender dimension in to account, for young women exploring and querying their daily lives is very difficult; it is difficult to understand it but also to change it, as well as finding suggestions to compose their biography. For all these reasons it's important to explore how young women interpret (by themselves) the gender informal education experiences, their educational effects and learning outcomes that they pointed out, and their gender's spontaneous theories. Echoes of the disadvantage, coming from the informal gender education mentioned before, are pointed out in the same ways used by women for meaning attribution to their experiences, in their spontaneous theories on gender and their definition of

“masculinity” and “femininity”. The interviews show young's competences and difficulties in exploring and identifying gender educational dimensions of their life experiences. That *useful category of analysis*<sup>24</sup> – that gender represents – does not seems to be part of a shared epistemological heritage; indeed it appears entirely absent in some cases while in other cases it appears only in single moments of reflection. However it never becomes a critical tool to improve the observation and analysis of our own biography. In spite of an awareness about the presence of a less traditional and more complex gender order than in the past, the young women's interviews collected do not seem to problematize the dominant conceptualization about femininity and masculinity, their relationships and their oppressive effects. Nevertheless their gender's definitions and their narratives about gender experiences contain frequently implicit confirms about naturalization of the differences between men and women;

differences that are frequently considered in a frame of an «absolute dimorphism»<sup>25</sup> and «imperfect binarism»<sup>26</sup>. Indeed in many definitions collected, the occurrences of experiences and examples of female's subordination constitute – in the eyes of young involved in the research – a ratification of his presumed natural origin that prevent from the possibility to consider these conditions the outcome of a social construction. It is what Bourdieu considered a «circular causality»<sup>27</sup> that stimulate a reflective approach similar to a circuit closed on itself that contribute to reproduce stereotypes, inequality, discrimination and that becomes an occasion of normalization. The naturalizing of gender inequality produces what Candace West and Don H. Zimmerman called «naive biological determinism».<sup>28</sup> In this way young women describe their daily lives as unchangeable. Less attention is given to the culture's role. Trying to construct for the first time a gender's definition, young women come to consider culture's dimension when, for example, they take into account roles of personal experience, episodes of discrimination or violence, gender and sexual orientation's heterogeneity or religious convictions and cultural characteristics. In defiance of Queer philosophy's<sup>29</sup> wishes, the recognitions of this complexity does not seem to have automatically any influence on the personal way to consider and doing gender. At school, as in social, relational, cultural contexts in which they are growing, young people learn early that the difference is not conceived as a value. A number of obstacles limit the possibility to transform the difference into a possible educational tool useful to challenge the

<sup>24</sup> Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91, 5.

<sup>25</sup> Connell, R. (2006). *Questioni di genere*. (R. Ghigi, Trans.). Bologna: Il Mulino, p. 117.

<sup>26</sup> Nadotti, M. (1996). *Sesso & Genere. Un manuale per capire. Un saggio per riflettere*. Milano: Il Saggiatore, p.19.

<sup>27</sup> Bourdieu, P. (2009). *Il dominio maschile*. (A. Serra, Trans.). Milano: Feltrinelli, p. 20. (Original work published 1998).

<sup>28</sup> West, C., & Zimmerman, D. H. (1987). *Doing Gender*. *Gender and Society*, 1, 2, 129.

<sup>29</sup> Butler, J. (2013). *Questioni di genere. Il femminismo e la sovversione dell'identità*. (S. Adamo, Trans.). Milano: Feltrinelli.

symbolic gender order. First the narrations collected confirm the importance to consider the burden of *Gender regime*<sup>30</sup> of the young women's family, school, neighbourhood; regimes in which the exception to the roles maybe are too limited or less visible and therefore insignificant, unintelligible or impracticable even if they are considered advantageous. Where (rarely) gender is conceived only a social construction the weight recognized to the cultural influence - in the absence or in the impracticability of alternative (material or symbolic) - seems to undermine a self-legitimation of personal desires, opportunity, choice and also experience perceived incompatible with social destiny. By the way, the idiographic perspective of the research permit to identify some experiences in which the young women's agency is supported and enhanced. However, these opportunities fluctuate in the broad symbolic insignificance of a positive representation of woman, alternative to the one that is reified and reproduced by shared culture. This absence puts young at a crossroads that asks them to choose between what is socially and widely accepted, reinforced and enhanced and the uncertainty linked to the possibility of desire and have a proper and peculiar subjectivity. In this regard, most serious absences are the lack of intentional educational support and collective politic dimensions in which gender can be considered, thematised and problematized; where it can be possible to step back to the common sense<sup>31</sup>, to find a place where gender biographies are enhanced, and to learn from experience. The sharing of gender formation biography constitutes indeed an opportunity to learn to recognize and name what it is unknown and often it is hard to perceive. As Luigina Mortari suggests, young «must be invited to reflect on their experiences, but also on their ideas, those affecting the construction of meaning of experience»<sup>32</sup>. This practice of reflexive and critical thinking allows subject to doubt the alleged naturalness of everyday life and the supposed inevitability of its forms, learning to read with a gender lens constraints, duties, abuse but also pleasures, desires, needs. This practice, as self-consciousness had shown in '70<sup>33</sup>, also be considered as a way to stimulate in the young (female and male) a *sociological imagination* that helps to recognize the link between individual's biography and the larger context of the society in which the individual lives; to pass from private to politic, from natural or social destiny to agency through which we can build our own existence and subjectivity. For girls the valorization of their gender biographies should go hand-in-hand with a valorization of the broadest female symbolic horizon. What in the interviews seems to be missing is a *shared female genealogy that however is not decisive nor determined*<sup>34</sup> which young women can freely draw from. In this regard, the educational designs should go beyond the (necessary) deconstruction of the social stereotypes and offer to girls opportunities and tools to become themselves as a subjectivity – individual, social, symbolic, politic – always partial but not complementary, always developing but present to itself.

<sup>30</sup> Connell, R. (2006). *Questioni di genere*. (R. Ghigi, Trans.). Bologna: Il Mulino, p. 136.

<sup>31</sup> Jedlowski, P. (2013). *Il sapere dell'esperienza. Fra l'abitudine e il dubbio*. Roma: Carocci; Moscovici, J. S. (2005). *Le rappresentazioni sociali*. Bologna: Il Mulino.

<sup>32</sup> Mortari, L. (2000). *Educating for Thinking about "A Good Quality of Life" and Qualitative Research Outcomes*. *Canadian Journal of Environmental Education*, 5, 1, p. 6.

<sup>33</sup> Sandrucci, B. (2005). *Aufklärung al femminile. L'autocoscienza come pratica politica e formativa*. Pisa: ETS.

<sup>34</sup> Bella, A. (2012). *Prefazione a L'umano come donna*. In L. A. Salomé, *L'umano come donna. L'eroticismo* (Eds). Milano: IPOC, Milano.

### ***Development chances***

With a pragmatic view, mutated from *social pedagogy's approach*<sup>35</sup>, the research considers the results a contribute and an opportunity for awareness and understanding life and education gender's stories and a possible basis for dedicated educative project. Narrating one's own life story and education gender's story is an opportunity of self-education that permits to recognize and be aware of the experiences that shape personal gendered embodiment creating a space for reflection, deconstruction and signification that aims to explicit and problematize the relationships between self representation, personal desires and social imaginary. As a tool for exploring the gender educational needs of youth and territory, these narrative spaces are a possible way to orient educational design for young people. This opportunity must deal with the worrying mystification of gender studies reinterpreted into the Italian contemporary context in the so-called "gender ideology" that weakens the already fragile gender education, fragmented and extemporaneous.

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<sup>35</sup> Catarci, M. (2013). *Le forme sociali dell'educazione. Servizi, territori, società*. Milano: FrancoAngeli; Tramma, S. (2010). *Pedagogia sociale*. Milano: Guerini; Sarracino, V., & Striano, M. (2002). *La pedagogia sociale. Prospettive di indagine*. Pisa: ETS.

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## THE VOICE OF EXTENDED PROFESSIONALS – LEARNING COMMUNITY MEMBERS

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### Abstract

This paper focuses on the development of teacher professionalism in Macedonia. It arises from a FECEI ‘Step by Step’ Macedonia initiative to develop school-based ‘learning communities’ in which all parties (teachers, students and school management) have an equal voice, trust one another, share a common vision and rely on personal agency for creating a positive change in the school. The learning communities is a component of the USAID ‘Readers are Leaders’ Project aiming to increase early-grade students’ literacy and numeracy capacities. These activities draw on earlier work within the International Teacher Leadership initiative (Frost, 2011). A survey was sent to learning communities members (341) to respond to 12 themes which correspond to aspects of professional identity. The survey, developed by Education International and Leadership for Learning (Cambridge Network), consists of 20 pairs of statements, first statement asking participants to respond in relation to the actual state (what is), while the other asking them to respond about the desired state (what should be). This paper focuses on three of the twelve themes most related to areas of professional identity that have appeared in the open-ended portion of the survey: teachers’ influence in policy and practice; choice and judgement in matters of pedagogy and school evaluation/inspection. The data gives insight into teachers’ opinions about their current status, level of freedom and new education reform as an implied commentary of their professional identity. The discussion focuses on the learning communities initiative’s potential to scaffold a lifelong learning culture among teachers based on extended professionalism and personal agency.

**Keywords:** *professional identity, extended professionalism, teacher effectiveness, learning communities, teacher leadership.*

It is a widely accepted that quality education is crucial for creating a vehicle for positive social change and nurturing responsible citizenship (Callan, 1997; Frost, 2011). When talking to teachers about how they feel about their profession, many of them have expressed that they love their profession, the very essence of it – connecting with children and educating the future responsible citizens – but that when it comes to their jobs as teachers in Macedonia and the region, they feel unappreciated, with increasingly narrowing areas of autonomy in their teaching practice, penalised for experimentation, with lowered self-efficacy beliefs and in a constant tug-of-war between education policy/politics and the reality of their contexts. In countries around the world efforts are focused on performing highly on international standardised tests (e.g. PISA, TIMSS) as they provide means of comparison between education systems. Governments often cherry-pick policies of high-performing countries on the assumption that these would enable them to meet targets providing only a ‘procedural illusion of effectiveness’ (Hargreaves *et al.*, 1998). When results are not being shown, the first that gets blamed are the teachers. This is not completely unjustified since, according to many international studies (OECD, 2005; TALIS, 2009), a significant factor shaping students’ attainment is the effect of the teacher, which accounts for 30% of the variance (Hattie, 2002). Still, these tests, as well as the standardised

design of government inspections, provide very little, if any, feedback, about teaching quality, let alone teacher quality.

### ***Teacher versus teaching quality and shaping teachers' professional identity***

In essence the focus of this discussion is the distinction between a focus on the quality of teaching versus teacher quality. Teacher quality encompasses the qualities of good teaching such as subject mastery, pedagogical and didactical skills, but it also involves personal and contextual characteristics (Korthagen, 2004). The characteristics good teachers include confidence, commitment, trustworthiness, respect, analytical and conceptual thinking, the drive for constant improvement, information seeking initiative, flexibility, accountability and passion. This more holistic view of the matter has been defined by Hoyle (2008) as 'extended professionalism', as a desirable dimension of the professional identity of teachers. Arguably, there is a need for teachers to reclaim and re-define the teaching profession, first by nurturing a profile of teachers which not only implies good classroom teaching, but also commitment toward improving education for all through collaboration with colleagues, life-long professional development. (Joshevska, 2012)

Family and community involvement (ISSA, 2010) and personal agency in order to have teachers' voice considered about core aspects of education and thus improving education in ascending levels (classroom, school, system). This bottom-up approach is an essential part of the teacher leadership methodology as a means of creating a school-based infrastructure for continuous professional development and practice development (Bangs and Frost, 2011; 2012; Frost, 2011; 2012; 2014).

### ***Teacher leadership based learning communities***

For the Macedonian context the non-positional teacher leadership methodology which relies on personal agency, commitment and collaboration with colleagues, has also led to several other mind-set changes to answer the needs of the local context. Firstly, the platform which incorporates the teacher leadership concept, called a learning community, is school-based which reflects the idea of starting with small-scale interventions that improve the work within a classroom and school. Secondly, the networking events provide an opportunity for teachers to share positive practices and discuss education matters. Thirdly, teachers have an opportunity to acquire evidence-gathering and reflection skills as well as other skills necessary for being a competent educator for the 21<sup>st</sup> century (ISSA, 2010). Finally, the concept of shared knowledge and collective action contributes towards pulling teachers out of isolation, having a sense of ownership and improving self-efficacy and collective efficacy beliefs, arguably nurturing 'extended professionalism'.

## **Methodology**

In order to provide ideas about how to shape education policies around the world Education International<sup>1</sup> in cooperation with Leadership for Learning: The Cambridge Network<sup>2</sup> in cooperation with Cambridge University, Faculty of Education, have developed a survey intended for teachers, school management, support staff and other education professionals. This

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<sup>1</sup> <https://www.ei-ie.org/>

<sup>2</sup> <https://www.educ.cam.ac.uk/centres/lfl/>

survey for the current research was used to examine how teachers define aspects of their professional identity organized by the survey design in the twelve themes summarized in the table below.

**Table 1** *Survey themes*

Teachers' leadership of innovation and development	School evaluation / inspection
Teachers' influence in policy and practice	Teachers' roles in assessment of pupils' learning
Choice and judgement in matters of pedagogy	Teacher performance assessment / appraisal
Leadership of continuing professional development	The creation of professional knowledge
Teachers' roles in curriculum development	Teachers' voice and influence
Responsibility for relationships and communication with parents	Strategies and policies that would enhance self-confidence and self-efficacy

### Survey design

The survey consisted of 20 pairs of statements where respondents were asked to express a degree of agreement with the statement (1 – I don't agree at all; 4 – I completely agree). In one of the statements in the pair the participants had to respond to the actual situation in their context, while on the other they had to respond about what the desired state for that statement *should* be. A paired samples t-test of the scores of each pair of statements was conducted to determine whether there are statistically significant differences between what is the actuality of a situation and the desired situation with regards to presented statement. A summary of the statistical information along with the significant statistical differences is presented in Annex 1.

The survey included two open-ended questions (*What could increase your confidence and that you can have a positive impact on students' learning and their wellbeing?* and *What could policy makers, head teachers and administrators do to improve your professional confidence as a teacher?*) to provide additional insight into the factors that shape teachers' professional identity, what hinders it and what ideas teachers have to improve their professional status.

### Sample

The online survey was sent to teachers belonging to professional learning communities as part of USAID Readers are Leaders Project<sup>3</sup> implemented by the Foundation for Education and Cultural Initiatives "Step by Step" - Macedonia<sup>4</sup>. A total of 341 responses were sent back (312 Macedonian respondents and 29 Albanian respondents) The rationale for selecting learning communities' members rather than a random sample of teachers was the notion that learning communities nurture the favoured 'extended professionals' which are arguably the type of professionals we would want to discuss broader education issues and speak on the behalf of the teaching profession, professionals whose voice should be heard.

<sup>3</sup> <https://www.usaid.gov/news-information/fact-sheets/readers-are-leaders-pro>

<sup>4</sup> <http://www.stepbystep.org.mk/mk/proekt-ral>

## Results

### Teachers' influence in policy and practice

This theme examines the perceived influence teachers have over policies and practices that affect their work as teachers. Specifically the statements are:

*Teachers (should) have a professional freedom to choose their teaching approach. and Teachers (should) decide for themselves which area of professional development they want to take part in.* The statistical significant difference between the statements suggests that participants believe that it is important to influence educational policies and practices in the schools, in the communities and on a national level. However the modalities of the expressed influence or how should the teachers be involved or exert influence is unclear. In other words, the specific examples of their influence about what kind of policies and practices teachers need to have a say in, needs to be explored further. The qualitative analysis of the open-ended questions might shed more light regarding this theme. Namely, many participants voice the need for a greater involvement from practitioners when policies are created, for policy creators to be more respectful of the teaching profession and for teachers to be rewarded accordingly.

*“When they come up with changes, additions [to existing policies], JUST ONCE, I wish they asked us, the practitioners, what kind of changes are necessary for quality education. They [policy makers] just pass laws and regulation and force the implementation of those laws and regulations on the teachers. “*

*“They [policy makers] should simply show respect by consulting us about different reforms they want to bring...just choosing the input of a few self-proclaimed experts who make decisions on our [teachers’] behalf without talking to us first.”*

*“We could be motivated more through recognition and rewards for achieved results and opportunities for career promotions.”*

### Teachers' roles in curriculum development

Similar to the previous theme, teachers here were asked about their involvement in the curriculum development in their schools. The statements examining this theme are: *Teachers are/should be involved in curriculum development in their schools.* and *Teachers (should) develop curricular content in cooperation with their colleagues.* The significant statistical difference between the real and desired state, indicates that the collaborative work in curriculum development on school level is an important aspect of how teachers define their role as teachers and thus their professional identity.

When it comes to in-class curriculum modification allowed to teachers, there is much left to be desired. The national curriculum allows for very little possibility to adapt or modify the curriculum. The State Education Inspectorate follows a protocol when assessing teaching quality which prescribes goals as well as content through which these goals will be achieved. There are two quality indicators which allow for some flexibility in planning, specifically regarding options to integrate aspect of environmental awareness and multiculturalism (1.1 Implementation of teaching plan and program and 1.2 Quality of teaching plans and programs), however that is where flexibility on content and goal setting for teachers stops. Furthermore, requirements such as the mandatory use of ICT in the classroom and the problematic implementation of a new math

and science curriculum introduced in 2013<sup>5</sup>, commonly referred by teachers as the Cambridge Program, has contributed to an increasing confusion about their tasks and roles, and doubt in their capacities to fulfil such rigid demands. Consequently teachers express a need to have more freedom to choose and adapt to meet students' needs. This is indicated in the qualitative data as well.

*"I think that I can get close to students, to guide their way of thinking toward a problem-solving thinking and by allowing them to experiment and make mistakes, I think I can have a good impact on them."*

*"The freedom is in planning and conducting of the curriculum. The new programs and guidelines for achieving the set goals are very restrictive and they don't allow for some activities that might suit students' needs better."*

The qualitative data suggest that teachers seek more freedom in this area, especially when it comes to choosing contents, methods and teaching strategies to achieve the outlined goals, as it was previously discussed, but their freedom to do so is hindered by bureaucratization of their work, lack of proper classroom resources and externally imposed accountability demands (i.e. external evaluation to assess teaching quality).

*"The teacher should be the creator in the classroom and not to be burdened with the pressures of the administration and work protocols."*

*"We need space and time to dedicate our work to the children, not on collecting evidence and photographing the classroom/activities so we can show them when inspectors come."*

*"I don't believe in daily planning, I think that without them the teacher will use their freedom and creativity and experience to conduct a better class. The constant visits by the inspectors is unnecessary and disruptive. They are under orders to monitor irrelevant aspects of the class and the teaching, while those important things such as the activity, students' achievements and atmosphere in the classroom is not paid attention to."*

### **School evaluation/inspection**

The most profound difference between actual and desired situation found in this research is on the matter of involving teachers into the process of creation of criteria for external evaluation/inspection of schools. The statements used to examine this theme are: *Teachers are/should be asked for an opinion when external evaluation/school inspection is conducted in the schools* and *Relevant institutions (should) conduct external evaluation/inspections in the schools*.

