

ISSN: 1986-3020

# ABSTRACT BOOK

**10<sup>th</sup> ICEEPSY 2019**

**International Conference on Education  
& Educational Psychology**

**09 - 12 October 2019**

[https://doi.org/10.15405/icepsy2019\(1986-3020\)](https://doi.org/10.15405/icepsy2019(1986-3020))



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Location: Plaza Catalonia Hotel, Barcelona/Spain

Future Academy®:

Abstract Book

10<sup>th</sup> International Conference on Education & Educational Psychology

09-12 October 2019/ Barcelona, Spain

eISSN: 1986-3020

The ISSN Cyprus Centre notifies that serial publication under the title **ICEEPSY 2019 the 10<sup>th</sup> International Conference on Education & Educational Psychology** has been allocated ISSN 1986-3020 and has been registered with the International Centre for the Registration of Serial publications, in Paris.

[https://doi.org/10.15405/iceepsy2019\(1986-3020\)](https://doi.org/10.15405/iceepsy2019(1986-3020))

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## ICEEPSY 2019 Chairs' Message

You are invited to attend 10<sup>th</sup> ICEEPSY 2019, the 10th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Barcelona, Catalonia, Spain during October 2019. ICEEPSY 2019 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars. The conference is inviting especially those who are interested in researching Educational Ecosystems for Equity and Quality of Learning, Evaluation, Arts Education and Special Education, especially Positive Pedagogy.

To date, more than almost 6.000 participants from more than 90 countries have attended an ICEEPSY conference. The Future Academy Scientific Committee and Board of Reviewers is already working hard to ensure the continued high-quality of this event.

ICEEPSY 2019 will publish all accepted full-text papers in *European Proceedings of Social and Behavioural Sciences EpSBS* (e-ISSN: 2357-1330). European Proceedings of Social and Behavioural Sciences EpSBS Volumes either have been indexed or accepted or submitted in **Web of Science WOS Clarivate ISI Conference Proceedings Citation Index (ISI CPCI)** and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed European Journal of Social and Behavioural Sciences (EJSBS).

Papers will focus on the following topics: assessment and evaluation, teacher education, basic education, basic skills, counselling psychology, adolescent growth and development, educational psychology, continuing education, higher education, quality assurance/institutional effectiveness, learning theories, effective teaching practices, second language teaching, new approaches in psychology, special education, education and technology, information and communications technology, and distance learning.

We look forward to seeing you in Barcelona - Spain in October 2019.



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PhD, Docent, Adj. prof.  
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# Student teachers' experiences about peer-learning when using video recordings between two universities

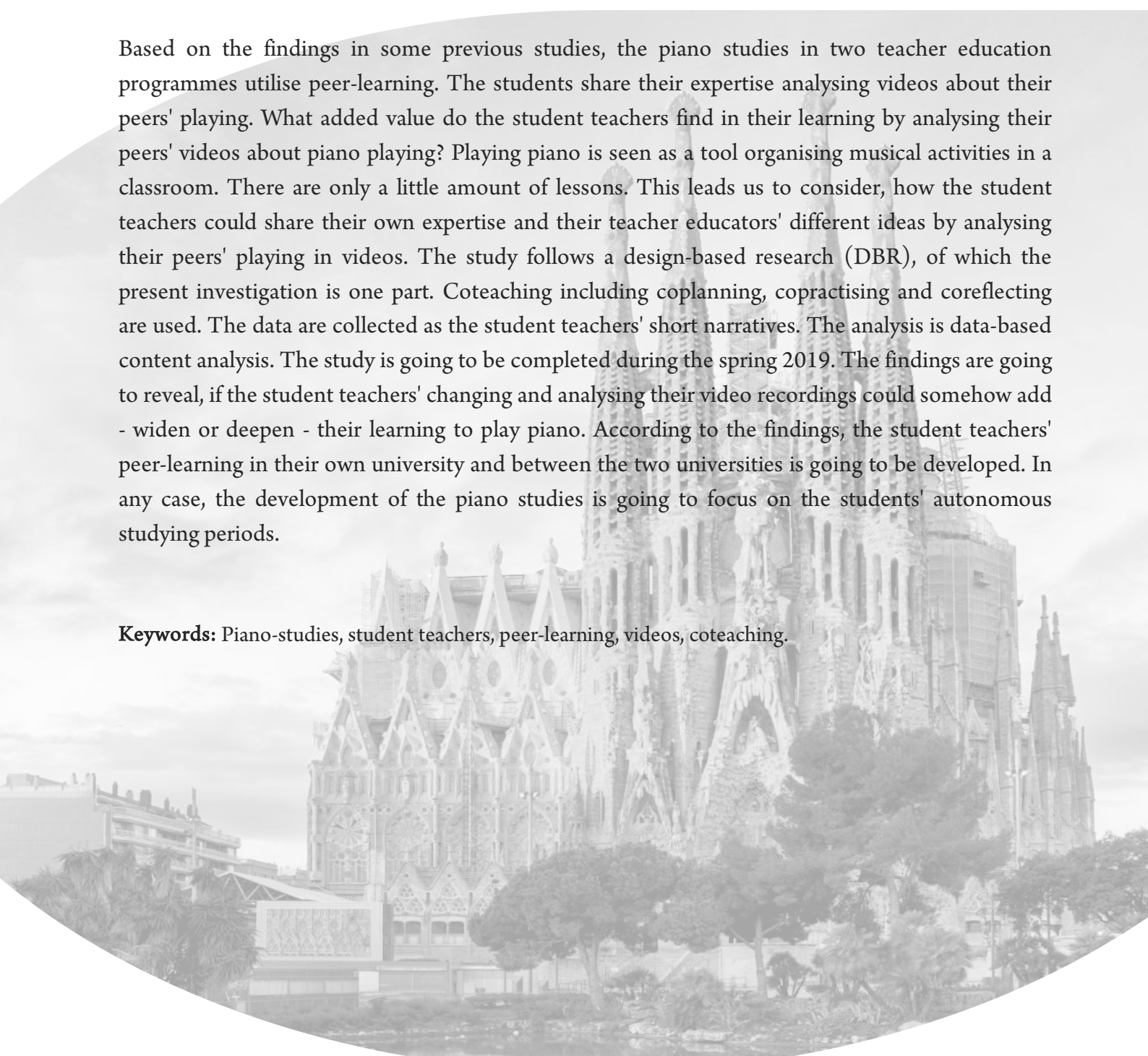
*Lenita Hietanen*<sup>1\*</sup>, Aleksi Ojala<sup>2</sup>, Anu Sepp<sup>2</sup>, Vesa Tuisku<sup>1</sup>, Inkeri Ruokonen<sup>2</sup>, Heikki Ruismäki<sup>2</sup>