Unsurprisingly, falling into the same trend of many education systems in many countries, there is a deep concern among teachers about the method of the evaluation of their competencies and the relevance of this data for their improvement. To provide a little bit of context, in 2012 a new government legislative was implemented as a state-wide practice for students are to be tested in all subjects (from grade 3 through 4<sup>th</sup> year in secondary school) predominantly to evaluate teachers' objectivity when grading students. Lower primary school teachers (grades 1-3) are more comprehensively evaluated, based on students' portfolios and instruments used to tests students' knowledge; however, from grade 4 onwards, 30 multiple choice item tests for most subjects are used for a sample of students (in 2013, 200 000 students were tested<sup>6</sup>). Significant discrepancies between the teacher assigned grade and the one obtain on the state test by the

<sup>5</sup> <http://bro.gov.mk/?q=mk/node/163>

<sup>6</sup> <https://www.scribd.com/doc/142775547/Priracnik-za-eksterno-ocenuvanje>

students, resulted in penalties for teachers. As this is viewed as a damaging practice to teachers and an even bigger dampening of their already constricting area of control, the majority of the teachers express a negative attitude toward this situation, which is further elaborated by the qualitative data.

*“...There is no need for this kind of external evaluation because it contributes toward unrealistic grading of students and ‘teaching for the test’.”*

*“They need to abolish the penalties that result from the external testing...they leave out the processes needed for improvement and development.”*

*“The external testing has become a successful farce...[inspectors/authorities] need to stop thinking that you can show up to a teachers’ classroom unannounced and they need to revoke the law that allows them to ‘torment’ teachers this way. Instead they need to find a method of control that will contribute toward teachers’ improvement not punishment!”*

*“I think relieving teachers of the burden of external testing as a method of ‘control’ over the teacher and the way they form a grade for the student would be the key element of ‘relaxing’ the general atmosphere in the schools.”*

In conclusion even though teachers generally agree that an external (impartial) institution should be in charge of teaching quality control, teachers object to the thusly implemented evaluation for several reasons. First, the manner in which it is conducted is reductionist and with prominent methodological flaws. Currently teachers’ evaluations are used mainly to punish ‘bad’ teachers which causes tensions, revolt and reluctance to innovate and experiment. But perhaps the most profound issue with the currently conducted external evaluation, is that it provides no information or guidance for improving teaching quality, which is arguably what a school inspection/evaluation is supposed to do.

## **Discussion**

Macedonian education follows a world-wide trend of reducing education quality to a few measurable characteristics, pretentiously defined as ‘knowledge and skill’, claiming to be dogmatic predictors of both students’ success and teaching quality. Teacher effectiveness research, has proved less than useful for the purpose of examining the process of teaching, and the selection, preparation and professional development of teachers. Furthermore, the effects of standardised tests on the local level within a country, have put into motion various mechanisms of control over the education process, effectively transforming the results into instruments of punishment for the teachers who are seen as most responsible for perceived failures (Neil, *et al.*).

Needless to say, this practice has faced a lot of criticism primarily due to its methodological naivety, and because its intent to weed out ‘bad teachers’ has actually made ‘good teachers’, as the current research has shown bitter, scared and ultimately dissatisfied with their profession, dampening the already diluted sense of professional identity among teachers. Arguably, what is needed instead is a more comprehensive teacher quality definition which encompasses more than what can be grasped even through the most sophisticated tests, a more holistic approach toward selecting, educating new teachers as well as nurturing ‘extended professionals’ who turn inward when searching for solutions for classroom practices and strive to improve education quality that goes beyond the narrowed role of the teacher. This is not to say that governments are therefore excused from providing the best conditions for creating an intellectually strong professional body and providing decent and dignified working conditions

for their teachers; it implies that government policy should empower good teachers, give them freedom to lead and develop the teaching and educating process and protect them from potentially damaging external influences that makes mere implementers of prescribed policies out of teachers.

One of the ways in which such a paradigm shift can be achieved is through the bottom-up, non-positional approach in leading small-scale interventions as the backbone of teachers' continuous professional development. Shifting the focus from compartmentalized, immediate-need-only based training in which each teacher is for themselves, into nurturing a culture of learning in the schools which is established and maintained by teachers' themselves as experts of their context and experience and is actively supported and valued by school management. Arguably this kind of a model, although more difficult to measure in the positivistic sense favoured by education authorities assigned by governments, will provide a greater sense of a (professional) community in the schools, tailor-made solutions, a research and documentation practice among the teachers and an amplified sense of moral purpose which has pushed into dormancy due to the culture of control and accountability demands. On a personal level, teachers' role would be meaningfully broadened (contrary to the roles of administrators and implementers overwhelming teachers) thus providing a more diverse professional experience and sense of purpose and hopefully a retrieval of the memory of why they became teachers in the first place.

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## BIOETHICS EDUCATION: INTEGRATIVE SENSE AND BIOETHICAL SENSIBILITY

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### Abstract

When reflected upon, the rapid advancements of bio-medicine, natural sciences and technology are associated with an awareness about the implications of their progress and the possible dangers they carry. A much needed multidisciplinary, pluri-perspective approach of multi-dimensional thinking flourishes in the efforts of integrative bioethics, a self-reflective discipline which serves as an orientation background, offering an integration of perspectives. Bioethical sensibility is a life-long developing ability to be aware of the importance of life, the living (*bios*), and to acknowledge and tackle issues of bioethics. Bioethics education, although it is still in a somewhat confused state, in a stricter sense focuses on providing appropriate profiles and members of bio-medical professions, science, industry and law with key concepts and references, preparing them for the problems they are going to be facing in dealing with matters of life, and in a broader, more metaphysical sense, continuously encourages bioethical sensibility, in order to build morally excellent characters, deeply concerned about the state of forms and problems of life, not just in individual professional settings, but on all levels connected with the living, the care for otherness, and the planning of a safe and prosperous future. The text examines the points of integrative bioethics and the importance of the nurturing of bioethical sensibility through a comprehensive bioethics education; combines Potter's idea of bioethics as a bridge to the future with Vuk-Pavlović's idea of education as actualised (in the) future; shows how character education is fundamental in shaping and developing sensibility for the living; and briefly examines Jahr's bio-centric approach in bioethics education.

**Key words:** bioethics education, integrative bioethics, bioethical sensibility, bio-medicine, character.

The acknowledgement of the power of science and technology comes with awareness of the potential dangers their use carries, along with a need to anticipate, prevent or facilitate unwanted outcomes. Dedicated care for the environment becomes paramount in an age of human-generated natural disasters; as do attempts at overcoming socio-economic inequalities and discrepancies in respect for human rights, and a rising sense of the need for access to bio-medical knowledge through a fair and controlled process of inclusion and non-exploitation. Bioethics serves as an orientation background for sciences and philosophy, it provides theoretical directions in pondering issues of life (*bios*), in reaching decisions and in policy-making. Integrative bioethics is a self-reflective discipline, or a meta-discipline, which goes beyond ordinary bioethical systems, conceptualises their world-views and offers comparisons and interpretations. Integrative bioethics is not merely an applied discipline, but combines the metaphysical inquiry of meta-ethics with approaches in problem-solving on an applied-ethics level. The role of integrative bioethics is not only to examine worldviews of different theories in bioethics, but also to constantly self-reflect and determine its own perspectives (this is difficult,

seen as much of its purpose is to offer acknowledgement, respect and use of different perspectives in questions about *bios*).<sup>1</sup>

The increasingly pressing life-related issues of the present era, seem to be rendering a pluriperspective understanding of *bios* necessary. This can be achieved though bioethics education. The challenges of the new epoch cannot be grasped and overcome without an expanding bioethical sensibility, which needs a strong foundation, nurturing with specialised boosts and cultural expansion. Asking questions about life, and the answers that come up, cause an exteriorisation of a growing sense of their importance, as well as of the implications of the manner they are being dealt with, and this is what bioethical sensibility is about. How soundly this sensibility is recognized, articulated and nurtured determines how well the goals of integrative bioethics are being met, for it is bioethics of pluriperspectivity and multidisciplinary in facing questions about life (Čović, 1998, p. 565): Being rooted in the sense of the subject, the importance of life and otherness, bioethical sensibility can be nurtured by showing how little it changes even in seemingly competing worldviews, and how richly it draws from the paradigms of different cultures. Nurturing such sensibility encompasses a lifetime of respect for the living, which undoubtedly deals with issues directly pertaining to, or indirectly connecting with, the realm of bioethics. This is done by inclusion of a pluriperspective understanding of the care for life (the living), from respect for animals to the state of humanity and of the planet as a whole, which can be regarded as some of the most important endeavors of contemporary education. Separate subjects in schools, isolated disciplines and unconcerned scientists are no longer enough. Primary school biology, postgraduate level neuropsychiatry and the work in one's laboratory have things in common: the core of their teaching, the potentiality of their magnitude, the questions that come from them, when asked in philosophical terms - these all converge in the field of bioethics. How attentively they will be regarded, how significant the questions are, and how useful the answers, may very well determine how humanity's identity will be shaped in the face of its progress. Bioethics education is there to help shape the bioethical sensibility that stems from multiple encounters with aspects and problems of life, the living, and fellow humans, and to help direct and define issues of bioethics, different stances on them, the meaning of multidisciplinary in dealing with them, through a comprehensive confluence of ethics and science and the application of ethics on problems in scientific approaches and outcomes.

Bioethics education pairs the rationality of scientific development with the empathy of being a moral being, the orientation towards the future of technology with concerns for justice, equity and goodness of an integrative bioethical framework, the sustain and anticipation of progress with appreciation of the fellow living and solidarity with its condition. Bioethics education also shows key concepts of the theoretical part of bioethics, and puts them in practical contexts of applied thinking, as they arise both from actual situations of life, and from theorising about possible scenarios humans (will) face. It is not easy to conceptualise bioethics education, and not only because bioethics is a young and budding discipline – institutionalised teaching and learning are still struggling with the openness and fluctuation of the pluriperspectivity of the discipline. Despite it seeming as a hot topic, bioethics education has yet to be established as necessary in fields concerning *bios*, and offered to everyone else. The need for a long-term, or even a life-long nurturing of a bioethical sensibility is ever-growing, but on a smaller scale, there

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<sup>1</sup> About this problem of self-determination of perspectives of integrative bioethics, and about the examination of a perspective which is an examination of a perspective (etc), and the danger of a possible regressus ad infinitum or the annihilation of its own self-reflexiveness in Smiljanić, 2011, pp. 250-251, and more on the possible interpretations: whether it is integrity of perspective or integration of perspectives (Smiljanić, 2011, pp. 251-252).

is much confusion in curricula planning, which is to be expected when such an overwhelmingly rich and expanding discipline is to be put into systematised, age-appropriate (depending on levels of study), and profile-appropriate frameworks. While ethics programs, the substrates and structures of which follow the traditions of schools of thought, national policies and cultural paradigms in different settings, and there have been possibilities for comparative analyses and data-sharing, bioethics education is unevenly distributed, not only on different continents and separate educational systems, but also within countries, cultures, even districts. One of the problems is that even bioethics experts themselves do not often have adequate information about what exists and what is lacking in the field of bioethics education (Ten Have & Gordjin, 2012, p. 99). This is further exaggerated by the vulnerability of the programs, lack of strategy for training of future educators and conspicuous lack of communication between bioethics teachers. The teaching programs depend on the enthusiasm of particular teachers, rather than a firm institutional basis. What is obvious after a brief research of the Balkan countries bioethics teaching strategies mirrors what seems to be a world trend<sup>2</sup>: educators in the field do not know what their colleagues are teaching, they rarely share experiences and access to teaching materials, and learning goals vary significantly from districts, to countries, to regions. Surely, it is a young discipline, and while in the seventies a handful of universities in the United States and in Europe had bioethics in their curricula, bioethics education has come a long way, becoming mandatory for many medical and scientific profiles, and suggested for many more, and starts to pick up importance in secondary and even primary levels of schooling. However, it is in a state of confusion, lingering in a paradoxical state where everybody agrees how important it is, but little seems to be done to systematise and appropriately direct that importance. Despite the praises bioethics education gets (albeit the definition of it still being blurry), “... in most countries there is not an impressive lot of bioethics teaching” (Ten Have & Gordijn, 2012, p. 100). One way to approach bioethics teaching on a university level (including programs in teaching hospitals or courses law programs and in industry) is through a “pragmatic” worldview, following the American standpoint from the seventies onward: medical ethics and medical care professionals learn necessary skills to face ethical dilemmas that appear in day-to-day operations, and this is sometimes expanded to most bio-medical profiles and to scientific research involving live subjects. This is, however, more of a prophylaxis – formally avoiding liabilities in medical and scientific conduct does not mean that medical professionals and scientists acquire in-depth knowledge of bioethics, it means that empirically, professionals will have a point of reference if and when they confront some similar issues in their work. And this, compared to nothing, is a huge improvement: awareness of the Nazi-conducted atrocities, or morally despicable trials (like the Tuskegee case), and a firm basis of key concepts which helps in determining whether a type of conduct is morally acceptable, whether a type of procedure is well measured in terms of risk-benefit ratio, whether a practice’s implications would increase beneficence and decrease suffering etc., is an excellent foundation, as it allows continuous building upon it, depending on contributing factors of the ever-changing world. The problem, however, is that as long ethics applied to science and medicine is considered a mere corrective of failures in professional behaviour, no new horizons open for bioethics education to be appreciated for what it is: a remedy against professional misconducts, but also an integrative framework of broad understanding of life, respect for the fellow living and openness to multiple perspectives in a just and informed problem-solving. The aforementioned long-term nurturing of a proper bioethical

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<sup>2</sup> The Rijeka Guidelines for Bioethics Education from 2011 may be useful for a grasp of the general idea of bioethics education (see *Jahr*, 2012, p. 162).

sensibility, put in an institutionalised educational context means a systemised effort in training in order to create truly morally excellent medical professionals and scientists, who do not act according to ethical rules just because they are rules, but because they would choose to act exactly that way even without the formal need to abide by those rules. This effort in moral education is aimed at shaping up professional virtues, building up personal and professional integrity and overall character formation, and the sooner it starts the better – a medical student already fully aware of oneself as a responsible acting subject and a caring individual is intent upon shaping one's character as well as possible, a teenage science-aficionado is already aware of the implications of science and his/hers role in them, a primary school child is already aware that care for people, for animals and for the environment will be decisive in how he/she sees his/hers future. Some of the goals of bioethics education are the fostering and promoting of moral imagination; learning how to recognise ethical problems; boosting analytical skills; developing sense of moral duty and personal responsibility; encouraging the tolerance of criticism, disagreements and opposed opinions (Gosić, 2005, pp. 31-33). According to the founder of philosophy for children, Matthew Lipman, children are capable of abstract thinking since primary school age, they are able to think creatively and critically, thus essentially employing multi-dimensional approaches. Philosophy for children can, therefore, work excellently with integrative bioethics, which is a discipline with a strong educational role. Such a relationship can bring (philosophy for) children to the formation and development of bioethical sensibility, seen as the epistemological and methodological paradigms of the disciplines are quite compatible.<sup>3</sup> Integrative bioethics, which is based on the model of pluriperspectivism, functions as an answer to the dramatic need for orientation knowledge, which would be opposed to epistemological reductionism, especially in issues on life and the conditions for its preservation (Katinić, 2012, p. 588). Bioethical sensibility is possible to develop and stick within the general public, only if educational processes are aware of its importance and intensely include ways to establish and develop it. If philosophy for children is seen as a general philosophical didactics transcending factual knowledge, learning by repetition and the lack of critical thinking (in short – educational reductionism) by employing multidimensional thinking and pluriperspective approaches to gaining knowledge, then, its compatibility with integrative bioethics can yield remarkable results. A new planetary sensibility, or bioethical sensibility, as a goal of integrative bioethics, is possible through multi-layered sensibility for bioethical issues in the general public, which, if comprising of children who have studied philosophy will be in an excellent position. Experiences show (Katinić, 2012, p. 600) that children have capacity and great potential for asking questions of bioethics, so bioethical sensibility must be encouraged in institutionalised learning, despite the difficulties that present themselves in terms of lack of life experience (and scepticism along the lines of “how can there be legitimate emotional stances without previous experience?”) or direct experiences with nature (“what if nature is distant in urbanised settings?”). Schooling cannot do miracles in shaping one's bioethical sensibility, but the synergy of different subjects and courses and individuals paying attention to it, and the multidimensionality and inquisitiveness in philosophy for children are certainly a good starting point.

In the fields of bio-medicine, science and technology, bioethics education as a long-term effort contributes to the care for patients, research-subjects, and other stake-holders for which the professionals in the fields are responsible. So, it is not only about remedying professional slips and misconducts, preventing future dehumanising and objectifying atrocities, it is about

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<sup>3</sup> An attempt to highlight this relation in Katinić, 2012.

humanising bio-medicine, attenuating technology, taming scientific progress for progress' sake. In this spirit, bioethics education cannot be focused on medical or scientific activities only, as the living transcends such spheres. Therefore, the sensibility for *bios* from the humanities, especially philosophy, and from the social sciences, applied to bio-medicine, science and technology, offers an integrative framework in a broadly-encompassing human context. Encouragingly enough, there being a growing consensus about the ultimate goal of bioethics education – that it is to produce good health professionals and scientists (Goldie, 2000), its importance emerges also in the learning profiles for professionals dealing with health and science from a meta-level. The broader conception that bioethics education is seemingly moving towards goes beyond the early stages of the traditional models of merely identifying and analysing ethical issues, and towards using the emerging alternative models aiming to influence students' attitudes and behaviours (Fox et al., 1995).

Van Rensselaer Potter and the conception of bioethics as a bridge to the future, not as biomedical ethics (although his strain, the American line, is more bio-medically oriented, unlike the European, more “metaphysical” one), or just ecological ethics, but a global ethics of *bios*, opened the path towards understanding the stakes in shaping and conditioning the future by acting in the present. The idea of bridging the past and present to reach a contemplated (if not planned out) future, and the importance of education and character-shaping, converge in the pedagogical concept by the Croatian philosopher Pavao Vuk-Pavlović, a professor at the Faculty of Philosophy in Skopje for several years. Education and training should not be under ideological normativism, according to him. Education is a process of creation, involving the educator and the student (the pupil, the apprentice), it is a creation of love, of an activity continuously encouraged by this love through which values are being formed, and, thanks to which, the future arrives. The future, regards Vuk-Pavlović, is not something that is temporally about to happen, something that necessarily comes in a chronological manner, but a time in which through creation certain life values are shaped and come to fruition as a result of the joint dedication of educator and apprentice. The future, therefore, is not to be thought of as a blind, soulless principle of destiny that constantly approaches as time goes by and the natural laws work. The human soul does not passively await the expiration of time – depending on the person as a spiritual creature and the experiences in life, the soul either creates or does not, but in order to create, it needs direction, and synergy, and an awareness for the potentiality in whose actualisation it may participate. The future, according to Vuk-Pavlović, is not external to man, but intrinsic, it is not something we wait for, serenely twiddling our thumbs, nor something we eagerly and hopefully await, but something we create with human longing and zealously. The future is “born” by living life and creating values. Future, in this sense, is more important than the passing of time, and appears wherever one strives towards creating and attributing values, it fills with meaning only in the presence of values (Vuk-Pavlović, 1932, pp. 29-30).<sup>4</sup>

People cannot escape the future (again, not in a temporal, chronological, but value-based manner). The yearning for the future as striving for values is the goal of the cultural society, of the culture it originates from, just as a creature needs to be educated and “cultivated”, in order to historically survive, i.e. persist in his/hers spirituality, meaning and value-continuity. The future depends on context and supplies contexts, which does not mean it can be reached by historical looking into the past and by repeating what has already happened, no matter how significant it has been, for culture, no matter how much it keeps traditional rites, does not develop by merely repeating them. According to Vuk-Pavlović, should education be planned only as based on the

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<sup>4</sup> More detailed in Vuk-Pavlović, 2008, pp. 23-26.

past, however filled with meaning that past is, it will be limited by the past, enclosed and bordered by it, and will become a means for repetition, for an eternal return of sorts. He does not, by purporting this, belittle the value of the past, as the valuable in the world as knowledge with confirmation and repetitiveness enters through the past, but insists that values, by being values, are not facts, and cannot be scientifically confirmed and determined. Axiologically speaking, truth is the main value of theory of knowledge, beauty – of aesthetics, sacredness – of religion, the good – of ethics etc, in this sense the value of pedagogy is the future. Conceiving something as having a future, means that it has a pedagogical, educational value. Educational actions and processes do not serve to some imaginary, illusionary future, but a future which will surely become present, actualised through values. Education can only mark its results in the new (always next) generations, and only in the future can it be determined whether it was appropriate and “good”. Value is confirmed in a future which is to be believed in, but not known of with certainty. Educational acting is not a mere historical fact – pedagogical functions create in a historical way, they influence history (Vuk-Pavlović, 2007, pp. 28-31).

Potter was being dubbed “the father of bioethics” for a few decades, until an earlier, prior father was discovered (thanks primarily to Hans-Martin Sass), the German theologian and pedagogue Fritz Jahr, and a new, European foundation of bioethics was acknowledged.<sup>5</sup> Jahr expands the sense for the living on all of life, not just humans, but also animals and plants, insisting on a theory with a strong synergetic message, convinced that science and the results of the active and progressive human mind will show that there is not stable basis for adhering to an anthropocentric position. Bioethics lies upon the presupposition of a moral duty not only towards people, but all life-forms, thus, he offers an enlargement of the Kantian categorical imperative: respect every living being in principle as an end in itself, and, when possible, handle it as such! (Jahr, 1926, pp. 604-605; Jahr, 1943, pp. 183-187). Fritz Jahr is relevant on many levels, but in bioethics education his actuality is thanks to his insistence on character education, according to the ten ways he defined to influence moral reasoning in young people (Jahr in Sass, 2010).<sup>6</sup> Gosić offers a brief resumé of the key points of each principle and then places each in a practical context with a pressing bioethical issue, like the right to abortion, euthanasia, organ transplantation etc.). According to Jahr, it is important to not teach predetermined subjective disposition, to avoid indoctrination within teaching contents, to avoid bias in explaining and teaching about bioethical problems. Along with this, the method of teaching is also to be devoid of indoctrination: cover-ups of predetermined opinion with so-called objectivity through manipulation in interactive teaching are to be avoided. Methodologically unacceptable is to present suitable facts and suppress unsuitable facts, whether by twisting them or denying them altogether. The educator should always consider different character attitudes; difference of opinions is not something to be skated over, but discussed, the benefits and shortcomings of having different opinions and attitudes must be available; if the educator does present a personal opinion, it should be done in an impartial form, and not by skipping unfavourable issues associated with it; biased information should be avoided as often as possible and opportunities to form their own opinions always given to students. Also, in the formation or review of an already existing character, reason and science should never be overlooked. The youth is not ready only for authoritarian methods and it should not be claimed so, nor is it ready only for methods of untamed freedom; when the development of an expected character is not going too easily, it

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<sup>5</sup> About the coining of the term “bioethics” and a chronological bibliography of Jahr’s works in Muzur & Rinčić, 2011, pp. 133-139, a precise list on pp. 136-137.

<sup>6</sup> About his importance in the present era see Gosić, 2011.

should be remembered how things would have gone with another (a previously employed) method.

Through integration of perspectives, multidimensional thinking, multi-disciplinary approaches, thanks to character-training and encouragement of bioethical sensibility, problems with *bios* will more easily be analysed, understood, put in context and resolved. Integrative bioethics and bioethics education, enhancing a life-oriented sensibility and dedicated care for the living, will be part of the legacy of these stages of human development.

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## **DETERMINING THE NEEDS OF EDUCATION AND ENVIRONMENTAL PROTECTION**

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### **Abstract**

The frequent occurrence of natural disasters with devastating consequences, pollution of all environmental media, outdated industry, uncontrolled traffic, military actions, the use of depleted uranium and other devastating actions show the need for education and environmental protection. The educational process is the basic environment in which this needs to be realized. The paper aims to analyze the role of the subject programs that reach content through education and training for the disciplines related to the environment. It is particularly pronounced comprehensiveness of those syllabuses of primary compulsory education and the results of graduated students of higher education. Research and collection of the required materials are done through the proper methodology that includes conducting a survey of a student population.

**Key words:** education, upbringing, environment, environmental protection.

### **Introduction**

Invasive globalization, modern technological progress, military confrontations, unsustainable behavior towards nature cause rehabilitation of the environment from the effects of these processes to be hard to achieve. An even greater challenge is shaping the awareness of the meaning and environmental protection. That is, the incorporation of this consciousness and the implementation of the new technological, economic, political and ethical dimension of living and working conditions in a safe and healthy environment. The basic cell that should be the initial impulse for creating environmentally conscious society is education. In this educational process, first needs to seriously review the basics of scientific assumptions and adopted principles that underpin actual society, which inevitably degrades the environment. A sustainable way of functioning of humans and nature is the central paradigm that should be "forced" to be in function of the change of anthropocentric consciousness and ethics in humans.

Despite the fact that we live in an era of information technology, when all necessary information we can get from the computer and the internet, however in developing environmental awareness and culture of modern man, important role plays the system of education and upbringing. A wide range of environmental education stems from the natural and social sciences. An educational process that is aimed at protecting and improving the environment is conscious and planned development and perception of environmental knowledge throughout life.

Thus, awareness of the primary importance to the environment is developed, its characteristics, and the relationship between man and environment. Based on the developed consciousness, every human being will tend to the preservation and improvement of the environment. The basic premise of an educational-upbringing process should be offering verifiable knowledge of basic environmental issues in contemporary society. Thus, a critical awareness and thinking to rampant environmental degradation and sustainable use of natural resources are developed.

Environmental education should be correlated with environmental requirements during the life educational process or the educational process not only to cover the information about environmental events. You'll agree that environmental awareness is not consisted only of knowledge, but also of other elements such as emotional because knowledge without practical activity is not of big importance.

The creation of environmental awareness begins at the early age of man and undoubtedly stresses the importance and role of educational institutions at all levels. If this process is continuous, then up-coming generations and in full working and mental activity they will be "armed" with adequate knowledge and be able to respond to all challenges related to environmental protection. This paper contributes to shaping the appropriate educational strategies and critical thinking on the need for appropriate programs with environmental themes in educational upbringing.

### **Factors affecting environmental education and upbringing**

Starting from the constitutional principle that everyone has the right to a healthy environment and that everyone is obliged to promote and protect the environment and nature<sup>1</sup>, we assume that the indicators should be implemented through a well-designed educational process in which ecological matters will have adequate representation. This means that the state provides conditions for realization the right to a healthy environment. But the question for discussion is how citizens are brought up and educated by the educational system what they should think about what value system to construct in terms of the environment.

To be able to talk about achieving a degree of environmental consciousness that will respond to the request for the preservation of the healthy and quality environment, it is important to analyze the individual perception of certain factors in achieving previously accented purpose. The factors of ecological education can be classified as external factors or factors of external environment and internal factors or factors of personality. Furthermore, the factors of personality can be divided into two groups, i.e. motivational factors such as how the ecological orientation is adopted as a value or how much the individuals are satisfied with the state of the environment. The second category is factors which might come under the term competencies, i.e. what individuals know what are they informed about and what is their previous experience.

Particularly interesting factors in the process of environmental education for the formation of environmental awareness and culture of individuals is the family, kindergartens, schools, faculties, enterprises, social organizations, etc. The family is the initial step in the education of young children. Basically the family influence positively in the context of the development of ecological values and awareness among their members. The family is the closest

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<sup>1</sup> Constitution of the Republic of Macedonia <http://www.slvesnik.com.mk/content/Ustav%20na%20RM%20-%20makedonski%20-%20FINALEN%202011.pdf> (accessed on 21.10.2016).

social group that exercise common knowledge about the existence and other important needs of people. Main tool and method of acting of the family is the personal example, where children learn spontaneously. For example, maintaining a clean environment, dispose waste in right places are extremely good personal examples that contribute to the environmental education of the youngest members of the family.

Groups of young people who are generational close, also, are an important factor of social awareness among young people. Having identical views on the assessment of social position and status of their generation, give us the right to suggest that the perception of values among young people, their needs and ways of looking at problems with the environment, there is a possibility of finding ways of their engaging in protection and improvement of the environment.

Environmental education requires different sources of knowledge. Thus we can highlight some of them. First, the immediate reality that implied the actual environment in which the student exists. That is the family home, kindergarten, school, faculty, urban environment and so on. Secondly, school textbooks, novels, fiction books and so on. Third, the teaching resources used in education. These include a variety of models, products, models, images, drawings, tables, graphs, photographs, videotapes, CDs, etc. Fourth, the teacher as an important factor in the realization of the goals and objectives of environmental education. Teacher selects the curricula, evaluates environmental aspects of the material, organizes and leads the process of imbibing the knowledge, forming attitudes and habits among students, organizes and implements extracurricular activities and indirectly with his/hers own actions and examples effects on shaping the students' personality. Fifth, the press, television, radio and other means of mass media such as the Internet, have an impact on activation of citizens in environmental protection. Thus realizing informal environmental education and upbringing<sup>2</sup>.

### **Elementary, high school, higher education and environmental education and upbringing**

The school represents a basic factor in education and environmental education. The school has the greatest potential and the greatest opportunities to build awareness of the students. Besides the possibility of gaining certain knowledge, the school offers opportunities for the formation of certain habits and development of environmental awareness through the development of a responsible attitude to yourself, family and environment. Despite the fact that raising and educating young people about environmental protection has its nascency in family education, the school in achieving that goal becomes an irreplaceable element. How much importance will be given to environmental content largely depends on the competent institutions in the state, but also on the habits and the training of teaching staff by gaining experience in various training and seminars. An actual moment in the field of environmental degradation and the conditions in the environment itself alerts that the fund of environmental knowledge is not at the required level. Knowledge is poor, but have extremely great educational potential<sup>3</sup>.

In the curriculum for nine-year elementary education in the Republic of Macedonia for the academic year 2016/17, environmental contents are offered not only in the subject programs in

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<sup>2</sup> Ljiljana Adamović. Ekološko obrazovanje u funkciji zaštite životne sredine. [http://apeironsrbija.edu.rs/icama/2009/059\\_Ljiljana%20Adamovi%20-%20Ekolosko%20obrazovanje%20u%20funkciji%20zasti.pdf](http://apeironsrbija.edu.rs/icama/2009/059_Ljiljana%20Adamovi%20-%20Ekolosko%20obrazovanje%20u%20funkciji%20zasti.pdf) (accessed on 02.10.2016).

<sup>3</sup> Ljiljana Adamović. Ekološko obrazovanje u funkciji zaštite životne sredine. [http://apeironsrbija.edu.rs/icama/2009/059\\_Ljiljana%20Adamovi%20-%20Ekolosko%20obrazovanje%20u%20funkciji%20zasti.pdf](http://apeironsrbija.edu.rs/icama/2009/059_Ljiljana%20Adamovi%20-%20Ekolosko%20obrazovanje%20u%20funkciji%20zasti.pdf) (accessed on 02.10.2016).

natural sciences (Biology, Chemistry, Physics, Geography) but in the electoral list of subjects in which there is the subject environmental education. More specifically, the students of XII, XIII and IX grade choose one subject from following: our country, environmental education, homeland exploring, dances and folk dances, music projects, art projects, technical education, science projects, optional sports, health promotion, skills of living, while the students from grade VIII and IX have as an optional subject programming<sup>4</sup>.

Analysis of the high school curriculum and high school vocational education has shown that specific case with environmental themes is not presented. However, eco themes are taught through course programs in natural sciences, biology, chemistry, physics, and geography. Also, high schools have project activities in the sphere of environmental protection<sup>5</sup>. This level of educational upbringing, among other things, should enable planned development of ecological environmental knowledge throughout life. The primary aim, in that direction, should be the development of awareness of the basic features of the environment, relationships that exist within and the relationship with her based on what each individual will strive for its protection and improvement of the environment. At high school level, environmental education should provide reliable knowledge about the basic environmental issues of modern societies, to develop a critical attitude to the accelerated degradation of the environment and to stress the necessity of rational use of natural strategic resources such as oil, natural gas or water.

Within the higher education in the majority of universities that exist in the Republic of Macedonia, there are contents with more or less offering environmental education and environmental protection. This especially applies to teaching and course programs represented in the faculties of natural and technical sciences. As a good example, among others, we will point out the students of the first cycle of the Faculty of Philosophy - Institute for Security, Defence and Peace who have specific subject programs (environmental safety, management of natural resources, energy security), which offered up to date findings and develop critical skills in protecting and improving the environment. Also, "Environmental forensics" is a course program taught at the School of Security at the St. Kliment Ohridski University. This cycle of education of environmental protection needs to create a scientific potential of the country to create appropriate strategies for environmental safety. Acquired knowledge should be a guarantee for continuous upgrading process that will enable the successful identification and deal with all forms of endangering the environment. The scientific elite must create proper directions for creating and planning of development of ecological safety. Experience from other countries shows that education and upbringing of the need for environmental protection must begin from the earliest age. Higher education should give the final initial moment to build such a valuable system where the individual will become seriously aware of the need for a healthy, protected and improved environment.

### **Results of a survey on the need for environmental education within student population**

Already the view is firmed up that the need for education in the field of environmental protection is necessary in order to raise awareness among young people and acquisition of

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<sup>4</sup> Curriculum for the nine-year elementary education for the school year 2016/2017.

<http://www.bro.gov.mk/docs/nastavniplanovi/nastaven%20plan%20devetgodishno%202016-2017.pdf>

<sup>5</sup> <http://www.bro.gov.mk/index.php?q=mk/nastavni-planovi> (accessed on 21.10.2016)

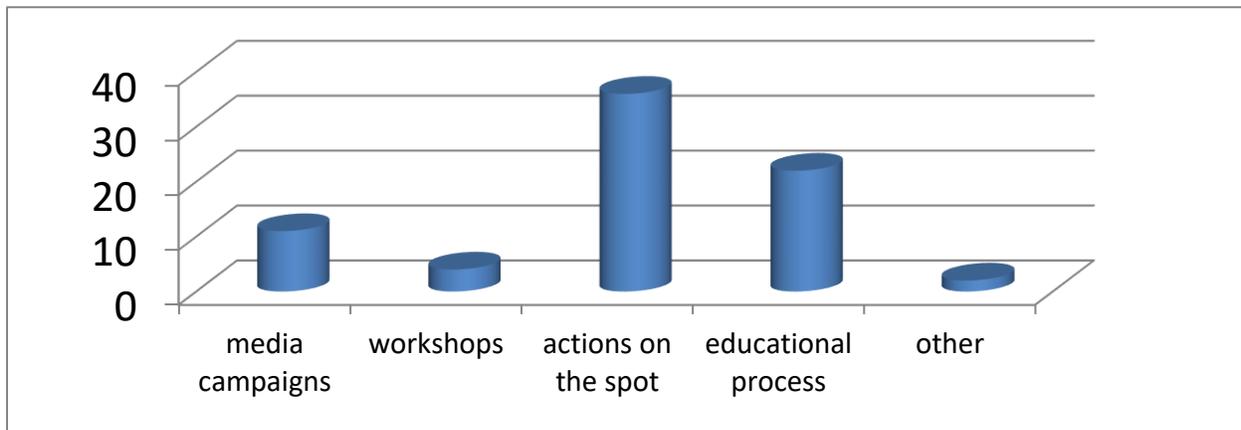
appropriate knowledge in this area. Same conclusion for crystal clear viewpoint exists also in the context of the need for environmental education to be implemented from an early age, but it should continue to other cycles of education.

To investigate the environmental education of students and gaining knowledge about the importance of this kind of education, the survey was realized with students by filling out a questionnaire with questions in the field of ecology<sup>6</sup>.

Teaching in the field of environmental protection respondents rated as important. Namely, they were asked the following question: If you listen to a course of the subject about the environment, how do you assess the significance of it? The answers were: very important, 64% important 34% and others 1.3%. In terms of knowledge which was acquired by respondents, 58.3% of them believe that knowledge for them is a novelty and for 34.7% were already familiar with. It can be concluded that the respondents are aware of the importance of environmental education and almost all declare that it is extremely significant and important part of their overall education of undergraduate studies.

In the questionnaire the respondents were asked a number of questions about the awareness among young people by listening to the subject content, so on the question: How is your awareness on environmental protection? The answers were: on the same level - 8%, on a higher level - 89.3%, do not know - 1.3% and others - 1.3%. On the question: What kind is most suitable for raising awareness about environmental protection? The answers were as follows: 14.7% - media campaigns, 5.3% - workshops, 48% - actions on the spot, 29.3% - teaching and educational process, and other 2.7%.

**Table 1. Ways of raising environmental awareness**



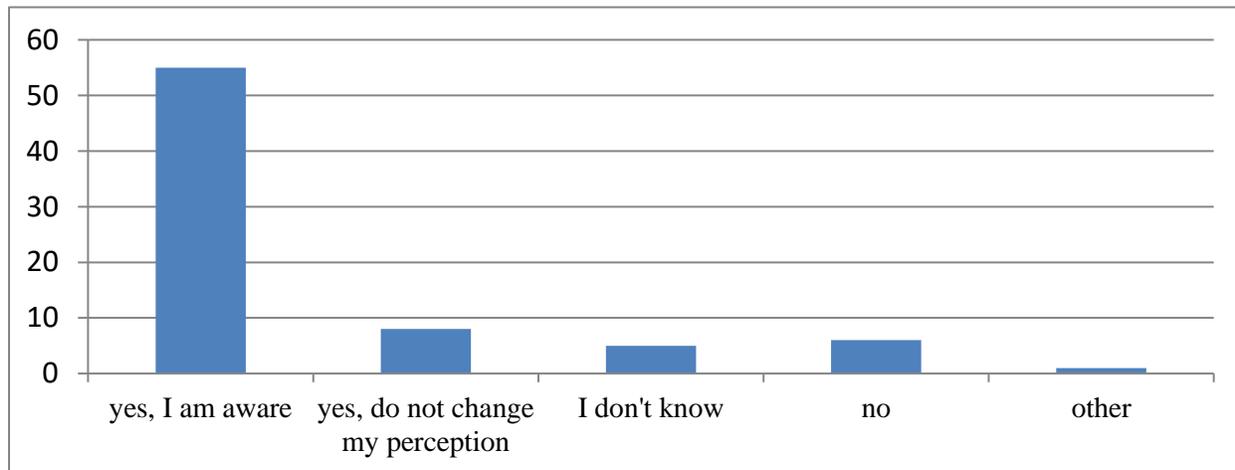
These results suggest the need for young people to be educated within the educational system for environmental protection, but also propose concrete actions and practical work in order to implement the acquired knowledge and to acquire new knowledge and skills in this area. Namely one-third of respondents believe that awareness of ecology can be raised with the teaching-educative process, which means that in the future it should be paid more attention to the curricula at all levels of education and representation themes for environment protection.

<sup>6</sup> The survey included students from the third year of the Faculty of Security in Skopje, attending classes for Environmental Criminology

Regarding the specific educational content for the subject Environmental Criminology, students acquire knowledge on which they can detect environmental risks and threats<sup>7</sup> in the environment where they live and learn, as well as specific actions that are criminal offenses<sup>8</sup>.