<sup>1</sup>*University of Lapland, Finland*

<sup>2</sup>*University of Helsinki, Finland*

Based on the findings in some previous studies, the piano studies in two teacher education programmes utilise peer-learning. The students share their expertise analysing videos about their peers' playing. What added value do the student teachers find in their learning by analysing their peers' videos about piano playing? Playing piano is seen as a tool organising musical activities in a classroom. There are only a little amount of lessons. This leads us to consider, how the student teachers could share their own expertise and their teacher educators' different ideas by analysing their peers' playing in videos. The study follows a design-based research (DBR), of which the present investigation is one part. Coteaching including coplanning, copractising and coreflecting are used. The data are collected as the student teachers' short narratives. The analysis is data-based content analysis. The study is going to be completed during the spring 2019. The findings are going to reveal, if the student teachers' changing and analysing their video recordings could somehow add - widen or deepen - their learning to play piano. According to the findings, the student teachers' peer-learning in their own university and between the two universities is going to be developed. In any case, the development of the piano studies is going to focus on the students' autonomous studying periods.

**Keywords:** Piano-studies, student teachers, peer-learning, videos, coteaching.



# iPad Devices as Part of Elementary School Music Education

*Heikki Ruismäki*<sup>1\*</sup>, Sarianna Metsälä<sup>1</sup>, Vesa Tuisku<sup>2</sup>, Anu Sepp<sup>1</sup>, Lenita Hietanen<sup>2</sup>, Inkeri Ruokonen<sup>1</sup>

<sup>1</sup>*University of Helsinki, Finland*

<sup>2</sup>*University of Lapland, Finland*

The development of smart phones and tablets has grown rapidly. Recent developments in such portable devices as smart phones and tablets resulted for instance in higher processing power. How do teachers use iPad for primary school music education and how does it affect students' motivation from teachers' point of view? The objective was to study elementary school teachers' iPad use as part of their music education. It was investigated how iPads motivated students from the teacher's perspective. Research considered the amount of preparedness teachers have in using iPads. Theory considers the concept of mobile in Finnish education and studying. The research was carried out in spring 2018 with qualitative methods, as a case study, by interviewing five elementary school music teachers around the Helsinki area. The teachers that took part in this research were either music class teachers, or class teachers. Interviews were carried out as theme interviews, in which the themes were based on the research questions. Composing and making of other creative output were the main utilizations. The research revealed that it is possible to differentiate music education and provide positive experiences especially to musically inferior students with iPads. Prior research has shown that with the help of mobile devices, it is possible to differentiate education and widen learning environments. Devices have been stated to act as a motivating factor to all kinds of learners. Using iPads motivates students of all skill levels. Teachers would utilize the devices more, but availability and technical problems are often present.

**Keywords:** iPad, mobile learning, music, motivation, school.

## Online Music Learning – Survey for the Students of Web-based Music School

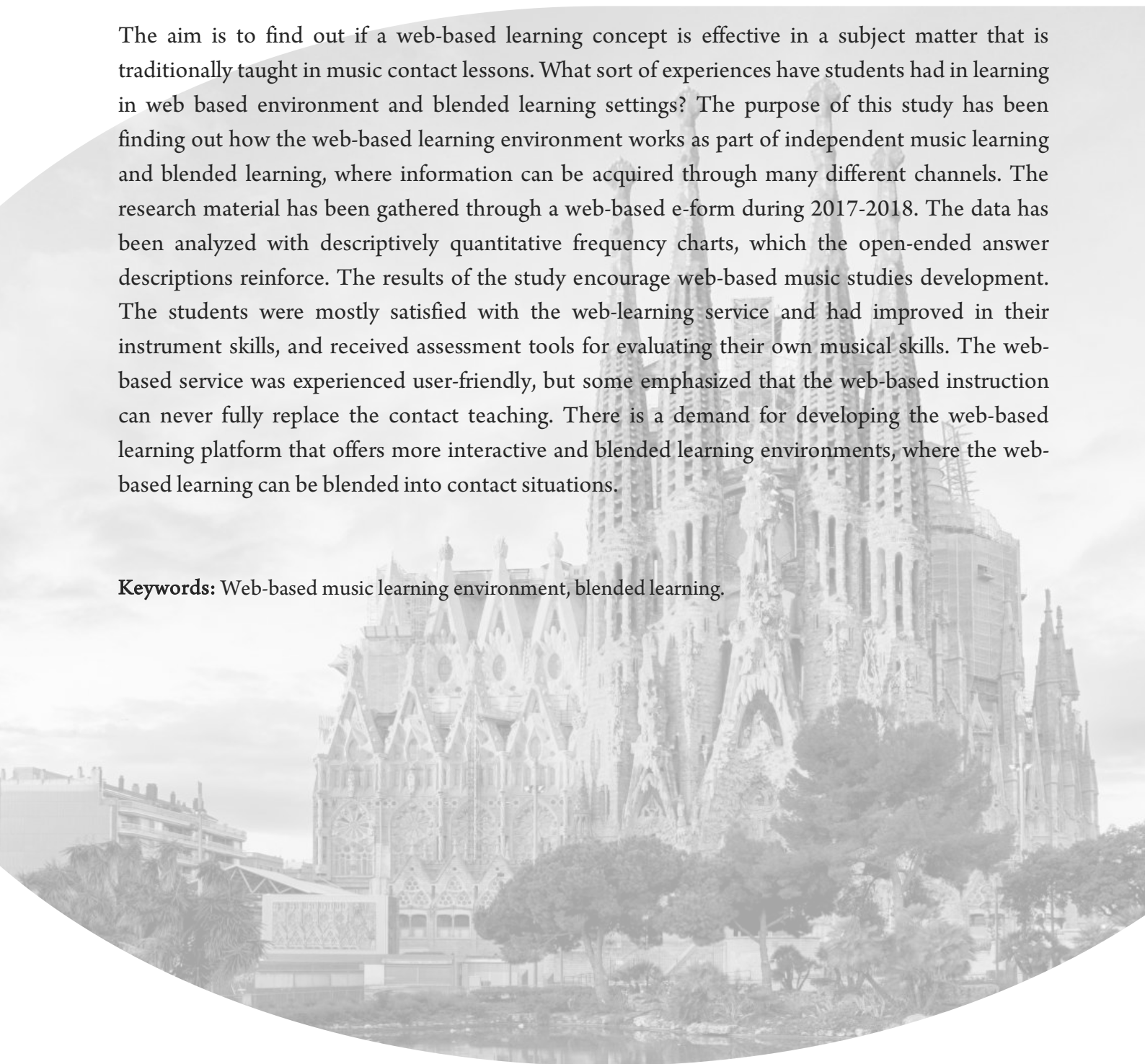
*Inkeri Ruokonen*<sup>1\*</sup>, Elina Brooks<sup>1</sup>, Anu Sepp<sup>1</sup>, Heikki Ruismäki<sup>1</sup>, Vesa Tuisku<sup>2</sup>, Lenita Hietanen<sup>2</sup>

<sup>1</sup>*University of Helsinki, Finland*

<sup>2</sup>*University of Lapland, Finland*

The aim is to find out if a web-based learning concept is effective in a subject matter that is traditionally taught in music contact lessons. What sort of experiences have students had in learning in web based environment and blended learning settings? The purpose of this study has been finding out how the web-based learning environment works as part of independent music learning and blended learning, where information can be acquired through many different channels. The research material has been gathered through a web-based e-form during 2017-2018. The data has been analyzed with descriptively quantitative frequency charts, which the open-ended answer descriptions reinforce. The results of the study encourage web-based music studies development. The students were mostly satisfied with the web-learning service and had improved in their instrument skills, and received assessment tools for evaluating their own musical skills. The web-based service was experienced user-friendly, but some emphasized that the web-based instruction can never fully replace the contact teaching. There is a demand for developing the web-based learning platform that offers more interactive and blended learning environments, where the web-based learning can be blended into contact situations.