Thus, besides raising awareness among young people that there are some environmental risks and threats as pollution of water, soil, air, illegal trafficking in hazardous materials, etc., they gain knowledge and for the perpetrators and victims of environmental crimes. Due to that, the awareness of their victimization<sup>9</sup> is on a higher level that can be concluded from the responses to the question: Do you think that you are a victim of environmental crime after finishing the course?

**Table 2. Awareness of victimization**



We can conclude that more than half of the respondents can analyze environmental risks and threats that exist in their immediate environment and thus realize that they have become a victim of environmental crime. So as a result of their education, their awareness is at a higher level and they can detect threats to their lives, and to identify the specific criminal behavior of perpetrators. Thus they can become active participants in our society and report this type of crime or to take measures for their own protection in the future.

Concluded observations of the respondents can be classified into several findings:

- o -95,9% of respondents believe that education is necessary to recognize the risk to human health;
- o 94,5% believe information and knowledge provide greater protection in the society;
- o 62,7% believe that the lack of awareness contributes to the emergence of environmental crime.

Respondents rightfully link environmental education with peoples' health, because as they acquire knowledge about environmental protection, young people educate themselves and protect their health. Ecology is a science that studies the threats to the entire living world, hence

<sup>7</sup> Mileski T. Ecological security, sustainable development, sustainable security. Faculty of Philosophy, Skopje, 2011.

<sup>8</sup> Malish Sazdovska M., Ecological criminology, Solaris print, Skopje, 2009

<sup>9</sup> Malish Sazdovska M., Ivanov A., Victims of Environmental Crime (Students Perceptions of Environmental Crime), Criminal Justice Issues, Journal for Criminalistics, Criminology and Security Studies, Year XII, Sarajevo, 2012, No.5-6

young people will gain knowledge not only for their own protection but for the protection of flora and fauna which directly and indirectly affect health.

Also, the respondents believe that the information and knowledge provide greater protection of society, which actually indicates the need for their constant awareness and education about ecology. Only in this way young people can be educated to be aware of environmental risks and threats, and also for the measures that can be taken for a healthy human environment.

At the end of the section of the concluding observations, respondents emphasize that lack of awareness and ignorance of the effects on the environment contributes to the emergence of environmental crime. Indeed, if awareness of these offenses is a higher level, of course, it would act preventively and the number of crimes would be reduced. So heightened awareness is directly related to the prevention and reduction of environmental crimes in this country.

### **Conclusion**

Environmental education is significant in many ways in terms of education of children and young people in any modern society. Namely, due to the increasing technological development of increased global risks and threats to human health from pollution, radiation, climate changes associated with natural disasters and so on. In order personal protection and the protection of the entire living world, it is necessary that they have adequate knowledge of environmental protection. That implies the need for environmental education to be part of the curricula in the Macedonian educational system, starting from the earliest age of children in pre-school up to the highest levels of education in the country.

Actually, the results of the environmental education of undergraduate studies in which they study subjects in the field of environmental protection indicate positive results of environmental education. The participants concluded that their awareness was greatly increased, they obtained new knowledge and skills in this area that allow detection of certain environmental risks and threats, taking precise measures to protect and thus directly reduce the rate of environmental crimes in the Republic of Macedonia.

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## **TASKS OF HIGER EDUCATION IN A MODERN GLOBAL SOCIETY**

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### **Abstract**

This paper outlines some specific issues related to the task of Higher education for the future. Research and teaching, the traditional mission of the university, are still central goals. Nowadays equity and inclusion are expected instead of elitarian access, and that implies successful learning for all, for disantvantaged groups too. Among the other tasks, the University has to create the conditions for developing ethos and social responsibility in the learning life of the students. Democracy of staff in the academic community, students participation, and active learning are to be encouraged. Criteria for Quality Assurance are to be developed, overcoming superficial standards and rankings in direction to indicators of community life and empowerment of students (a Higher Education Development Index). In order to perform this tasks in the global scenario Universities need to keep their autonomy and to increase the awareness of their responsibility in giving their specific contribution for culture and society. The Internationalisation of Higher Education at Global Level (cooperation, networking, exchange of best practices, mobility, mutual recognition of outcomes) are costitutive parts of the University life. This article underlines the importance and contribution of Tertiary Level Educational Institutions to overall objectives in the fields of science, teaching, democracy, equity, internationalisation and human rights.

**Key words:** University, responsibility, development, empowerment.

### **Introductory remarks**

I first outline basic components of the role of the University, and attempt to elaborate proposals aiming to enhance the impact of this historic Insitution to further improvement. They influence development both educating the student population, and offering the independent contribution of the scientific and cultural world.

I'll make use of official documents of the Ministries of the member states and of the internat Institutions, and refer to my own personal experience as University professor in Italy and in some European countries.

The challenges of the 21. century make heavy demands on the Higher Educational Institutions who meet complex challenges in the contemporary era and it is worth to discuss their role in preparing young people and in modeling the future.

Among the most influencial pillars of our society such as economic and political powers, media, religious organisations, citizens organized in NGOs, and in interest groups, the Universities have to be active actors and to give their specific contribution.

The 'World Declaration on Higher Education For The Twenty-First Century: Vision And Action', of UNESCO (1998), states in the Preamble, that 'On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future,..' (UNESCO 1998). The Fourth Bologna Policy Forum, held in Yerevan, 14-15 May 2015, underlines that the Ministry in charge for the Universities are committed to

democracy, human rights, and the rule of law.

The International Bodies at global level provide a number of broad orientations for developing policies and practices in order to prepare young people to acquire the competences needed in a knowledge society in the global village, full of contradictions. International Networks of Universities play an important role.

### **Committed University Development**

A new range of skills are needed, in order to promote social cohesion, to prepare students as balanced persons, skilled and responsible labour force, active citizens, paying attention to pluralistic values and human rights, aiming to strengthen in young people a sense of belonging and of commitment. It includes thinking about the common future and about the place of the own country in the global scenario, discovering that we all are a Community of destiny in the contemporary society, rich of conflicts and of potential risks.

Higher Education Institutions are expected to give a solid education to the students as basis for their life, for the development of economy, and of a democratic society. Strengthening the role of the University for a better future implies focussing on several fields: quality and excellence in research and teaching/learning, inclusion, accreditation and Quality Assurance (QA), internationalisation, autonomy of the academic community, and awareness of the responsibility for the future.

The University education and training influence the common development and needs due attention by Institutions and by all decision makers, concerned for contributing to a sustainable future. The quality of research requires careful support and appropriate evaluation procedures. The quality teaching /learning can be improved enhancing the competence of teaching staff, with good recruitment procedures and training, and with transparent formative/ participative evaluation of professors.

Active learning is strengthened by forms of teaching providing opportunities for developing inquiry oriented learning, focussing more explicitly on collaborative learning and problem solving in teams, promoting self evaluation of the students with formative assessment (Bombardelli, 2015), with portfolio and Personal Development Plans. Developing learners' competence is an important part of the mission of higher education; the term "converging competences" points to the need not only to train individuals for specific tasks, but to educate the whole person. Education is about acquiring skills, but also about acquiring values and attitudes (Bergan, Damian 2010).

Improvements in our society and in our economy require high quality education for all, equity and inclusion; therefore higher education should be accessible to a higher number of students. Several Universities are engaged in an ongoing effort to improve their record in retaining and graduating entering students, guaranteeing access to a student population that contains a large number of low-income, low social classes, first-generation, commuter students. ET (Education and Training) 2020 of the European Union aims at the ambitious goal of pushing tertiary graduation rates to at least 40% of the population (ET 2020), promoting social mobility and smart and sustainable growth.

In order to allow access and good results to a wide range of students, attention has to be paid to differences of learning and of interests, promoting quality learning in a climate of respect of the cultural diversity.

Modern societies are inconceivable as isolated and mono-cultural entities. The global Dimension

includes efforts for the development of open mindedness and respect for people of other countries, cultures and religions, raise awareness of cultural stereotypes, combating racism and xenophobia, reflecting on local and global cultural, structural, economic and institutional processes as well.

The interaction of various cultures enriches our societies; however, we also witness tensions between cultures. Intercultural dialogue is therefore one of the priorities of the Higher education, by its history and contemporary practice, is a natural promoter of intercultural understanding. Higher education institutions and campuses are themselves multicultural societies. In Higher Education we can create an international classrooms merging physical mobility with virtual mobility, and have the change to improve networking focusing on cooperation, exchange of best practices, students and staff mobility, mutual recognition of outcomes, encouraging proficiency in foreign languages. Teaching mobility and networking among Universities improve the results in acquiring, near the traditional disciplinary and interdisciplinary competence, open horizons not restricted within local and national borders.

The Erasmus plus program has changed the landscape of Higher education in Europe. By now 3 million students had the chance to participate in an exchange and discover another culture and country, and 4 million are expected to do the same by 2020. Universities started to implement internationalisation policies, and the J.Monnet Programme is successful at global level in many faculties in teaching and research.

Quality is improved by connecting studies and research at international level, introducing joint Master and Doctoral study programme, disseminating best practices over the borders, developing new or improving existing common programs. At the moment, Double and Joint degree programmes at university level are difficult due to the big differences of outputs officially required by different countries.

Networking will be facilitated establishing pilot projects among Higher Education Institutions, attending International conferences, courses and workshops, organising bilateral meetings, work -campus, trips. There is lack of transparency, and fragmented information about aims, general contents of courses, exchanges, etc. in the different Universities. The difficulties will be reduced by providing clear overviews of the qualifications, focusing on issues related to the recognition of qualifications, credit transfer, main elements, such as level, workload, quality, profile and learning outcomes, examining generic and subject-specific competences, requirements of the labour market, as a necessary, although not sufficient, condition for both student and labour mobility.

Quality assurance is one of the key topics in the current higher education debate. The most common current criteria like the number of publication or the number of quotations are quite dangerous. The quality of the scientific production should be stated by all means, excluding stereotypic solutions.

A mechanisms of coherent quality management and quality assurance has to be established, thanks to the widening of horizons, the enhancement of possibilities given by the exchange of information, and experiences. First of all a group of experienced independent peer reviewers, trained to adopt common criteria, not general abstract standards, will extend the level of QA and avoid the risk of apparent evaluation.

It would be helpful agreeing an evaluation system abandoning abstract standards and rankings in favour of more appropriate measures comparable to the HDI Human Development Index in economy, introducing a well balanced 'High Education Development Index'.

The evaluation of Universities should include the level of inclusion, the democratic decision

making, and their contribution to the students' education for active citizenship (Barrera, Meira Soares, 2010).

Higher education governance is a key component of Higher education considering both overall higher education policies and specific aspects of it such as access to research results, financing, equal opportunities. The public responsibility for higher education and research is a cornerstone of the university heritage. Yet, our societies are changing rapidly, and clinging to old solutions will not further the very values that these solutions were originally designed to protect (Weber, Bergan, 2005). While public funding of higher education and research is still important, although not sufficient, the concept of public responsibility must be kept, and understood widely. The cooperation with the private sector should not influence the academic freedom of universities.

Autonomy of Higher Education Institutions is not optional; if the Academic world is guided from outside, by external authorities, and accepts inappropriate aims like working for competition only, it misses the duty of giving the own specific contribution to the common global development.

Internal democracy benefits universities and higher education institutions in promoting high level research and in preparing students to become participating, democratic adult citizens; deans, rectors and university staff can operate on a day-to-day basis. Democratic life and democratic governance in the Academic Community are challenging, and demanding; it can be facilitated with the help of technologies (e forum etc.); students participation, volunteering contribute in creating the conditions for distinctive ethos of service and social responsibility (trust, commitment).

Higher education Institutions can not avoid wondering for what sort of world do we work to build up. This mission is not just a supplement, is incorporated into lessons, curricula of all subjects and in academic life.

### **Final remarks**

Educated, qualified and committed citizens, deeply involved in creating and sustaining social cohesion and democracy, are essential for human progress, for advancing research and the quality of life of all. People need high qualification, awareness of the challenges of our time, competences for life and for work, active participation. Although superficial debate could give the impression that the sole purpose of Higher education is to prepare for the labour market, this important role is complemented by tasks as preparation for democratic citizenship, personal development, contribution to a sustainable future. Individual responsibility is a key factor for the working life as well, together with community empowerment, entrepreneurship and creativity. To fulfil their role, Higher Education Institutions have to be aware of their task of preparing for citizenship, besides employment, for personal growth as well as for the development of a broad knowledge based society.

This article has explored the role and purposes of Higher education in contemporary, complex societies by creating a culture of high achievement, including a long term view for the common responsibility. I attempted to elaborate proposals aiming to enhance the achievement of the main goals of Higher Education in the current time.

Universities cooperate in building up the future anyway, conscious or unconscious, positive or negative; the quality of teaching needs the due attention by Institutions and by all decision makers. The present article brings together various aspects of the role of the university

as a site of democratic citizenship, ranging from student participation in higher education governance to the higher education institution as an actor in democratic society.

Public responsibility for higher education and research, internal governance are relevant for the establishment of the Global Higher Education Area, in its responsibility towards the advancement of the society in justice, peace and prosperity. I hope that the provided analysis will encourage further discussion and interest among policy makers and practitioners and will improve practice.

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## **ARE SELF-ORGANIZED COMMUNITIES A LEARNING SITE? (A case study of informal learning and social action in Maribor, Slovenia)**

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### **Abstract**

Article deals with participatory democracy as an informal experience-based learning process in communities. It investigates the mutual community learning that takes place through collaborative public action and elaborates the insights into the processes of social learning in self-organized district communities' assemblies in the second largest Slovenian city, Maribor.

Research, conducted in 2015 and 2016, is based on observations of democratic participatory practices in different communities, 12 interviews with participants of self-organized community assemblies and a focus group with self-organized community assemblies' member. Following the Schugurensky's research (2013), where he developed methodology for informal learning that occur in the public deliberation and community direct decision-making process, in our research we tried to reveal participant's personal biography on civic and political engagement and reasons to join self-organized communities, participant's positive and negative experiences with it and democratic and political learning. The 'learning outcomes' were measured through a series of indicators considering knowledge, values, skills and practices and by 5-point Likert scale. Comparison with related scientific work, especially with Schugurensky pioneer study on informal learning through participatory budgeting by assemblies in Brazil, Argentina and Uruguay (Schugurensky 2013; 2001; 2000; Schugurensky & Pinnington 2010), is made. Results show a strong emphasis on the collective nature of learning, the production of knowledge from below and 'learning democracy by doing it'. Self-organized community assemblies create epistemic communities where new knowledge is produced, shared and communicated, and where several social learning strategies are generated.

**Key words:** participatory democracy, informal learning, collective learning, empowerment, self-organized community.

### **INTRODUCTION**

The central issue of this article is a case study of the pedagogical dimensions of the participatory democracy that was developed by self-organized district community assemblies in Maribor, the second largest city in Slovenia, in the beginning of 2013. Participatory democracy refers to the autonomous, local involvement of people in decisions that affect their lives (Held, 2006), to a 'living democracy' experiment (Fung & Wright, 2003) and to participatory budgeting (PB) as an institutional invention of redistributive democracy, a system of co-governance in which self-organized citizens and engaged civic society exert public control over the

municipality 'by means of institutionalized forms of cooperation and conflict' (de Sousa Santos, 2005, p. 308). Sintomer et al. (2014, p. 29) proposed five minimal requisites to differentiate PB from other participatory practices: the financial dimension has to be discussed; the city level has to be involved; the process has to be repeated; there has to be some form of public deliberation; and some accountability is required. All five criteria, along with many others that have been proposed by other scholars (the empowerment of civil society; extensive social and mutual learning combined with civic and political education (Pateman, 1988; Bista & Cowell 2012; Biesta, 2014; Wildemeersch, 2014); thematic workgroups (Wilhelmson, 2002); social actions addressed to local and national government; know-how, assignments and role rotation (Hall, 2012; Lave, 2009) were met in the case of Maribor.

Our case study is based on the pioneering work of Schugurensky (2002; 2004; 2006a; 2006b; 2010; 2013) and his colleagues (Cohen, Schugurensky, & Wiek, 2015; Lerner & Schugurensky, 2007; Schugurensky, Mündle, & Duguid, 2006), who proved that participatory democracy not only contributes to the construction of more transparent, efficient, equitable and democratic ways of governing, but also that it provides a privileged learning site, because in addition to a variety of civic virtues such as solidarity, tolerance, openness, responsibility and respect, citizens also develop social, cultural and political capital, and thus the capacity for self-governance and for influencing political decisions (Schugurensky, 2010, p. 11).

The next section briefly explains the social and political background of Maribor and introduces the participatory process that emerged after the popular uprising in November 2012. The third section specifies the methodological approach and elucidates the application of Schugurensky's instrument of learning and change to the Slovenian context. The fourth section discusses the knowledge, skills, attitudes and practices gained by the active citizens in Maribor and reveals how the self-organized community assemblies created epistemic communities where new knowledge is produced, shared and communicated, and where several social learning strategies are generated through the process of learning and change. The last section highlights research that has dealt with informal community learning in participatory democracy process, summarizes main findings of our case study and anticipates our further writings.

## **BACKGROUND OF PARTICIPATORY DEMOCRACY DEVELOPMENT IN MARIBOR**

The result of the global financial crisis and economic downturn in 2008 was socialism for the rich and capitalism for the poor. It was in fact 'the privatization of gain and the socialization of loss' (Stiglitz, 2010), forcing citizens to shoulder the debt through economic austerity measures that had different implications in different continents. These circumstances combined with local specifics sparked protests and riots throughout Europe, including Maribor in Slovenia. In this context Maribor, a city of 100,000 people located near the Austrian border, and Slovenia's second largest, woke up in the nightmare of the crisis and austerity policy, and almost fifteen per cent of its citizens went on the streets shouting 'Gotof je!' (He is done!), uncompromisingly demanding the prompt resignation of the corrupt mayor and the city council in November 2012.

Maribor became one of the important transit, cultural and industrial centres of socialistic Yugoslavia soon after the Second World War and was renowned for having an excellent multicultural workforce from the federal republics and leading metal, electro, textile, bus and truck factories. In 1988 workers in the TAM bus and truck factory first drew attention to the failure of socialistic industrialisation, when heavy industry collapsed, unemployment

skyrocketed and the impoverished population soon faced a difficult period of neoliberal plundering, corruption, and clientelism, which has remained until the present day. Twenty-five years after the impressive protests of TAM workers that gained solidarity throughout Yugoslavia, new social unrest in Maribor, including huge protests, riots, marches and social movement organisations, again inspired solidarity protests all over Slovenia and led to the resignation of the mayor of Maribor on December 6, 2012 and the prime minister of the national government on March 20, 2013.

In Maribor two to three hundred activists gathered every evening at the end of 2012, discussed the heated situation and considered the social change in Porto Alegre, Brazil and elsewhere (Zapatistas movement in Mexico and many other counter-hegemonic struggles in Latin America, co-governance in the Spanish city Marinaleda, PB in the French city Grenoble, e-PB in Reykjavík in Iceland, etc.). Concerned that a huge social mobilization would end in disappointment and no real change, and already facing disagreement in priorities and goals between each other, they established the City-wide Assembly Initiative (CAI). CAI pursued a twofold goal: to make the 'content' of the protests visible, articulated and authentic instead of escalating the physical confrontation with the police on the streets and later impose some form of co-governance or participatory democracy experiment (not knowing at that time which practice would be best for Maribor nor how to implement it). CAI led demonstrations, occupations and sits-in in the municipality, and immediately after the resignation of the mayor and even before the new election introduced PB practices. The PB discussion flooded the election campaign and public discourse.

Our case study investigated two interrelated groups of active citizens: the initiators of the PB in Maribor, the so-called moderators working under the CAI and assembly members at the Self-organized Districts and Self-organized Local Communities (SDC and SLC). SDCs and SLCs were organized in 11 out of 17 districts and local communities in Maribor and thus included slightly more than half of the citizens of Maribor during our research. CAI mostly consisted of 30 young people aged between 23 and 40 who were students, working class activists and NGO members with extensive experience in direct democracy practices and a wide range of civic engagement in the last decade, while SDC and SLC assembly members consisted mostly of retirees aged between 55 and 83 from middle and working class origins who had fully experienced the socialist period. Although a small number of people under 30 years also attended assembly meetings, the age group between 30 and 50 years was strongly underrepresented. SDC and SLC consisted of 10-80 assembly members, but the number varied depending on the problems and open issues in each community. Males prevailed in some SDCs and SLCs while gender polarisation in CAI was balanced. The interrelation of both groups soon proved fundamental for the dynamic of the whole process. In addition to highlighting the importance, need and effect of intergenerational cooperation, it also indicated achievements that would not have been realized without intergenerational solidarity.

## **METHODOLOGY AND SCHUGURENSKY'S INSTRUMENT**

The pedagogical dimensions of participatory democracy in Maribor were researched in four stages: militant research, passive observation of the process, a focus group and twelve semi-structured interviews. To explore the learning and change experienced by participating citizens, we adopted Schugurensky's instrument (2002; 2006a; 2013) where the learning outcomes are classified in four categories: a) knowledge, b) attitudes and values, c) skills and d) dispositions

and practices, or KASP in short form, with which the cognitive, emotional and social dimensions of informal learning are covered. Since informal learning is not always conscious and intentional and occurs through lived experiences and group socialization, learning during PB experiences is also invisible and unconscious to most active citizens as well as researchers. Schugurensky (2006a; 2013) has overcome this methodological challenge through prompts that trigger conversation and elicit the tacit knowledge of active citizens. Eventually, 55 indicators were selected as a guide for complex qualitative research that includes an ethnographic and participatory approach based on stories and reflections of learning and change conveyed by the citizens. Schugurensky's instrument has been adopted and adjusted for the Slovenian context; indicators were elaborated from his previous studies and remodified to correspond to Slovenian political and social reality.

The first stage of our case study – militant research as perceived by Colectivo Situaciones (2003; 2005) – took place between January 2013 and May 2013 with CAI and the first five established SDCs since the first author of this article has been an active member of CAI since the beginning. The second stage, passive observation and follow-up of the process, has been carried out by the first author of this article until the present time. Although she moved from Maribor, she discussed the process with all key moderators and visited them numerous times. In addition, she followed up the whole process on a daily basis via an internal CAI e-moderator group, where she observed the successes and difficulties that emerged during the process. In this way she became a passive observer. She did not suggest or comment on anything or interfere in any way since she was no longer an active member of CAI. The third stage of our case study was a focus group in the first established SDC of Nova vas conducted on 7 January 2016 (with 12 assembly members). The concise discussion lasted one hour and contributed fruitful self-reflection on the pedagogical dimensions of participatory democracy; however, it also raised a number of questions concerning other fields (policy, participation, media, etc.).

The last and the main stage of our case study was consisted of twelve semi-structured interviews conducted between December 2015 and March 2016 with 6 moderators and 6 assembly members (6 males and 6 females, of which 6 were retired, 4 were employed, one was a student and one was unemployed), ranging in age from 25 to 83. The interviews lasted between one and a half and two hours and were organized in five parts. The first part consisted of 14 open-ended questions about the participants' prior history of civic engagement, their lifelong civic learning and reasons for joining participatory democracy practice. The second part consisted of 5 open-ended questions on the strengths and weaknesses, the empowerment and shortcomings arising in their personal life as a result of the participatory democracy process. The interviewees were asked and encouraged to give examples, to describe a concrete event or situation and to share their personal stories about their engagement in participatory democracy in this and the next two parts of the interview.

In the third part they were asked to list what they gained throughout the process according to the four KASP categories of learning defined by Schugurensky (2002; 2006a; 2013). For each stated indicator the interviewees were asked to rate it on a 5-point Likert scale: if their KASP improved or positively changed, they could choose 4 (better) or 5 (much better), but when there was a negative change, they could choose 2 (worse) or 1 (much worse). The number 3 marked the KASP position before they entered participatory democracy practices. In the fourth part the interviewees were asked to rate 70 counted indicators on the same 5-point Likert scale. The indicators were based on previous observations, Schugurensky's research and knowledge about the specific municipality and local/national context. Although we assumed that most

indicators would overlap with the third part (and in fact they did), we tried to 'capture' all relevant indicators that the interviewees might unconsciously not list or simply forget. The last part concluded the interview with three open questions on community learning, intergenerational learning and related quality of life.

## **RESEARCH FINDINGS REGARDING LEARNING AND CHANGE**

Through the first two parts of the interview most of the CAI interviewees listed an extensive range of local civic engagement practices that they had experienced prior to being involved in the PB process. Half of them had also had important work experience in nongovernmental organizations. Libertarian horizontal practices by definition call into question old habits and beliefs, and raise new options for participation and action. They are prime sites for critical learning or 'conscientisation' in Freirean terms and provide many opportunities for learning active citizenship. In addition, prior to being involved in the PB process CAI interviewees reported active learning on very different issues (foreign language courses, learning bureaucratic skills, studying emancipatory theories and practices, etc.), while SDC and SLC assembly members reported a diverse and broad knowledge of self-management, which they had experienced in the socialistic period. In a sense it was a social learning process in communities of practice, as perceived by Lave (1991), exercised in work and neighbourhood environment in 1970s and 1980s, and in humanitarian and voluntary work, etc.; they also reported social alienation and apathy after the change of the regime and the state in 1991.

In our case study the interviewees reported that they had experienced significant learning and change from their involvement in participatory democracy. As indicated in Schugurensky's studies (2002; 2006a; 2013), our interviewees' attitudes, values, feelings, and dispositions also changed noticeably in a variety of areas. The average of all self-reported changes for 70 indicators was exactly 1, wherein the maximum average increase could be 2 and the minimum 0.01. The average is high despite the fact that two indicators were evaluated extremely negatively (trust in politicians (-0.83) and trust in the municipality government (-1.17)), what proved to be symptomatic for most of PB experiments in the first few years (see de Sousa Santos, 2005; Sintomer et al., 2014; etc.).

Table 1 identifies the 30 highest ranked indicators in our research with a reported value change higher than 1. The numeric change in the table summarizes only the average value increase for each indicator, and not the quality of the change, which means that one interviewee might substantially improve an already good knowledge on a specific topic while another reveal a new area or specific issue during the PB process. In addition, the numeric changes reflect the self-assessment and self-perception of the interviewees. To avoid the above-stated limitations, the following interpretation of the research findings combines all four stages of our case study, focused on personal stories and learning situations and change observed through interviews; however, due to space constraints, the results connected to the proposed indicators are highlighted.

The most significant learning occurred in the area of knowledge, as presented in Table 1, and most of the changes occurred in the area of skills. Although practices was the least frequently cited area of KASP, it appeared that the interviewees most often exercised it and that most of the changes in the city were gained through new political actions, cooperation and mutual exchange.

**Table 1. Indicators of learning and change (>1) ranked by average increase**

<i>KASP</i>	<i>Indicators of learning and change</i>	<i>Ave. increase</i>
K	knowledge of management and work of public enterprises	1.66
K	understanding of needs of own community or group	1.58
K	understanding of needs of other communities	1.58
K	knowledge of discussion necessary for consensus building	1.50
K	knowledge of 'active' listening on the assemblies	1.50
S	ability to make collective decisions	1.50
S	ability to engage in teamwork and cooperation	1.50
A	appreciate citizens participation more than before	1.50
A	feeling of being heard	1.50
S	ability to rank and prioritize demands	1.45
S	ability to achieve consensus	1.42
S	ability to listen carefully to others	1.42
P	writes public letters, petitions, argument problems for media	1.42
P	proposes ideas/solutions for community problems	1.42
S	ability to resolve conflicts	1.36
A	confidence in capacity to influence political decisions	1.33
A	accepts and tolerates conflict	1.27
S	ability for intergenerational exchange	1.25
S	ability to speak in public with clarity	1.25
S	ability to build an argument, argue, persuade	1.25
A	concern for the problems of the city	1.25
A	double number of friends	1.25
P	strengthen intergenerational cooperation	1.25
K	knowledge of criteria/mechanisms used to allocate public funds	1.17
S	ability to monitor and keep track of actions of city government	1.08
S	ability to contact government agencies and officials	1.08
S	ability to negotiate, bargain, build alliances	1.08
A	now happier than before	1.08
A	tolerance and respect for others	1.08
K	knowledge of municipal politics and local affairs	1.02

Our interviewees stressed that involvement in participatory democracy has strongly influenced their personal values and attitudes; many have not only doubled their number of friends and 'significantly expanded their social environment' but have found 'a new family', a new social community, and 'a new meaning in life', and they have become happier, more self-confident and more tolerant. In addition to all just mentioned attitudes and those presented in Table 1, the interviewees reported a greater concern for the problems of the neighbourhood, stressed higher interest in community participation, expressed greater responsibility for the preservation of the city and enhanced respect for some (groups of) people, especially for the younger and older members of the community, Roma people, migrants, refugees and gay and lesbian groups.

Knowledge of the management, obligations and work of public enterprises, a deeper understanding of the needs of their own community and other communities, knowledge of constructive discussion necessary for consensus reaching and knowledge of 'active' listening were the most significant changes in the area of knowledge. Besides knowledge about public funds and municipal politics, interviewees deepened their knowledge of city government, jurisdictional responsibilities, citizens' rights and duties, etc. As observed by one of the interviewees, CAI became 'a great civilizational factor in the city. It is a school of democracy for everyday use'. Moderators indeed took over the role of educating assembly members about the rules and methods for assembly meetings, principles of direct action, tools of non-violent communication, about specific topics concerning social transformation, communicated and disseminated achievements and finally, linked SDC and SLC with local, national and

international professionals, related groups and practices. This process combines diverse forms of informal learning, including situational and social learning (Wenger 1998; 1999; Pateman, 1988), learning-by-struggling and learning-in-struggle, characterized by counter-hegemonic movements (Gregorčič, 2011), community learning (Longo, 2007; Thompson, 2002), intergenerational learning (Schmidt-Herta, Jelenc Krašovec, & Formosa, 2014; etc.), emancipatory learning (Inglis, 1997), and transformative learning (Mezirow, 1997; Illeris, 2014; Dirkx, 1998).

On the other hand, SDC and SLC assembly members' main activities became civic engagement, which had characteristics of situated learning in communities of practice (Lave, 1991). They developed heterogeneous forms of informal organizations (such as work groups, action groups, initiatives and roundtables) according to the problems and needs in the specific community and if necessary connected SDC and SLC representatives on common topics, issues and problems in a newly established council. Both groups consisted of active citizens that worked according to the principles of horizontality, inclusion of diversity, non-discrimination, consensus decision-making, democracy and common interest. As observed by one of the interviewees: 'The meaning of power has changed. There is no more hierarchy and no more powerlessness. Everyone has discovered their personal strengths and a new structure is taking shape, a horizontal network structure.' Rather accidentally, the interaction between moderators and assembly members fostered the participatory democratic process as well as significantly contributed to learning outcomes.

Most of the interviewees were surprised by the findings that they learned more about public enterprises than about the municipality. Although liberalisation of the economy has happened slowly in Slovenia, the ruthless plundering perpetrated by managers of public administrations and enterprises has only recently been disclosed. In this regard the active citizens of Maribor started to discover corruption, theft, and clientelism and unplanned popularize civic engagement. Public funds allocation and knowledge about public enterprises became very important in the participatory process. Although in these particular cases most interviewees were not familiar with the issue before entering the democratic process, they became very self-confident and presented sophisticated arguments during public discussions and especially during negotiations and conflicts with city authorities and directors of public enterprises.

The political culture of community organizations in Maribor has changed tremendously since PB started there. Through the transformation from a culture of protest and confrontation to a culture of conflict and negotiation (de Sousa Santos, 2005, 335) interviewees gained many new skills, including cooperation, consensus building, 'careful listening', digital literacy and analytical skills. The ability to make a collective decision and to engage in teamwork and cooperation were the most valued changes identified by the interviewees. The interviewees also developed the ability to organize group work, develop and defend proposals and projects, interpret official documents and seek out relevant social and political information, as well as social skills and leadership skills. The ability to rank and prioritize demands proved to be one of the most frequently gained new skills in the PB process in Schugurensky's studies. Among the 12 most ranked skills in Table 1, consensus building and intergenerational cooperation and exchange deserve special attention, so we plan to explore these skills in more detail in another article.

## CONCLUSION AND DISCUSSION

Since first emerging in 1989 in Porto Alegre, Brazil PB significantly redistributed wealth towards the poor, increased transparency, improved quality of life, and reduced crime and corruption (de Sousa Santos, 2005; Goldfrank, 2011; Abers, 2000; Baiocchi, 2005; Schugurensky, 2013). Although PB in Porto Alegre initially arose as an innovative, popular and revolutionary response to economic crisis, corruption, and clientelism, and as a 'bottom-up process' for social and political change, it eventually spread to other cities around the world with new intentions and goals. PB projects were mostly implemented and incentivised with the aid and recommendations of the World Bank, United Nations, OECD, UNESCO, USAID, and European Union (URB-AL) as a 'top-down process' and 'neo-colonial approach' through the rhetoric of 'inclusive democracy', 'active citizenship', 'modernisation and accountability of public sector', etc., to advance and strengthen a neoliberal agenda, privatization, liberalization, deregulation, reducing the role of the state, and rather weaken and fragment than enforce civic engagement and empowerment (for these arguments see Cammack, 2004; Jackson, 2005; Rückert, 2007; Masser, 2013).

In many such cases PB simply became an instrument to help national governments or cities 'to legitimize old (or new) consultation practices that give citizens no power to decide spending' (Lerner, 2011, p. 31) or simply an e-voting instrument with no group or face-to-face cooperation, self-organization or collective civic engagement. This is exemplified by Eastern Europe, where very few cities have seen considerable improvement in social justice through PB projects (Sintomer et al., 2014, p. 35). Unlike World Bank's founded PB projects in Albania and Bosnia, which are subjects of above stated criticism, the cases of short-term pilot projects (such as in Pula, Mali Lošinj and Karlovac in Croatia), or national projects as it is the case of Estonia, there are encouraging examples from Poland, where the initial PB programs of public-private partnership has been transformed into more participatory process.

Although changes in Maribor were unplanned and occurred in different contexts and in places with specific backgrounds, with no founds or external interference, the results have been remarkable. Maribor is becoming a rare city in Eastern Europe with an intensive bottom-up decision-making process, strong and articulated self-organized community pressure groups and a goal for wider social and political change. Unfortunately, this has come with constant difficulties with city authorities, where 'institutionalized forms of cooperation and conflict' (de Sousa Santos, 2005) already demonstrated the extent and tirelessness of 'techno-bureaucratic culture' (de Sousa Santos, 2005). CAI became an attractive experiment for Slovenian municipalities, and even more so for many European social struggles, such as the campaigning of 'the Ministry of Space collective', resisting Savamala in Belgrade, and other cultural and political initiatives in different EU countries in 2016. Some well-established grassroots PBs, such as Lisbon, are particularly interested in CAI's effective moderation and consensus building techniques, which have proved to encourage constructive, inclusive, nonviolent and fruitful public discussions in different contexts.

Since PB is a very dynamic social and political process, many national and international organizations are more interested in its technical virtues (efficiency and effectiveness in resource distribution and utilization) than in its democratic virtues (sustainability of a complex system of participation and distributive justice) (de Sousa Santos, 2005, p. 357). In addition, the learning virtues of PB have largely been ignored, with the exception of the already presented pioneering work of Schugurensky. Our case study revealed that in fact the pedagogical dimensions of PB on

the individual and collective level mark the main change or shift that occurred in the PB experiment, where the learning outcomes of the PB process influenced personal and group development and quality of life much more than the actual outcome of PB. Some authors pursue this idea within the discussions on revolutionary citizenship as pedagogy of resistance (McLaren & Farahmandpur, 2001; Pontual, 2014); education and empowerment (Salgado, 2015; Koga, 2007; McLaren, 2000), pedagogical dimensions of counter hegemonic movements (Borg, Buttigieg, & Mayo, 2002; Holloway, 2001; Gregorčič, 2011), 'educational effect' of participatory democracy practice (Pateman, 1988; Schugurensky, 2010; Lerner & Schugurensky 2007; Wildemersch, 2012, etc.).

Although Schugurensky's instrument for eliciting informal, community and social learning and tacit knowledge is not the only methodological approach to capture self-reflection on informal learning and, as author himself has pointed out, has some limitations (Schugurensky, 2006a; 2006b), we identified its advantages before doing the research and confirmed them when the research was completed, as the analysis of learning outcomes proved that much more is gained from the semi-structured interview guide with proposed and ranked indicators than from the open-ended questions on informal learning and the codification method. Our case study confirmed, like Schugurensky's studies (Lerner & Schugurensky, 2007; Schugurensky, 2013; etc.), that interviewees acquired instrumental and technical knowledge about politics and citizenship, developed analytical, leadership and deliberative skills, and, even more importantly, that they have translated the new understanding, abilities and dispositions into new emancipatory practices, social struggles, solidarity actions and libertarian behaviours. They have developed emancipatory learning that includes not only understanding existing power structures but also how to resist and challenge these structures and their underlying ideologies (Inglis, 1997).

The results of our case study showed remarkable changes among our interviewees in the broad-based area of KASP due to the variety of new informal learning practices that emerged among the self-organized and active citizens of Maribor. As many scholars have argued, the most effective learning is embedded in action, and above all in group action (Foley, 1998; Wildemeersch, 2012; Wilhelmson, 2002). Schugurensky's findings confirmed that participatory democracy provides a powerful learning experience in a wide variety of fields, and revealed not only what citizens learned but also how they learned. In this regard, we intend to reveal an extensive analysis of the results as well as an in-depth interpretation of specific aspects of learning in future articles.

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## IMPLEMENTATION OF E-LEARNING IN TEACHING

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### Abstract

Today more and more we talk about a new form of knowledge transfer and learning based on the application of new modern information and communication technologies (ICT). New forms of knowledge transfer and learning using new modern information and communication technologies is e-learning. E-learning requires the rapid growth of knowledge and always changing plans and programs which are dependent on new innovative methods. This new vision of learning can be modernized educational process and teaching itself. The paper gives an overview of the conceptual definition of e-learning as well as its implementation in the process of instruction. A particular emphasis is given to the advantages of e-learning compared to traditional education in our country and the neighboring countries.

**Keywords:** E-learning, teaching, application of ICT.

### INTRODUCTION

Today there is some defining e-learning. According to (Alavi & Leidner, 2001), e-learning is an approach to learning with technologies that allow students to interact with teachers, peers, teaching materials, and all with the help of modern technology. It combines two main areas: learning and technology. In this case, the technology has the role of adjuvant in facilitating learning. E-learning is recommended as an alternative to face-to-face education to facilitate learning the whole lifetime learning (Karaman, 2011; Lahti et al., 2014). In fact, studies have shown that lack of knowledge of working with ICT has had an impact on learning among students (Button et al., 2013). Today there is numerous literature related to e-learning, and that number is steadily increasing (Aparicio, threw, & Oliveira, 2014).