**Keywords:** Web-based music learning environment, blended learning.



# Comparing Different Perspectives on Piano Studies in Finnish Class Teacher Education

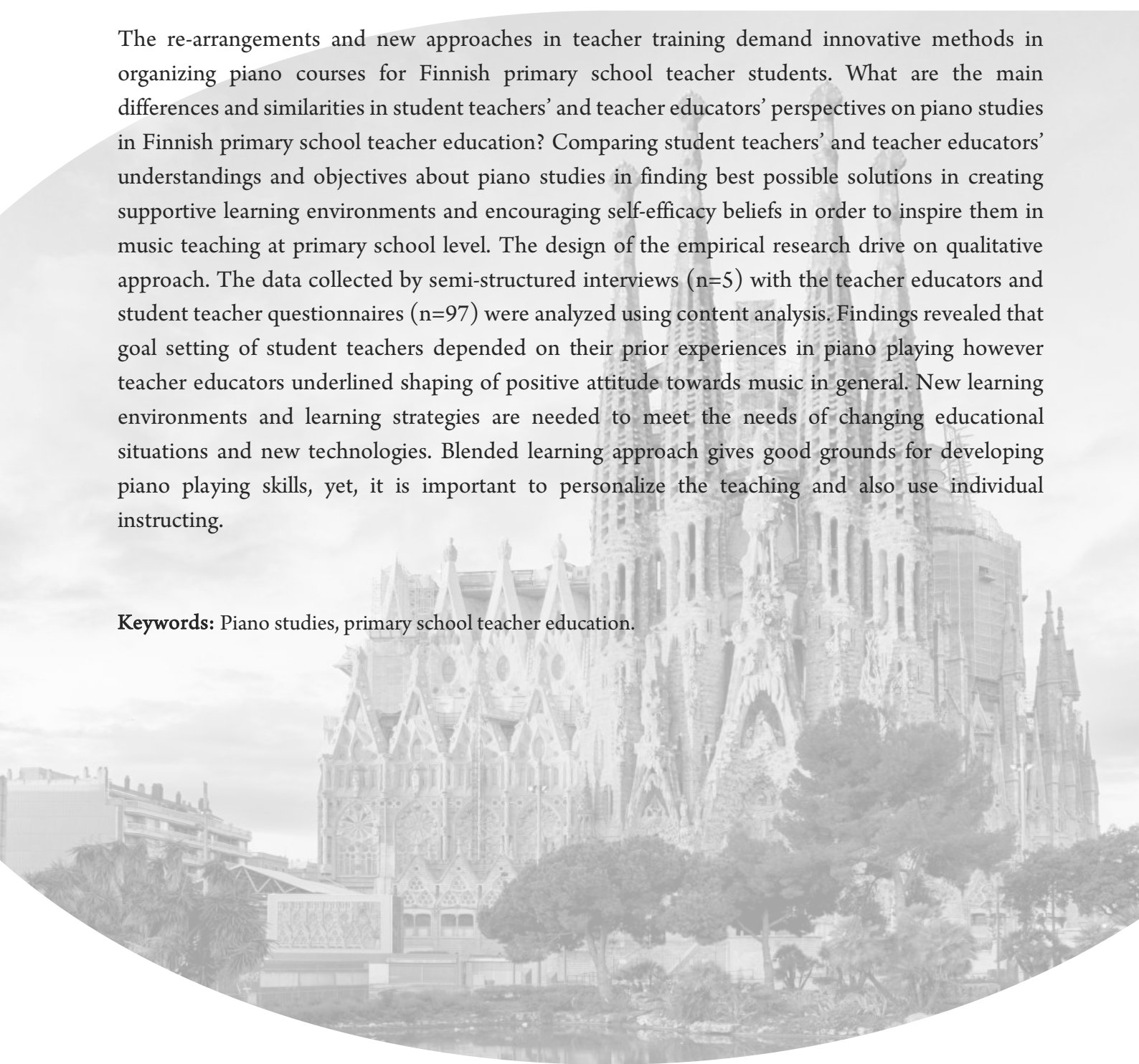
*Anu Sepp*<sup>1\*</sup>, Vesa Tuisku<sup>2</sup>, Lenita Hietanen<sup>2</sup>, Inkeri Ruokonen<sup>1</sup>, Heikki Ruismäki<sup>1</sup>

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The re-arrangements and new approaches in teacher training demand innovative methods in organizing piano courses for Finnish primary school teacher students. What are the main differences and similarities in student teachers' and teacher educators' perspectives on piano studies in Finnish primary school teacher education? Comparing student teachers' and teacher educators' understandings and objectives about piano studies in finding best possible solutions in creating supportive learning environments and encouraging self-efficacy beliefs in order to inspire them in music teaching at primary school level. The design of the empirical research drive on qualitative approach. The data collected by semi-structured interviews (n=5) with the teacher educators and student teacher questionnaires (n=97) were analyzed using content analysis. Findings revealed that goal setting of student teachers depended on their prior experiences in piano playing however teacher educators underlined shaping of positive attitude towards music in general. New learning environments and learning strategies are needed to meet the needs of changing educational situations and new technologies. Blended learning approach gives good grounds for developing piano playing skills, yet, it is important to personalize the teaching and also use individual instructing.

**Keywords:** Piano studies, primary school teacher education.



# Music Teachers' Implementing Basic School Music Syllabus in Estonia

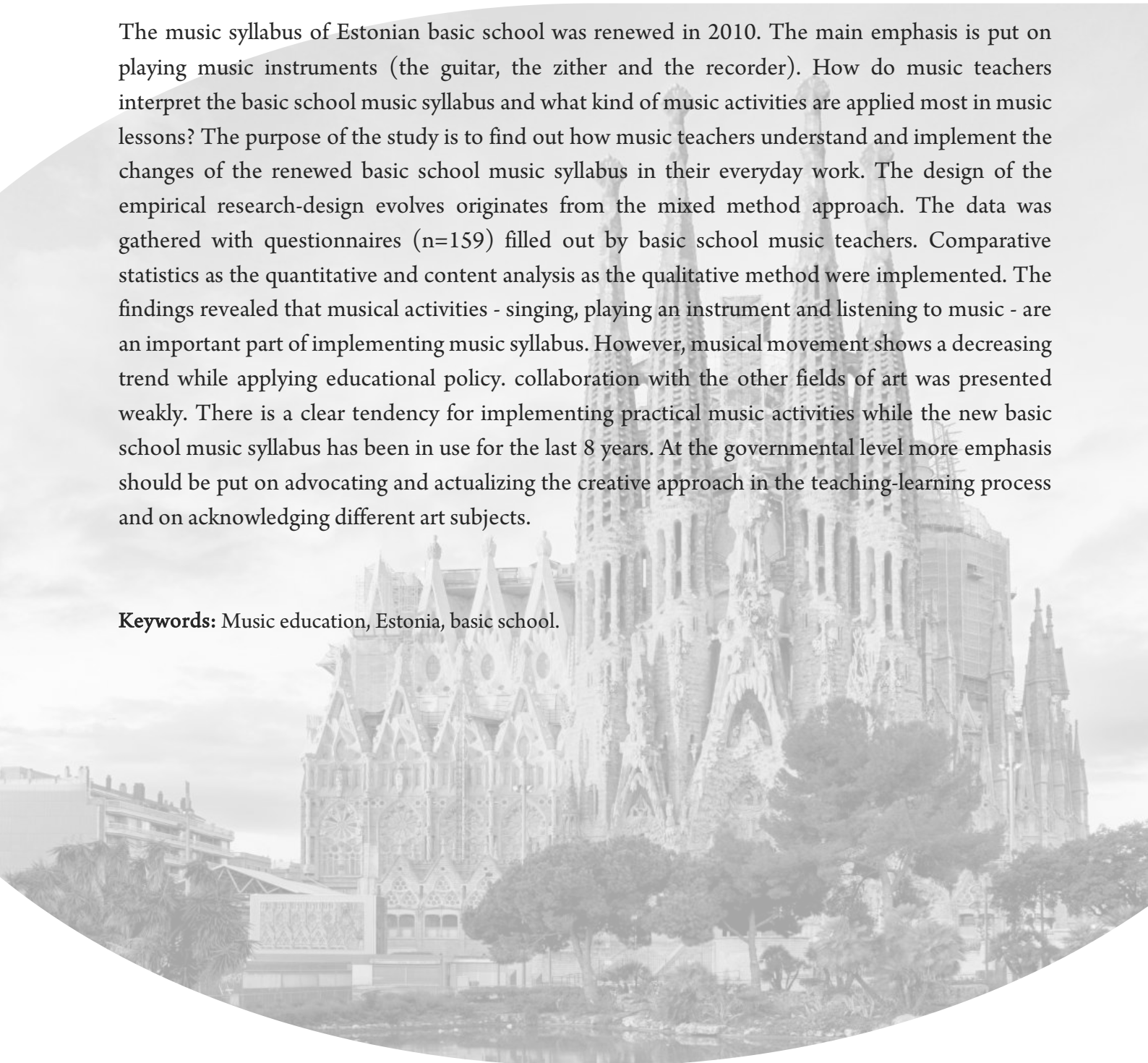
*Kristi Kiilu<sup>1\*</sup>, Anu Sepp<sup>2</sup>*

*<sup>1\*</sup>Head of Music Education Department, Estonia*

*<sup>2</sup>University of Helsinki, Finland*

The music syllabus of Estonian basic school was renewed in 2010. The main emphasis is put on playing music instruments (the guitar, the zither and the recorder). How do music teachers interpret the basic school music syllabus and what kind of music activities are applied most in music lessons? The purpose of the study is to find out how music teachers understand and implement the changes of the renewed basic school music syllabus in their everyday work. The design of the empirical research-design evolves originates from the mixed method approach. The data was gathered with questionnaires (n=159) filled out by basic school music teachers. Comparative statistics as the quantitative and content analysis as the qualitative method were implemented. The findings revealed that musical activities - singing, playing an instrument and listening to music - are an important part of implementing music syllabus. However, musical movement shows a decreasing trend while applying educational policy. collaboration with the other fields of art was presented weakly. There is a clear tendency for implementing practical music activities while the new basic school music syllabus has been in use for the last 8 years. At the governmental level more emphasis should be put on advocating and actualizing the creative approach in the teaching-learning process and on acknowledging different art subjects.

**Keywords:** Music education, Estonia, basic school.



# Personal Development Plans (PDP) as a Tool That Promotes Teacher Career Development

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*\*University of Lapland, Finland*

The Finnish system for teacher in-service training is scattered, and a continuum between pre- and in-service training is weak. Only a few teachers use a professional personal development plan. How is the process of implementing a PDP practiced? The study was conducted in the Arctic Reformatory and Exploratory Teaching Profession project. The aim of the study is to investigate the process of implementing teacher PDPs in some primary schools in Lapland, Finland. The purpose is to describe the process and issues that promoted or hindered the process. The data were collected through questionnaires, a focus group and individual interviews. First, the current situation of teacher in-service training was investigated by administering a questionnaire to all teachers and principals in the primary and secondary levels and to local education department heads in Lapland. Second, teachers filled out PDPs. Some teachers and school leaders were also interviewed. Guidance and peer support were essential in the process of implementing PDPs. Some teachers required more support and time for making PDPs. The role of a school principal was integral in PDP implementation. PDPs guided professional development, increased self-awareness and helped teachers in changing working environments. However, school and municipality strategies did not always meet teachers' daily working reality. The process of implementing PDPs was accomplished insufficiently in schools. Principals and teachers did not seem to have enough time for it. There is a danger that the role of PDPs is misunderstood and teacher motivation decreases as a result. Teachers should participate in in-service training more actively. Regional and geographical challenges in Lapland require providing distance education services.