Barlovac and Aničić (2010) point out that all definitions can be classified into two groups, to define e-learning. The first group consists of technical descriptions, and they put the emphasis on technology, while the second group includes definitions of teaching and they are focused only on education and learning as such from the acquisition of knowledge. From the pedagogical point of view, this approach is closely related to e-learning (Dabbagh, 2005). Simovic and Karavidić (2010) point out that the group of technical definitions, e-learning is the learning, teaching or education that is supported computer technology and the Internet. While from the group teaching definitions, by them, e-learning is an interactive process that takes place

between teachers and students and who is assisted by electronic media or as a support media. A bombastic diversity quality of information (data) references reporting educational, as well as not at all like social insights on the Internet. As yet, applying information from mainly isolate sources could challenge, even at the point when the information (data) are openly available that portray diverse parts of institutional research. The inadequacy of openness and accessibility information is a major big-name, Fadiya, S. O., Saydam, S., & Chukwuemeka, E. J. (2014).

According to Milovanovic (2013), there are four models of e-learning. The first model is the traditional model of teaching and learning in the classroom; the second model is a model of learning and teaching that takes place with information and communication technology. The third model is a mixed model that combines the traditional design and information and communication technologies, and the fourth model is a model in which classes takes place at a distance with the help of information and communication technologies.

The e-learning system consists of three essential elements, namely: (1) LMS (Learning Management System), it is a set of standardized components for Learning, and its purpose is that in a very short period provide a centralized learning environment using a computer. (2) Content (Content), it is the process of learning, and it provides a multimedia learning experience using the images, sounds, and animation; (3) Collaboration (Collaboration) is communication, that is, cooperation between participants and mentors continue attendant (Viduka, D., Viduka, B. 2012). Learning improvement licenses more noteworthy learner intuitiveness and advances students' productivity, inspiration, psychological viability, and adaptability of learning style. Learning is a profoundly individual experience: we learn because we need to learn. By empowering learners to be more dynamic members, an all-around composed e-learning background can rouse them to turn into more connected with the substance. Intuitive taking in movements the center from a detached, teacher-centered model to one that is dynamic and learner focused, offering a more grounded learning boost.

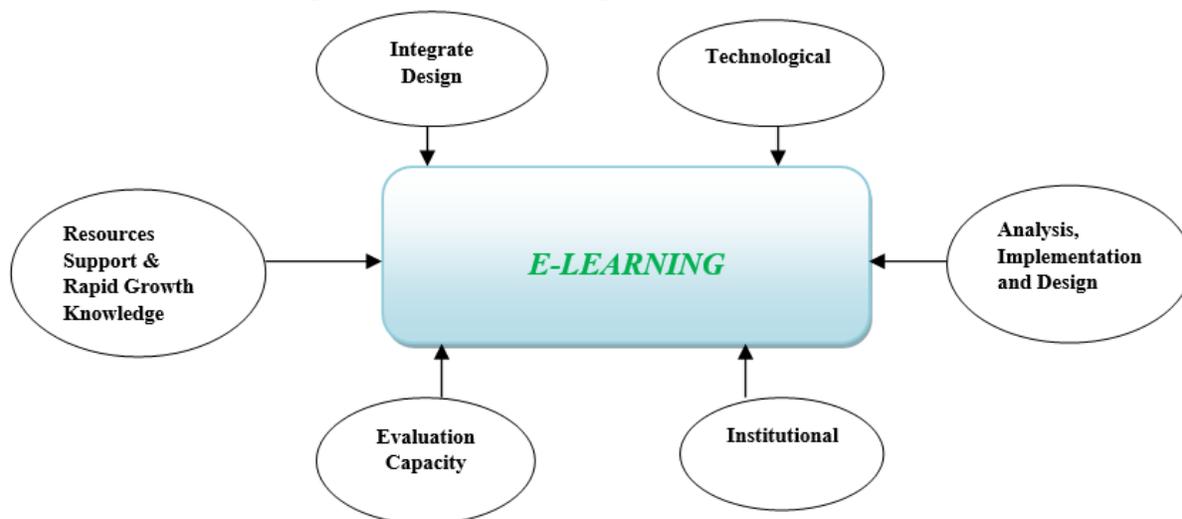
Intelligence keeps up the student's advantage and gives a way to person practice and support. Proof proposes that e-learning is more productive because students pick up information, abilities, and states of mind speedier than through conventional teacher drove techniques (Jethro, O. O., Grace, A. M., & Thomas, A. K. (2012). Fast advancement of these present day information correspondence innovations has extraordinarily changed each walk of life.

This interest has empowered instructors to reclassify a few impression of securing conveying new difficulties for them to face, for example, coordinating systems management into educational programs, fitting online tasks to suit module learning results, outlining and directing PC based evaluations, giving compelling criticism on students' work, and so forth. This study goes for investigating the impression of students and instructors in regards to the utilization of e-learning showing apparatuses, the difficulties they face and a few methodologies to improve the practical use of these devices in classroom-based teaching.

## **APPLICATION OF E-LEARNING IN THE CLASSROOM**

E-learning in the classroom can contribute to a better quality of teaching. As we have said e-learning is based on the use of computers and the Internet, so teachers using computers and the Internet can study the actual courses that are dedicated to a given area. Then, the teachers via the Internet can take pictures of documents, sound recordings or animations that can be applied in the classroom. Research conducted by Lowther et al., (2012) suggest that educational technology has not yet taken the right place about its recommendations.

On the Internet, teachers can consult a variety of sources, to analyze information, to formulate and implement content to create applications that can continue to apply individually or as a material support presentations. Classes that uses the Internet can have an optional form, can represent a break from the usual, traditional structures of teaching. The Internet as a medium of education and provides excellent opportunities for the use of interactive materials, using authentic materials, temporary or permanent archiving of results and projects. Also, monitoring new developments in the relevant fields, monitor video conferencing in real time, connecting teachers and students with the world, establishing cooperation with colleagues around the world, getting feedback, learning and training out of school. With e-learning the educator can have a visitor address without spending much cash. It should be possible, with cameras for both the speaker and the understudies, and with the utilization of receivers to encourage the same level of cooperation that would be conceivable if the speaker were physically present in the room. The additional advantage comes in when we can replay the address and increase significantly more out of it. Understudies that passed up a great opportunity can see the recording or understudies that went to can watch it again to assist their comprehension.



Source: Fadiya S.O.

Despite the fact that e-learning offers simplicity, adaptability, and the capacity to get remotely to a classroom in the understudy's own particular time, learners may feel a feeling of disconnection. On account of learning online is a performance represent the most part, which may give the student the inclination that they are acting entirely alone. As innovation advances and e-learning in advantages from the progressions being made, learners can now draw in all the more effectively with educators or different understudies utilizing apparatuses, for example, video conferencing, online networking, and exchange discussions amongst others.

## ADVANTAGES AND DISADVANTAGES OF E-LEARNING

Everything has its pros and cons including e-learning. Key benefits of e-learning are: an individualized approach to pupils and acceptance of different learning styles; better interaction of teachers and students; higher quality of teaching and increase the likelihood of adoption records, incitement to analytical thinking, synthesis of acquired knowledge. Moreover, independence in

problem-solving and decision making; inclusion of different profiles of participants; simpler vocational training or retraining; more straightforward organization of lectures international experts via video conference transmission, reducing the need for mobility of teachers and students; Distance learning (in the field of e-learning). In addition to the key advantages of e-learning, there are some key disadvantages of e-learning.

The principal disadvantages of e-learning are: some areas cannot be studied solely in electronic form. There is still adequate 'electronic book' 'that would satisfy all the needs of students of different types of materials required for specific topics; loss of human contact, body language, the emergence of misunderstanding; absence of essays, oral examinations. The problems caused by insufficient knowledge of technology for the implementation of re-education; retired from teaching after a period the problem of maintaining interest in the subject ([http://www.lugram.net/e\\_ucenje/predn\\_nedost.html](http://www.lugram.net/e_ucenje/predn_nedost.html)).

Information investigation has caught the consideration of a business pioneers and innovation organizations as well as instructive divisions. The far reaching any desire for research is that novel information can be profited from top to bottom examination of the information mark granted case-by-case in their shared activity with others, data, technology, and organizations. The speedy exploitation of "big data" logical arrangements and tools go with modern, management and procedures in more prominent organizations. Academic analytics, related to the business investigation, are worried about enhancing authoritative information gathering and adequacy (Fadiya, S. O., Saydam, S., & Chukwuemeka, E. J., 2014).

The Learning examination grasps the trust of a fiercer investigation result, adequacy and excellent yield in instruction. What's more, help leaders, learner, and teachers with a sound understanding of classroom exercises and course level?

Through e-learning, as indicated by Raba (2005), goals can be proficient in the briefest time with a minimum measure of exertion. Both learners and teachers can have the capacity to achieve and keep up with advancement as they acquire experience that is given by various masters in the different fields of information. The effects of e-learning on instructive morals as indicated by Khan (2005) are guaranteed. Since the situations for e-learning are tolerant, so they are decent methods for offering break even with access to the data world independent of the areas of the clients, their ages and also ethnic starting points, and races (Khan, 2005).

Nature for e-learning moreover helps learners or understudies to rely on upon themselves for the reason that teachers are no more the single learning source. They rather get to be counselors and aides (Alsalem, 2004). E-learning additionally helps in the planning of the general public to all-inclusive impact and to exchange with others (Zeitoun, 2008). However as indicated by Algahtani (2011), the presumable advantages of e-learning are more noteworthy than the benefits of customary learning if e-learning is utilized and connected as a part of legitimate ways.

Establishment choices on private systems for security or more remarkable transfer speed. On the off chance that we choose intranet conveyance, we have more control over modules and transmission capacity, giving us more alternatives for incorporation in our WBT. Economical overall transportation - No different or unmistakable dissemination component is required (i.e., dispersing CD-ROMs for CBT preparing). WBT (Systems provides Top Class, an intuitive, complete and proven Learning Management System that evolves with your organization) can be gotten to from any PC anyplace on the planet while in the meantime holding conveyance costs down.

The simplicity of worldwide distribution - The progressions we make to any of our global distribution are promptly accessible to our learning gathering of people over the world. Direct access to numerous other preparing assets - The Internet offers access to the biggest library on the planet. Profit by the offerings that have as of now been made, and utilize them to upgrade the learning we are dispersing. Extendibility, Accessibility, and Suitability - Users can continue through a preparation program at their particular pace and at their particular spot. They can likewise get to the preparation whenever, accepting just as much as they need. As such, "in the nick of time and naturally enough."

### **RESEARCH ON THE ATTITUDES OF TEACHERS ON THE APPLICATION OF E-LEARNING IN THE CLASSROOM**

Some of the questions in the survey conducted by the V. Stevanović and M. Stevanović (2010) referred to the willingness of teachers to use ICT in teaching and training of teachers on the application of ICT in education. Regarding the issue of readiness to use ICT in teaching, we have got 76.6% responded with 'yes,' while 23.4% of 'not sure' that they are willing to use ICT in teaching. For the question of training on the use of ICT in education, 85.5% responded are with 'yes,' 12.9% said 'not sure,' while only 1.6% 'no.' From the results came to the conclusion that it is necessary to educate teachers about the possibilities of e-learning to change their minds and accepted e-learning as well as traditional learning.

In a study conducted by the Christmas and Krnjeta (2011), respondents were 334 teachers from secondary vocational schools. The results showed that 70.7% of teachers are not ready for the introduction and implementation of e-learning in the teaching process while 22.3% of teachers would be able to ask the next school year to introduce and implement e-learning in the classroom. Also, the results showed that 86.1% of teachers need education, 9.8% of teachers are not required, and only 4.1% is not interested. Teachers' opinions about the major obstacle to the introduction and implementation of e-learning state in the first place lack of competence, then, lack of information, lack of motivation, lack of adequate equipment and other reasons. Based on the results come to the conclusion that teachers have a positive attitude towards the introduction of e-learning in the classroom, except that they need additional education and training in performance and prepare to teach electronic materials.

In a study conducted by Radovanović and Karić (2011) showed that teachers fully agreed that ICT could enhance teaching and learning process. Also, most teachers completely agree that ICT plays a significant role in professional development. Based on all of the results have come to the conclusion that teachers have a positive attitude about the use of information and communication technologies, also to the use of ICT can improve the process of teaching and the professional development.

Also, Simeunović (2011) conducted a study where the question 'Are you ready for the use of ICT in education?', 72.6% of teachers answered 'yes,' 19.4% were not sure, while 8% are not willing to use ICT in teaching. To the question 'Are we ready for the training of ICT in education?', 80.3% answered positively, 16.1% were not sure while only 3.6% of teachers responded that they were not ready for development of ICT in teaching. She came to the conclusion that it is necessary to educate teachers for the implementation of e-learning, to change their minds and accepted e-learning as they approved the traditional view.

The study, which was conducted on a sample of 313 primary school teachers in Jablanica region showed that 76.7% of teachers feel the need for training to be able to use e-learning in the

classroom. While only 1.9% of teachers believe that it is necessary to improve the application of modern educational technology in teaching (Nikolić, V. Velickovic, D., 2012).

The study, which was conducted in 2014 on a sample of 143 primary and secondary schools, showed that 54 (37.8%) of teachers mainly disagreed with the statement that teachers are interested in e-learning vision. Also, 46 (32.2%) of teachers agree, and 27 (18.9%) of teachers strongly agree that they are interested in e-learning vision. There are a small number of teachers (9.8%) who do not agree, and only two (1.4%) is very disagreed with the statement that teachers are interested in e-learning vision. Given the fact that a larger number of teachers interested in the electronic form of learning, and therefore 38.5% and mostly agree, 26.6% agree and 16.1% strongly agree that gladly attend seminars via the Internet. Since a larger number of teachers interested and happily attend seminars via the Internet, so that 20.3% of teachers strongly agree, 34.3% agree and 30.1% agree that knowledge with electronic lessons applied in everyday work. In this study, the authors came to the conclusion that teachers are interested in attending the electronic workshops via Internet and using that knowledge in daily work (Stošić, L., Stošić, I. 2015).

Instructors' attitudes are considered as a noteworthy indicator of the utilization of new advances in the instructive settings. Along these lines, their attitudes of mind toward PC can assume an imperative part in the acknowledgment and real use of computers. The efficient usage of innovations in the classroom depends primarily on the educators' attitudes toward these instruments (Kluever, Lam, Hoffman, Green and Swearinges, 1994). Consequently, it can be reasoned that the disposition further identified with the use recurrence of innovation and utilization measure of the innovation. Subsequently, a placement assumes an imperative part in deciding individuals responses to circumstances. A survey of the thoughtful writing uncovers differing meanings of attitudes. Different scientists characterize mentality as a positive or negative enthusiastic response toward a particular situation.

## **CONCLUSION**

In this paper, based on analysis of previous research can be concluded that teachers have predominantly positive views about e-learning, which means that they are interested and like to use this form of e-learning, or that they need additional improvement in performance and prepare electronic educational materials. The current and flow study has added to the examination about the utilization of data (Information) and correspondence innovation during the time spent educating and learning contemplates.

The discoveries of this exploration have given more regard for the level of ICT use with a specific end goal to increment and empower the utilization of ICT. Primary and Secondary Learning has either point of interest or inconveniences. One of the major points of interest is that it empowers to get new information relentless on the implementation of e-learning in teaching.

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## ADULT EDUCATION MANAGER

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### Abstract

Globalization in the field of education is associated with the impact of global tendencies on national educational strategies and policies. Since the beginning of the 21<sup>st</sup> century, these have been the "philosophy" and the tendencies for lifelong learning and life-wide learning, which require the development of international and national strategies and measures to engage adults in educational activities and to expand the market of educational services. The organization and implementation of these services, the management of the adult education system and of the adult training process is a task for specific educational managers – adult education managers. This report examines the specifics of the activities and the tasks of adult education managers (at different levels of management), the qualities and the competencies they need in order to cope successfully with their responsibilities as well as their university training. The requirements for adult education managers' education/training and status in the USA and New Zealand are presented.

**Keywords:** Education, Adult education, Educational management, Adult education manager.

Globalization in the sphere of education is a fact, which is related to the development of this sector in different countries over the world. Since the beginning of the 21<sup>st</sup> century, it has emerged as the impact of global tendencies on national education strategies and policies, such as those for lifelong learning and life-wide learning. They require the development of international and national strategies and measures for involving adults in educational activities and expanding the market for educational services. At the level of international decision-making, the conferences on adult education CONFINTEA of UNESCO, which are held every 12-13 years, play a key role (Gyurova, V., 2013, para 2). In different countries, the management of the system of adult education, the various institutions providing educational services for adult learners, the organization and the implementation of these services and the process of adult training is a task of specific educational managers – adult education managers.

### *What do adult education managers do?*

Regardless of the level on which s/he operates, like any other manager, the adult education manager performs the following tasks:

- *manages the unit for which s/he is responsible* at the respective management level (from the organization as a whole to a team formed for a specific task);
- *manages people* – motivates them, guides them, controls them; resolves conflicts; acts as a leader; takes care of people's career growth and development through training and motivation for further education or learning;
- *manages the work* – develops plans and strategies, sets goals and makes decisions for their implementation, devises structures for fulfilling the tasks, assesses results (plans and designs, organizes and controls);

- *manages the operations required to fulfill the task* – this is a part of work management – designing, programming, and supervising the specific activity, making managerial decisions, controlling and assuring quality.

In other words, adult education managers:

- *manage resources* – human (people), material (raw materials, technology, equipment), financial (money, funds), intangible (information, norms, values, labour market);
- *perform managerial functions* – planning, making prognoses, goal-setting, decision-making, organizing, coordinating, motivating, leading, controlling, analyzing, informing, communicating, etc.;
- *make managerial decisions* – set themselves goals concerning the fulfillment of a specific task (problem); gather relevant information, develop alternative solutions, evaluate the outcomes of any decision, select the optimal solution, apply it, measure the result, and recapitulate.

In general, the goal of the managerial activity of education managers at various levels of adult education management is to achieve stability, quality and efficiency of the functioning of: the system of adult education, by operating a modern state policy in this sphere; the institutions providing educational services for adults; the individual courses for adult learners; each session of each course.

According to the goal, there can be specified *the main tasks* of adult education managers at different managerial levels in adult education:

- ***At national level***, educational managers:
  - perform strategic, tactical and operational management of the system of adult education;
  - develop working modern strategies and policies which ensure the effective functioning of the system of adult education;
  - develop a policy and a system for validating self-acquired competences of adults;
  - develop adequate modern legislation, facilitating the implementation of the global priorities (strategies and tendencies) for lifelong learning and life-wide learning;
  - develop forms of financing educational activities with adult learners;
  - examine the demands of the market of educational services for adults, in accordance with the current priorities and tendencies;
  - examine the demands of the labor market in order to organize and facilitate educational services for adults;
  - ensure accessibility, flexibility and permeability of the system of adult education;
  - develop a policy for personnel training (including managerial staff – educational managers) for the system of adult education;
  - use the opportunities provided by international programs to improve the system, the functions and qualification of the specialists for the field of adult education;
  - provide citizens with information about educational activities and projects concerning different categories of adult learners (target groups);
  - ensure equal access to educational services to all adults and in particular to disadvantaged people.
- ***At institutional level***, *i.e. institutions offering educational services for adults*, educational managers:
  - examine the demands of the market of educational services for adults in order to offer up-to-date courses; constant updating of the calendar and the program of the courses offered;

- examine the demands of the market of educational services for adults in order to maintain a high level of competitiveness of their own institution;
- study the social and individual needs in order to update the calendar and the program of courses according to the needs of the potential students;
- perform strategic, tactical and operational management of the institution;
- provide useful contacts with the external environment of the institution, including employers, the media, etc.;
- provide staff for preparation, organization and implementation of quality educational services for adult learners;
- provide the best teachers for the institution;
- attract partners and sponsors;
- maintain a good and modern material and technical base and ergonomic conditions for the training;
- provide good advertising for the institution and the individual courses;
- use international programs and projects for funding educational activities and training of teachers and organizers;
- purposefully seek feedback on the effectiveness of the courses offered.
- **At the level of training** (*the educational process*) educational managers are responsible for:
  - the preparation and the implementation of an effective educational process;
  - improving the qualification of the teachers of adult learners;
  - providing flexible educational programs;
  - improving the quality of the educational resources and materials needed for the classes;
  - purposefully seeking feedback on the effectiveness of the training.