**Keywords:** Personal development plan, professional development, in-service training; teachers, mentoring; distance education.



# The Role of Mobile Devices in Creative Music Production Process Case Melanie

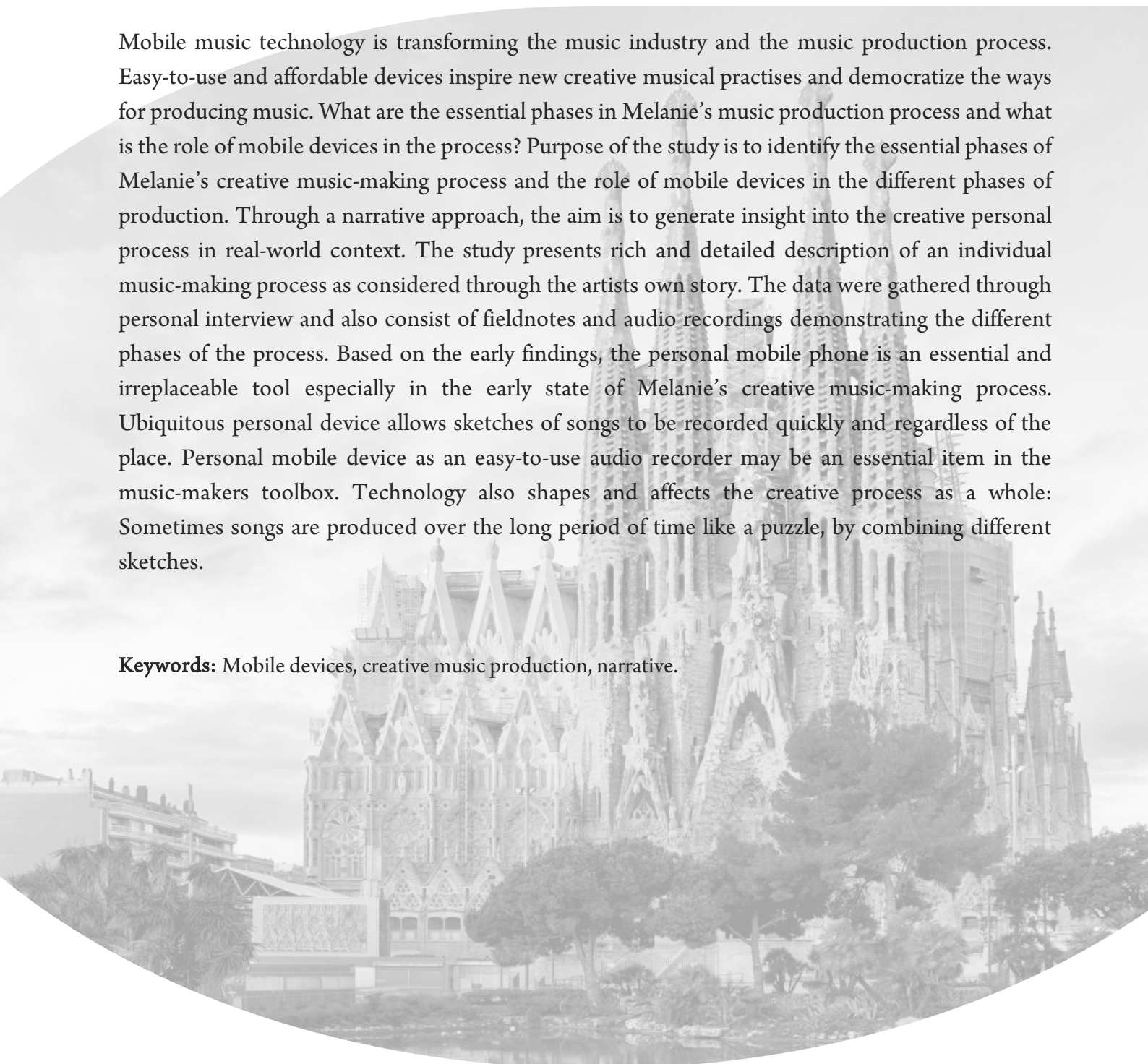
*Vesa Tuisku*<sup>1\*</sup>, Lenita Hietanen<sup>1</sup>, Anu Sepp<sup>2</sup>, Inkeri Ruokonen<sup>2</sup>, Heikki Ruismäki<sup>2</sup>

*\*University of Lapland, Finland*

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Mobile music technology is transforming the music industry and the music production process. Easy-to-use and affordable devices inspire new creative musical practises and democratize the ways for producing music. What are the essential phases in Melanie's music production process and what is the role of mobile devices in the process? Purpose of the study is to identify the essential phases of Melanie's creative music-making process and the role of mobile devices in the different phases of production. Through a narrative approach, the aim is to generate insight into the creative personal process in real-world context. The study presents rich and detailed description of an individual music-making process as considered through the artists own story. The data were gathered through personal interview and also consist of fieldnotes and audio recordings demonstrating the different phases of the process. Based on the early findings, the personal mobile phone is an essential and irreplaceable tool especially in the early state of Melanie's creative music-making process. Ubiquitous personal device allows sketches of songs to be recorded quickly and regardless of the place. Personal mobile device as an easy-to-use audio recorder may be an essential item in the music-makers toolbox. Technology also shapes and affects the creative process as a whole: Sometimes songs are produced over the long period of time like a puzzle, by combining different sketches.

**Keywords:** Mobile devices, creative music production, narrative.



# Acceptability of the Quality of Communication in TVCs for the Target Market

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<sup>1\*</sup>*National University of Sciences and Technology, Pakistan*

<sup>2</sup>*University Technology Malaysia, Malaysia*

The specific feedback of the consumers on advertisements, regarding specific products, is virtually non-existent in Pakistan. This research strived to discover the consumer response to TV advertisements in Pakistan. What do Engro and Nestle consumers think about the unacceptability of these advertisements? The purpose of the study was to assess the effectiveness of television commercials and how they are being received by the consumers of Nestle and Engro foods. This will be valuable feedback for these companies to design better commercials and consequently improve their market value and sales. The survey focused on all the advertisements on the leading television channels through questionnaires. The study was conducted through random sampling of 100 consumers/viewers in the leading shopping Malls of Islamabad. The quantitative research method used for the pilot study was the 'image and self-concept measurement': semantic differential scale. The feedback received from the pilot study showed that the consumers did not consider most of the advertisements of these products on television to be appropriate to be viewed at home with their families. The data collected clarified what the consumers thought about the unacceptability of these advertisements, and how Engro and Nestle Pakistan compared to each other. This generated a negative conditioning, and may have an adverse effect on customer sustenance and retention. The deliberation on the results of this pilot study will support a future research on the appropriateness of communication in advertisements of these products in television commercials (TVCs), on local TV channels in Pakistan and its impact on the consumers' behavior.

**Keywords:** Communication, television commercials, consumer behavior.

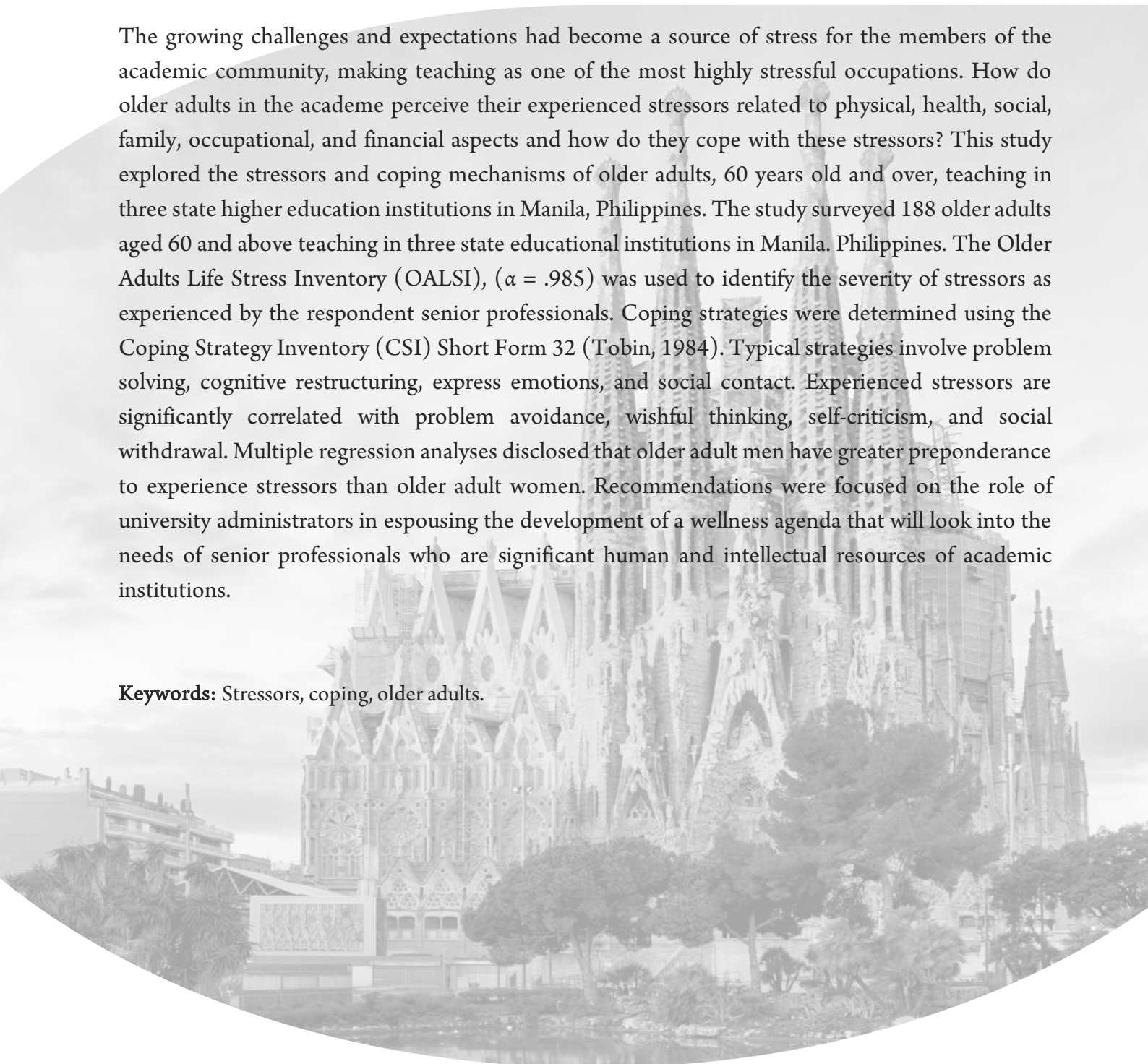
# Stressors and Coping of Older Adults Teaching in Higher Education Institutions