In the classroom, the role of the manager is assumed by the teacher (or the trainers) of the course. S/he:

- makes diagnostics of the group of learners;
- plans and adapts the educational content according to the needs of the group, the goal and the objectives of the course;
- structures the curriculum in terms of topics and schedules;
- develops a portfolio of the course;
- prepares materials for the participants;
- manages the educational work by using the group dynamics;
- coordinates the implementation of the program and the plan of each class;
- monitors the observance of the schedule of the class and, as a whole, the observance of the conditions for the realization of an effective learning process;
- assesses the effectiveness of each class and the course as a whole.

Because the teacher educates adults, s/he must involve them actively in the educational process. Taking into account their need to self-regulate, s/he should encourage them to plan and organize their learning activity to be *managers of their own learning*.

### ***Qualities and competencies of adult education managers***

The implementation of the various managerial activities requires that managers have certain qualities, including: ability to work well with others, high level of motivation and positive self-esteem, objective self-assessment, ability to use power efficiently in the execution of their tasks, discipline, precision and responsibility to their work. However, in order to successfully

fulfill all their duties, educational managers in the field of adult education should have specific competencies – a basic core of knowledge, skills and attitudes related to:

1. the management of the system of adult education and of the various institutions offering educational activities (services) for adult learners;
2. the management of the people in the system of adult education and the staff in the individual institutions offering educational activities (services) for adult learners;
3. the management of the work – of the system of adult education functioning and of the operations related to planning, organizing, implementing and assessing the effectiveness of courses, programs and activities for adult education offered by different institutions.

The core competencies of adult education managers include knowledge and skills in the following areas:

- General theory of management – it is at the basis of the managerial culture of adult educational managers, teaching them how to manage best so as to ensure the survival and the prosperity of the system and of the educational institutions for adult education in competitive conditions.
- *Andragogy* – it provides basic knowledge about the organization of educational services for adults, the opportunities for adults to learn (within the system of formal and non-formal adult education), the specific characteristics of adults as learners and the educational process with adult learners.
- *Introduction to educational management* – it provides basic knowledge about education, educational policy, educational system, educational institutions, educational activities, educational process, and their management.
- *Adult education management* – it provides basic knowledge about the specifics of the management of the system of adult education, the management of the various institutions providing educational services for adults, and the management of the educational process with adult learners.
- *Organizational management* – it provides knowledge and skills related to various aspects of the management of the organization: organizational diagnostics, strategic management, organizational management, operational management, educational leadership, innovation management, organizational culture.
- *Economy, finance and budget of education and educational services for adults (at different levels)* – it provides knowledge and skills related to sound budgetary management (including in times of crisis), attracting additional funds for the organization, cost containment without compromising the quality of educational activities, signing contracts, etc.
- *Marketing and advertising* of educational services for adults.
- *Human resource management in education* – it provides knowledge and skills related to personnel management (of human resources), PR strategies, quality management in the institutions for adult education.
- *Leadership* – it provides knowledge and skills related to making managerial decisions, leadership styles, consulting, the bodies for managing and supporting managerial activities in institutions for adult education as well as the implementation of a manager's leadership function;
- *Information technologies in adult education* – it provides knowledge and skills related to the place and role of ICT in adult education, with an emphasis on their applicability in the work of an adult education manager.

Adult education managers also have to apply the principle of lifelong learning in order to maintain and improve their professional competence. Depending on their managerial position, they can seek purposefully additional specializations in: Educational policy in the field of adult education; Models for managing systems and structures for adult education; Management of quality education; Innovation management; Risk management in the sector of adult education; Management of the educational process with adult learners; Educational management in the system of adult education; Learners' rights as a management problem, etc.

When offering relevant up-to-date programs in the field of adult education management at the national level, international experience can be used accordingly. Many American universities, for example, offer bachelor's, master's and doctoral programs which prepare students for educational managers and administrators in formal and non-formal adult education (see: Gyurova, V., 2013, Appendix 6). The bachelor's degree in educational administration is the entry level for a career in management – for the position of an office manager, a student coordinator or a dean of administration (staff) in a post-secondary school (for adult education). Working in the sector of non-formal adult education in the USA requires a minimum of a bachelor's degree and additional specializations – for example, adult education or vocational counseling. In some cases – for example, for a manager of in-house training – requirements may include work experience in the enterprise or training experience. A special certificate may also be required for taking a position as a university or a business administrator.

In the USA advance in the administrative hierarchy requires a master's (or a doctoral) degree. For example, a master's degree in educational management (including adult education management) along with an additional minimum of 5 years of administrative experience in adult education or a certificate are needed for the positions "adult education manager" at a university or a college, deputy dean, manager or head of a department of adult education, supervisor and evaluator (for annual attestation) of the activities of teachers of adult learners, of the coordinators in adult education and of the administrative staff in the institutions for adult education (Adult education manager ..., 2013).

Among the countries with the best training of adult education managers is New Zealand, which offers education in management of adult education and training at the following levels, according to ISCED (Table 1) (*Subfield – adult education and training, 2013*):

- National diploma in adult education and training (level 6<sup>1</sup>);
- Research program, completed with a scientific (doctoral) degree – module (standard): "Develop an organizational learning culture for adults";
- National certificate in adult education and training (level 5<sup>2</sup>)

Differentiating the goal and the objectives of adult education management at its different levels leads to outlining the specifics and the uniqueness of this sector among the other sectors in education. This also means uniqueness of its management. And "if management theory now teaches us how to compare our management to the management in other organizations, the so called benchmarking, and how to measure this comparison, the management theory of the 21st century will teach us how not to be like everyone else" (A Chrestomathy of the Course, 1994, p. 47), i.e. how to be different and to benefit from this difference. That, indeed, is the reason for preparing a specific group of educational managers – adult education managers.

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<sup>1</sup> level 6 – the second level of higher education; a research program, completed with a scientific (doctoral) degree;

<sup>2</sup> level 5 – post-secondary and higher education, without a scientific degree

Table №1

**Qualification for managers in adult education and training in New Zealand**

<b>Module</b>	<b>Relevant to (positions):</b>	<b>Competencies for:</b>
<i>National certificate in adult education and training (level 5)</i>		
Formulate a proposal for adult education and training	Adult educators and trainers, Managers of adult education and training organizations, Adult education and training consultants, and other people who have a requirement to formulate and present proposals for tendering, funding, or other approval within the field of adult education and training.	Establishing proposal opportunities and requirements for adult education and training; Preparing a proposal for adult education and training; Presenting the proposal; Evaluating the effectiveness of the proposal process.
Manage learning events for adult education and training	Organizers of learning events for adult education and training (in educational and non-educational organizations providing educational services).	Planning, organizing and reviewing learning events for adult education and training.
Support and promote the adult training and development function within an organization	People supporting training carried out by others.	Developing plans to obtain support for adult training and development; Promoting training for adults; Reporting on training; Review the planning, promotion, and reporting processes.
<i>National diploma in adult education and training (level 6)</i>		
Develop an organisational learning culture for adults	Senior managers responsible for the organisational development with a particular emphasis on training and development.	Developing support for an adult learning and development culture within an organisation; Developing and implementing a strategy for promotion of an organisational learning culture for adults; Reviewing the development of an organisational learning culture for adults.

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## **EARLY GRADE READING FLUENCY AND COMPREHENSION IN MACEDONIA**

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### **Abstract**

Assessments of student learning in early grades, with instruments such as the Early Grade Reading Assessment (EGRA), offer an opportunity to determine whether early grade students are developing the fundamental skills upon which all other literacy skills build, and, if not, where efforts might be best directed. This is vital information for improving the quality of education, as the lack of quality assessment data in Macedonia, particularly after the introduction of several educational reforms, made it difficult to provide a clear overview of the current status of early grade student reading performance.

The Foundation for Education and Cultural Initiatives “Step by Step” - Macedonia through the USAID Readers are Leaders Project, implemented in partnership with the education intuitions conducted nation-wide assessment in May 2016 with EGRA instrument of around 8,000 students at the end of Grade 2 and Grade 3 from 335 primary schools in Macedonian, Albanian and Turkish language of instruction.

The results show that even students at the end of third grade do not have developed reading fluency, which directly affects their reading comprehension skills. Some of the examined environment factors show that education of parents, reading skills before starting school, availability of books at home and borrowing books from the library are predictors of better reading fluency and comprehension at school.

The application of EGRA demonstrated that early grade assessments provide critically important information for opening a policy dialogue in order to inform education stakeholders of the current status of students’ performance, to review education programs and policy in the country and to raise awareness about the importance of reading in the early grades for all future learning.

**Keywords:** Early Grade Reading Assessment, reading fluency, reading comprehension, performance standards

### **Factors Associated with Reading Fluency and Comprehension of Grade 2 and 3 Students in the Republic of Macedonia**

Assessment is an essential element of education used to inform instruction, so the first step in implementing good reading instruction is to determine student baseline performance as they enter the classroom with diverse backgrounds and skills. Assessments of student learning in early grades, with instruments such as the Early Grade Reading Assessment (EGRA<sup>1</sup>), offer an opportunity to determine whether early grade students are developing the fundamental skills upon which all other literacy skills build, and, if not, where efforts might be best directed. This is vital information for countries that are working to improve the quality of education in their

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<sup>1</sup> Since 2006, EdData II, implemented by RTI International, has developed several instruments including EGRA and EGMA to capture essential, reliable, and valid education data, which were piloted in multiple countries, with funding from both USAID and other donors ([www.eddataglobal.org](http://www.eddataglobal.org)).

schools, such as the Republic of Macedonia, where the lack of quality data on early grade literacy skills, and the below average scores on international assessments, such as PIRLS in 2001 and 2006 (Naceva & Mickovska, 2003), made it difficult to provide a clear overview of the current status of student reading performance in the country, particularly after the introduction of several reforms in primary education (nine-grade schooling, modification of math curricula, etc.).

Most national and international assessments were historically administered as paper-and-pencil tests to students in grade 4 and above. It was not always possible to tell from the results of these tests whether students scored poorly because they lacked the knowledge tested by the assessments, or because they lacked basic reading and comprehension skills. Evidence indicates that learning to read both early and at a sufficient rate (with comprehension) is essential for learning to read well (RTI International, 2015, p.2). Children first need to “learn to read” so that they can “read to learn.” Reading fluency and comprehension are higher-order skills in the reading acquisition process, and they build upon several lower-order, foundational skills such as phonological awareness, alphabet knowledge, decoding, vocabulary, etc., which can be detected through an oral assessment.

There is sufficient research evidence to support the development of specific assessment tools such as EGRA to determine what skills students need in order to become successful readers, regardless of the method by which students are being taught. Early reading skills are acquired in phases; the level of complexity of a language affects how long students need to acquire early reading skills (Torgessen, 1998; Abadzi, 2005 and 2007).

Results from previous EGRA studies conducted in Macedonia (Dimitrovska, 2014 and 2015) suggested that students were taught how to name letters correctly, as a good basis for acquiring reading skills because international evidence shows that letter naming is a good precursor of other skills. However, this high performance in letter recognition and naming did not necessarily translate into good levels of reading fluency for the same language, as automaticity in reading familiar words and short stories was not acquired yet, directly affecting reading comprehension. This is in line with international research demonstrating a strong relationship between reading fluency and reading comprehension.

To gain insight into student foundational reading fluency and comprehension skills, the Foundation for Education and Cultural Initiatives “Step by Step” - Macedonia through the USAID Readers are Leaders Project, implemented in partnership with the education intuitions in Macedonia collected second- and third-grade reading data of 8,000 students in 335 primary schools in Macedonia with the first 2016 nation-wide Early Grade Reading Assessment Study (EGRA). This paper will start with addressing the following two research questions:

- What is the average reading fluency score of second- and third-grade students in Macedonian, Albanian and Turkish language of instruction?
- What is the average reading comprehension score of second- and third-grade students in Macedonian, Albanian and Turkish language of instruction?

Numerous studies have found that reading comprehension correlates to fluency, especially in the early stages and for individuals learning to read in a language they speak and understand. Data from many EGRA administrations across contexts and languages have confirmed the strong relationship between these two constructs (RTI International, 2015, p. 26) and that oral reading fluency is predictive of reading comprehension (ibid, p.42). Because both these skills are measured in EGRA we examine the following research question:

- What is the correlation between reading fluency and comprehension of second- and third-grade students in Macedonian, Albanian and Turkish language of instruction?

We hypothesize that there is correlation between reading fluency and comprehension and if the students have higher ORF scores they would also have better comprehension scores.

Many studies have researched the factors contributing to better fluency and comprehension. PIRLS 2011 study showed that a school's location can have a substantial impact on average reading achievement as it can provide access to important additional resources (e.g., libraries, media centers, or museums). In general, the fourth grade students attending schools in large cities had the highest reading scores (Mullis et al., 2012). Another, important school variable could be the class type, as students can sometimes be grouped together for instructional purposes in multigrade or combination classrooms, due to, for example, having fewer teachers than grade levels or uneven pupil enrollment (Veenman, 1995). Mariano and Kirby (2009) used a quasi-experimental approach to examine the effect of being assigned to multigrade classrooms on students' achievements and found consistently small and negative effects on student achievement, regardless of grade or subject.

A plethora of research on the effects of home environment suggest that a supportive home environment and an early start are crucial in shaping children's reading literacy. In general, parent education seems to have different effects. Mother's higher education improved the academic performance of their child, while father's level of schooling, however, did not.

PIRLS study also showed that home resources also can play an important role in acquiring reading literacy skills, including parents' education, parents often engaged in early literacy activities with their children, having more home resources for learning and books in the home and the children had attended preprimary education. Children had higher reading achievement by the fourth grade if their parents reported that their children started school able to do early literacy tasks (e.g., read some sentences and write some words) (Mullis et al., 2003, 2012).

Stemming from this theoretical framework, a fourth research question examined in this analysis is the following:

- Which school and home environment variables affect the reading fluency and comprehension scores?

Previous EGRA studies (Dimitrovska, 2014 & 2015) suggested that main predictors of student success in reading in Macedonia are: higher education of parents, studying in urban schools, attendance of pre-school, having books at home, borrowing books from the library and reading at home (either independently or with someone else).

We hypothesize that, at the country level, the higher the reading achievement is, the more supportive home environment of the student is, in terms of higher education of parents, attendance of pre-school, reading before starting school, availability of books at home and borrowing books from the library. Furthermore, we predict that reading achievements of students are higher if they attend central (urban) schools and monograde classrooms.

## **Method**

### **Participants**

This paper will use second- and third-grade data from the 2016 nation-wide EGRA Study. The population was defined as all students in Grade 2 and 3 in Macedonian, Albanian and Turkish language of instruction. A multi-staged clustered sampling approach was used. Based on

the number of students, the schools were divided into three clusters: small, medium and large schools; while based on the language of instruction, they were divided into Macedonian, Albanian and Turkish schools. Then, a number of students to be selected from each cluster was defined for Grade 2 and Grade 3, accordingly and then based on the lists of Grade 2 and 3 students from each school the participating students were selected randomly.

In second grade, 2,442 students participated in Macedonian, 1,173 in Albanian and 153 in Turkish language of instruction; in third grade 2,448 students participated in Macedonian, 1,210 in Albanian and 160 in Turkish language of instruction. The distribution of students in the sample per language of instruction, school location, gender and region are presented in Graph 1 and 2 (please see Annex 1).

## Measures

The Early Grade Reading Assessment (EGRA), as one-on-one oral assessment instrument, measures individual student progress in reading. EGRA adapted to the curriculum in the Republic of Macedonia, is comprised of six tasks in four literacy areas: Letter Knowledge, Familiar Word Reading, Reading Fluency (two tasks) and Reading Comprehension (two tasks). This paper will focus on reading fluency and comprehension as two dependent variables.

To measure the oral reading fluency (ORF), children are given two short written passages on a familiar topic and asked to read it out loud “quickly but carefully.” The oral reading fluency subtask is timed and measures speed and accuracy in terms of the number of correct words read per minute. Three categories of variables are electronically collected: total correct words read, total incorrect words, and time remaining.

The correct\_words\_per\_minute (cwpm) rate is calculated using the following formula:

$$\text{ORF\_cwpm} = \frac{\text{Subtask\_score}}{\text{Time given for subtask-subtask\_time\_remain}} \times 60$$

The total ORF score for each student is calculated as the average of two scores for each reading fluency subtask.

EGRA measures reading comprehension based on the comprehension questions children are asked (ten for each passage). Data collection software prompts the assessor to ask only questions related to the text the child has read, so students were assessed only on the number of reading comprehension questions they answered in the section of the passage they were able to read. The list of comprehension questions includes ones that can be answered directly from the text as well as inferential questions requiring students to combine knowledge and experience from outside the text to respond correctly.

Students are scored on the number of comprehension questions answered acceptably, with a final score variable calculated as a share of total questions asked. Although this benchmark may vary by context, in general, students are considered to be able to read fluently, with comprehension, if they can answer 80% or more of the reading comprehension questions correctly. To calculate this, a new summary variable is created: read\_comp\_score\_pct80, which is coded to 1 if the reading comprehension score is 80% or higher; otherwise it is set to 0.

The independent variables were several variables measured through the background questions the assessed students answered during the administration of EGRA:

- Type of the school the student attends (central or satellite): satellite schools are usually located in rural areas, so even if the central school is listed as urban, the data of the students from satellite schools are considered as rural;
- Type of classroom (regular or multigrade): multigrade classrooms consist of several classes studying together combined differently, either two grades or in some cases even five grades together;
- Attendance of preschool (yes or no);
- Availability of additional books at home (yes or no);
- Reading before starting school (yes or no);
- Borrowing books from library (yes or no).

Additionally, two other independent variables were analyzed: gender of the student and education of parents/ guardians (both mother and father - primary or less, secondary or higher and more).

### **Procedure**

The data collection was carried out by 850 trained assessors, comprised of pedagogues, psychologists and early grade teachers from May 9 to 31, 2016 in 335 primary schools. Based on the language of instruction, the instrument was administered in 265 schools with Macedonian, 133 with Albanian and 39 schools with Turkish language of instruction. All assessors were trained for electronic data collection using tablet computers and Tangerine application for recording data electronically and submitting them to a cloud based database. Prior to the study, each school received laminated student stimuli sheets and lists of students to be assessed. As quality assurance of data collection process is crucial for obtaining valid and reliable data, 71 observers were deployed to monitor the data collection process and ensure that assessors follow the rules of EGRA administration and use of Tangerine.

### **Results**

The results on the reading fluency showed that the achievements of students from both second and third grade in all three languages of instruction are below the US oral reading fluency norms (Hasbrouck & Tindal, 2006) taken as a benchmark for comparison purposes.

These low ORF scores are then translated into low reading comprehension, as the average performance of students in both grades and three languages did not reach the internationally accepted benchmark of 80% of answered questions as indicator of the comprehension (see Table 1 in Annex 2).

As hypothesized, when we examined the correlation between the oral reading fluency and comprehension scores, the Pearson correlation is significant at the 0.01 level for all three languages of instruction in both grades (see Table 2 in Annex 2).

The influence of independent variables on the oral reading fluency score and reading comprehension was tested with several statistical methods: t-test, one-way ANOVA and regression analysis.

The results show that the education of parents, both mother and father, significantly affects the oral reading fluency and comprehension across both grades and in all languages of instruction (see Annex 3 for results), which is in line with our hypothesis.

The effect of other variables on ORF and reading comprehension performance varies according to grade and language of instruction.

For the Macedonian language of instruction, in Grade 2, students that started reading before going to school read significantly more fluently, while in Grade 3 borrowing library books significantly affects their reading fluency (see Table 3 and 4 in Annex 2). Regarding the reading comprehension, students in both grades that attended pre-school, have books at home and borrow library books have significantly better results in understanding the text (see Table 5 and 6 in Annex 2).

For the Albanian language of instruction, in Grade 2, students that went to pre-school, started reading before going to school, have books at home and borrow library books can read more correct words per minute, but this is not statistically significant. The same applies for Grade 3 students, where only attendance of pre-school is statistically significant (see Table 3 and 4 in Annex 2). In the area of comprehension, students that did not attend pre-school, did not start reading before going to school, did not have available books at home and did not borrow library books have significantly lower reading comprehension score in both grades (see Table 5 and 6 in Annex 2).

For the Turkish language of instruction, the reading skills before starting school and borrowing library books have significantly increased reading fluency results in Grade 2, while availability of books at home in Grade 3 (see Table 3 and 4 in Annex 2). For the reading comprehension, second graders that have no books at home have significantly poorer results, while for third graders those having books at home have significantly better results (see Table 5 and 6 in Annex 2).

When we used regression analysis to look into the factors associated with student reading skills in both grades and all languages of instruction, it seems that the most relevant factors associated with developing reading fluency skills are the reading skills developed before going to school and availability of books at home. The books the students have at home are also highly associated with the reading comprehension (see Annex 4).

## **Discussion**

Most of the findings of our study fit in with previous literature and theory. However, some of the factors examined to be associated with the reading fluency and comprehension did not give straightforward connection in both grades and three languages of instruction.

However, below the average results in oral reading fluency and comprehension, particularly at the end of third grade, highlight multiple reasons why children may not acquire the necessary reading skills at school, such as: insufficient resources at school and home, insufficient learning time (e.g., during and/or after school), teachers/principals have little incentive to improve learning, rigid and overly ambitious curricula which do not match the learning levels of the students, teachers do not personalize instruction, low-performing students do not get extra help (Floretta & Strathmann, 2016).

There are some critically important areas in which interventions will be needed:

On a school level, teachers should spend more time of the instruction on shared and independent reading as appropriate, ensuring that students have time to practice their new skills in reading to increase their fluency and accuracy. Teachers should tailor the classes based on the needs and results of their students. They should expose their students to different types of inferential questions from an early age in order to be able to learn to express their own opinion,

interpret facts or judgment and increase their comprehension skills. Training of teachers remains a complex task but it must be assumed that teachers learn best by doing and interacting with other professionals. This implies that teacher training should be organized around modeling and practice, and that having brief trainings with follow-up and refresher meetings is more effective than longer trainings. Regular professional development through training and other activities should fill a demand for instructional practice and support. Finally, reading progress in the classroom should be monitored a few times per year for early detection of 'at risk' children having reading difficulties and providing targeted support and remedial instruction for struggling readers.

In the home environment, children should have access to different reading materials at home, while parents should be encouraged to be engaged in early literacy activities with their children, such as: reading books, telling stories, singing songs, playing with alphabet toys, talking about things done, talking about things read, playing word games, writing letters or words, and reading aloud signs and labels. However, the lower level of education of parents, lack of pre-school services in rural areas and limited support from the community at large are not in favor. In these areas, the school should play the critical role by providing workshops for the parents and investing in a small classroom libraries. This is a great option so that children can have access to books and magazines as part of their reading lessons and activities, but also making it possible for students to be able to take books and other resources at home.

On a policy level, dialogue should be open for reviewing education programs and policy in the country, matching the language and mathematics curriculum in early grades and establishing national reading performance measures in Macedonian, Albanian and Turkish language for the early grade students and exploring to what extent second and third grade students reach these standards.

On a national level, a literacy campaign should be launched to raise awareness about the importance of reading in the early grades for all future learning. Any reading intervention should particularly target the children from rural areas and satellite schools. Publishing companies should be also involved through public-private partnerships to provide books and literacy resources to schools, libraries and even most disadvantages families, particularly in languages that children understand.

One limitation of the study is that the assessment was done by school members employed in the same schools where students were assessed. Despite the training and deployment of observers it was difficult to eliminate the subjectivity of assessors. A recommendation for the future study is to hire "professional" assessors to conduct the assessment.

It is also recommended in a follow-up study to explore the number of years students had in preprimary education, participation in literacy related activities at home, the frequency of reading and deeper exploration of availability of print material at home, as in this study we relied on student self-reports.

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## THE IMPACT OF THE GLOBALIZATION AS A PHENOMENON IN FOREIGN LANGUAGE TEACHING

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### Abstract

The globalization as a world process undoubtedly infiltrates all social categories and disciplines of life. This phenomenon affects each individual in a world that is constantly shrinking and affects one's intimate existence within the communication, economy, health, medicine, everyday learning and more. It is a challenge especially for academic and teaching educational process as a whole.

The word *globe* as a term etymologically comes from English language in the 15th century, which as a communication tool has emerged as a primary one in the information and technological processes in the 21st century. The globalization as a sociological element in a contemporary global society serves for expressing ideas, thoughts, emotions and value systems and its impact on teaching and pedagogy would be demonstrated by successful practice examples in teaching. We are going to talk about two contemporary methods in teaching English - *Blended Learning* and *CLIL*, and multiculturalism as well which are continually integrating the English language with other subjects areas and disciplines with the help of the information technology tools.

The attention will be drawn to the growing spread of the introduction of standards and criteria in normative educational formal documents in English speaking countries such as CEFR, ELP, EU Framework of Key Competences, National Framework of Competences and other.

The conclusion particularly in terms of the language teaching and realisation of the goals of educational language programs treats the language as a world language – *lingua franca* which surpasses the geographical areas and changes the local contexts, but also exists as an identification and peoples identity and culture.

**Key words:** *English language, Globalization, ICT, Blended Learning, CLIL, lingua franca.*

### I. DEFINITION OF GLOBALIZATION AS A WORLD PROCESS

The Globalization as a world process undoubtedly touches and infiltrates all social categories and disciplines of life. As a phenomenon it involves each individual in a world that is increasingly shrinking and affects one's intimate existence within the communication, economy, health, medicine, media and everyday learning. It is a challenge, particularly for the academic and educational teaching process. According to the lexicon of the Financial Times it represents an "integration of economies, industries, markets, cultures and policy making around the world," integrated through a global network of commerce, communication, immigration and transport. Although it is primarily focused on the economic side, it implies activities in the field of culture, media, technology, socio-cultural and political context, and in the climate change as well.

Cambridge dictionary interprets this term as an "increase in trade around the world, i.e. a situation in which goods and services, social and cultural impacts gradually become similar in all parts of the world."

The scientists place the appearance of globalization in the 70-ies., and later in 2000, "International Monetary Fund (IMF) identifies four main aspects of globalization: trade and

transactions, capital and investment, migration of people and the dissemination of knowledge," meaning globalization processes affect business, economy, socio-cultural resources, the environment and education too.

Globalization is an elaborated theme in various scientific fields because it is present everywhere and influences all spheres of human life, so today we often hear terms like *global economy, global era, global TV, global politics, global democracy, global culture, global awareness, global cities, global interdependence, global warming, global citizenship, global village or global society, military globalization* etc. Therefore it is usually defined as a set of processes taking part in the whole society and is identified with the term **internationalization** or "raising awareness for the world as a whole, as a single place for living." (Drakulovska, 2015)

Some call it **westernisation**, as it represents the economic, political and cultural influence of the West on the rest of the world through technology, television, language especially **English**, lifestyles, food and so on.

As for the language, it becomes a **global language** when it is used beyond the nation-state around the world and becomes **lingva franca**, that is the world's leading language. Although it is a cultural identifier of the country, every language if does not keep its functionality, becomes not functional and begins to disappear and hence the fear for many speakers of the mother tongue from an excessive use of foreign words in the native language. However, it is the English language that is an example of a natural compilation of multiple source languages, primarily from the Anglo-Saxon and Norman-French, so that many of its users now belong to different language parts or bilingual or multilingual communities, which do not exclude identity of the other languages. In terms of its functionality and use of English as a first or second foreign language, we will focus on two approaches in everyday language learning.

## II. METHODOLOGY AND PRACTICE (CLIL & BLENDED LEARNING)

When we talk about education, whether formal or informal, we can undoubtedly confirm that all topics or content associated with globalization are permeated directly or indirectly through the curriculum. The subject matter in foreign language teaching can be realized by using the language, t.i. through two approaches of language skills study: the CLIL and Blended Learning.

### II.1 WHAT IS CLIL

CLIL is an innovative form of education, an effective solution in response to the demands and expectations of the modern age and globalization. CLIL is an acronym that stands for **Content and Language Integrated Learning**, ie approach that integrates the content and the language, both being simultaneously in the focus of learning. The language of the student is a foreign language or a second language, usually English. The essence of CLIL integration has a dual focus:

- 1) **Learning the language** can be inserted into the content of the other subject areas (eg. mathematics, history, geography, science, etc.).
- 2) **Learning the content from a variety of subjects** is used in learning the foreign language, which is often present in language learning on regular classes. The EL Teacher, collaborating with experts or other subjects' teachers, includes the other subjects' terminology and content during the classes. Students learn the language in order to understand and use the content.

**3) The Learning skills** are an additional element to help the success for the achieving the two above mentioned goals in a broader context of learning.

CLIL is a term that covers a dozen or more educational approaches (eg. intensive course, bilingual education, multilingual education, enriched language programs etc.). It allows students to be exposed to the use of language in a flexible framework, from the level of the learning language skills to the high level of its use. 4C elements are incorporated in this approach - content, communication, cognition and culture.

1. **C**ontent– is the subject or CLIL topic;
2. **C**ommunication - is *learning how to use the language and use the language to learn the content as a two-way conversion*;
3. **C**ognition (cognition) - there is a skills development from concrete thinking to abstract or higher order of thinking when understanding the contents of the various subjects and areas; it is the way how we learn about the world;
4. **C**ulture – the various contents nurture the feeling of self and others, of the identity, as a citizen that helps for pluricultural understanding of the world and international understanding. Keith Kelly says that CLIL is "an instrument for the so called 'Competence-led education', i.e. education driven by the development of skills and abilities and he lists the key competencies that are present in the activities of CLIL as "EU Transversal competences", of a student as a citizen of Europe. They are listed in the document of the European Commission as the **European framework of key competences**. Then he adds that this approach allows explicit use of them all during the time of teaching. They are: competence to communicate in the mother tongue, competence to communicate in a foreign language, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship and awareness of the culture and intercultural competence.

## II.1 BLENDED LEARNING

Another approach that incorporates language and enables varied learning content through technology is called **Blended Learning**. It is a program of formal education, also known as "personalized learning" or "differentiated instruction" in which the student learns through digital content and online instruction with partial control by the teacher in terms of time, place, course and pace of learning. Unlike classical teaching in the school and traditional face-to-face classroom methods, this study aims to provide a combination of school-learning and computer-mediated activities. It is also used for professional development and training of participants of different age. In English language learning students are frequently exposed to the authentic language and the content during the teaching.

Although as a concept it has existed for a period of time, its boom is experienced in this century especially in the last decade and mainly is classified into six models:

1. "*Face to face*" learning where the teacher guides instruction enriched with digital tools;
2. "*Rotation*" learning which let the students have a schedule of free time on independent online learning besides the physical presence of the teacher;
3. "*Flexible model of learning*" where the participant receives the curriculum via a digital platform, and teachers are available for consultation and support;
4. "*Laboratory Learning*" – realized via a digital platform with a full curriculum in a given physical place with the possibility of traditional classes in the classroom;

5. “*Self-combined learning*” - here pupils choose online courses as an additional course activity to the classical learning;

6. “*Online learning*”- all learning and program are available through the digital platform with the possibility of consultation and checkups by the teachers on scheduling meetings when needed.

It is important to note that the models themselves can be combined together and they are complementary and not mutually exclusive. Teachers, who use this learning approach, emphasize the need for planning tools use, with specific objectives and guidelines for the purpose technology to be used and note out that the mere use of technology without incorporated aims, content and technology is not a blending learning.

One of the instruments of this approach represent the MOOCs Online Courses (Massive Open Online Courses) usually realized in English. They are a useful tool for learning through digital content and guidance of instructors and professors that requires registration for the course by the participant at the appropriate website. They provide high quality teaching, planning the learning at one’s own pace, and recognizes the achievements and completion of the course through the issuance of certificates and collaboration with other participants around the world. They can be as one-hour webinars with given objectives of learning up to weekly and monthly courses according to the program content and objectives. They are often combined with classical teaching on the respective universities that offer the courses as additional support and activities for credit examination of the relevant study program. The participants with a common interest from different countries and continents can be registered on the platform for the course attending, having the opportunity to discuss on a given topic, to share experiences and knowledge and to evaluate each other. We can say that they are a model of a global classroom.

### III. ALIGNING STANDARDS DOCUMENTS FOR THE EUROPEAN AND WORLD EDUCATIONAL SYSTEMS

Besides the above mentioned document of the EU Commission on the *Key Competencies* of an EU citizen, there are other documents as a determinant for the competencies of students and teachers, providing comparability and compatibility of the educational systems worldwide.

*The Bologna Declaration document* as a common document of the European ministers, obliges the countries to accept the European credit system and compatible study programs that offer international competitiveness and improvement of European citizens skills and opportunity for mobility and exchange of students and quality assurance in higher education in order to develop comparable criteria, documents and methodologies.

Within the Lifelong Learning project in 2010, *The National Framework of Qualifications* (HPK) concept document was implemented in Macedonia. (Hart, 2010) It is an essential instrument in the development of European higher education (ENEA) with an objective to improve the quality of education through defining skill qualification levels, subjected to standard assessment and accreditation. The clearly described levels are a prerequisite for clearly defined and applied knowledge, skills and competencies leading to corresponding certificates and to simplified international recognition. NRK includes all kinds of qualifications acquired through formal, non-formal and informal education, set in correlation to the eight levels of the European Qualifications Framework (EQF), comparable with international qualifications. The subsystems of NRK cover all levels of the educational system. All members and those who join the EU, develop qualifications framework comparable to the European Qualifications Framework adopted by the EU Parliament in 2008.

**The European Language Portfolio** is an important document approved by the European Commission and developed by the European Centre for Modern Languages (ECML). It is based on the European Reference Framework of Languages and is a self-evaluating instrument with descriptors intended for both students and teachers. They are statements of didactic and pedagogical skills competencies for recording the progress of learning and professional development, ie a taxonomy of competencies for all teachers of English within the EU.

**Common European Reference Framework of Languages - CEFR** with standardized levels of languages provides a common basis for the creation of national plans and programs in schools in the EU, studied on higher education institutions, used for the administration of internationally recognized examinations (CEF, CAE, BEC, BULATS, APTIS, IELTS etc.). as well as for the publication of books in foreign languages. It is also represented in the description of the programs of the Bureau for the Development of the Education in MKD as a starting point for determining the levels and objectives in the language programs for different grades.

**The European Commission for Education and Culture** as a body has built European principles for the competences and qualifications of the EU teacher, who is a key player in the implementation of educational reforms. "Teachers with knowledge and respect to the cultural diversity and experience will be globally responsible in educating students to become citizens of the EU." The following are considered common European principles: *Well-qualified profession* (developed multidisciplinary knowledge of the field); *Profession in the context of lifelong learning* (continuing professional development and readiness for innovation); *Mobile profession* (includes rewarding participation in foreign projects, learning more languages and study of specialized language areas); *Profession based on partnerships* (cooperation with authorities and institutions at local and global levels, the use of technology in the social work and preparing students to be globally aware and responsible for intercultural respect in building understanding the diversity of cultures).

As we see the EU principles of the European Commission for Education and Culture represent a range of competencies, skills and knowledge that prepare the student and the teacher for a learning environment that will enable faster and more successful inclusion in a world of change caused by the internationalization or globalization in order to be able to adapt to the challenges of new technologies and new digital world. (Panev, 2015)

#### **IV. CONCLUSION: GLOBALIZATION AS A WORLD PROCESS**

Maria Drakulevska Chukalevska in her book "Sociology of Globalization" (Drakulovska, 2015), provides an overview of globalization as term and a multidimensional phenomenon in sociological, historical and social contexts, and she points out two opposing views in explaining this global reality.

The first refers to globalization as a process of integration of societies in a global society where globalization connects most remote places through intensification of the local events, so that living in a world society assumes identity of extra territorial and universal aspiration of connecting worlds in the creation of a single one.

On the other hand the globalization is perceived as a social phenomenon that causes anxiety and fear about tomorrow because of the spread of the western institutions and forms of interdependence by the world economy, military order and the international division of labor.

That way the globally active corporations have a political impact on other areas in order to achieve greater profits and global money market and goods. This power is reflected not only

in economics and politics, but also in culture, education and lifestyle. The world division leads to poverty, inequality and conflicts, cultural and ecological destruction, where the local contexts are victims of westernization that is threatening the cultural and linguistic identity through technology, language (English), lifestyle and even food.

As a bridge to these two opposite attitudes lies the conclusion that in the era of the globalization, the national one-sidedness become increasingly impossible today and we cannot escape and neglect the world's reality. That is why we talk about The World Peace, the Nobel Prize, Global Impact factor, The United Nations, World literature, Universal Human Rights, the Rio Declaration on the sustainability of the country, Olympics etc. because the globalization includes all nationalities and entities into one international society through global institutions. The tools of global and communication technology and the learning about the world ruin the concept of a territory walls between people, so that geographical restrictions on social and cultural relations disappear, and today we are faced with multiculturalism and polyethnicity in global civil concept. Globalization refers to a shrinking world and the intensification of consciousness of the world as a whole, so the notion of closed society is fictive and no country can isolate from the interactions between the local and the global.

According to Drakulovska (2015): although there is not clear what the globalization represents, it is a real social phenomenon and process leading to the unification of the mankind through the interference and influence of the global to local and vice versa. As a result there are two terms or perspectives introduced in sociology by Robertson and Ritzer, the so called ***glocalization*** and ***grobalization***. The first indicates the adjustment of global markets to the territorial context where globalization and localization intertwine and complement each other, resulting in heterogenization and differentiation of cultures and languages. The second term denotes the imposition of the global in the local context because of interest and profit, leading to a homogenization of cultures. Both processes lead to the transformation of cultures, but that does not mean that individual cultures and values will disappear. (p 110-114). According to the author (idem) "on the contrary they have to live freely and in constant interaction and communication with each other, which rejuvenates and restores them giving them the ability to evolve and adapt to the processes of the new era." Ljosa points out (quoted in Drakulovska, 2015, p.114) that "in terms of connections to the world and the opening of the countries to the authentic cultural values, everything that has value will survive and will find its place" in the global world.

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