*Elmer De Jose<sup>1\*</sup>*

*<sup>1\*</sup>Polytechnic University of the Philippines, Philippines*

The growing challenges and expectations had become a source of stress for the members of the academic community, making teaching as one of the most highly stressful occupations. How do older adults in the academe perceive their experienced stressors related to physical, health, social, family, occupational, and financial aspects and how do they cope with these stressors? This study explored the stressors and coping mechanisms of older adults, 60 years old and over, teaching in three state higher education institutions in Manila, Philippines. The study surveyed 188 older adults aged 60 and above teaching in three state educational institutions in Manila, Philippines. The Older Adults Life Stress Inventory (OALSI), ( $\alpha = .985$ ) was used to identify the severity of stressors as experienced by the respondent senior professionals. Coping strategies were determined using the Coping Strategy Inventory (CSI) Short Form 32 (Tobin, 1984). Typical strategies involve problem solving, cognitive restructuring, express emotions, and social contact. Experienced stressors are significantly correlated with problem avoidance, wishful thinking, self-criticism, and social withdrawal. Multiple regression analyses disclosed that older adult men have greater preponderance to experience stressors than older adult women. Recommendations were focused on the role of university administrators in espousing the development of a wellness agenda that will look into the needs of senior professionals who are significant human and intellectual resources of academic institutions.

**Keywords:** Stressors, coping, older adults.



# Importance of Verbal Competences in Adaptive Behavior on the Primary School

*Michaela Pugnerova<sup>1\*</sup>*

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Increasing tendency to deteriorate verbal competences in primary school pupils following the maladaptive behavior. Is the vast majority (i.e. 70%) of the surveyed respondents on average level in terms of verbal competence? The study aims to map and update the level of verbal competence in relation to the adaptation processes of primary school children in the Czech Republic. An essential contribution of the study is the analysis of understanding of verbal symbols in relation to adaptation to school environment Cognitive Ability Test (TKS) focuses on the ability to assess individual cognitive abilities to use abstract and symbolic relationships. The test consists of three types of subtests (for the purpose of the study is used only word battery). The test is designed for children aged 7 to 16 years old. The research group consisted of 200 pupils of primary school at the age of  $9.87 \pm 0.65$  years. The results of the research suggest the necessity of possible interventions within the pedagogical process in the area of development of children's verbal expression and maladaptation prevention. The study was supported by the project GF\_PdF\_2019\_0003. Due to the fact that the verbal competences of children in younger school age are currently decreasing, the results of the research point to the importance of strengthening especially parental and pedagogical competences. The research questions were answered to identify vocabulary development, completion of sentences, classification of terms and word analogy in connection with adaptation to the school environment.

**Keywords:** Verbal competences, adaptive behavior, primary school.

# Pupils' Safety Competence: Knowledge, Skills and Attitudes

*Brita Somerkoski*<sup>1\*</sup>, Tomi Kärki<sup>1</sup>, Eila Lindfors<sup>1</sup>

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Whilst school shootings, bullying and drug abuse are widely researched, less attention is paid to study pupils' learning outcome of security and safety issues. We researched pupils' learning outcome in safety and wanted to know if the safety competence was better after extra safety education. Intervention activities during the lessons were carried out by the teachers and by the third sector (NGO's) external experts in the schools during the academic year in between the two data collection periods, one in autumn and one in spring term. The purpose of the study was to find out whether comprehensive school pupils' safety competence and learning outcome- skills, knowledge and attitudes - could develop with extra curricular activities of safety. These activities were provided by external specialists (NGOS) and teachers. Pupils' learning outcome was measured with Safety competence questionnaires (TUKO I n=375 and TUKO II n=272) before and after intervention. The intervention consisted of safety education lessons about first aid, traffic safety, fire safety and water safety. Based on the data of the questionnaires TUKO I and TUKO II, it seems that pupils' safety competence was on a good level. About 95 % of the respondents belonged to the group with positive safety attitude in both questionnaires. On average, pupils knew correct answers to around 75 % of the safety skills and knowledge items. In general, small improvements in respondents' safety knowledge were observed. However, there were no statistically significant changes in respondents' overall safety skills or safety attitudes. Participating safety lessons increased pupils' safety knowledge, but not the safety attitudes. We state that if the goal is to enhance pupils' attitudes toward safety, more holistic and sustainable safety education should be provided.

**Keywords:** Safety, intervention, learning outcome.

# What Teachers Need to Know About Synaesthesia and Where to Find It

*Louisa Rinaldi*<sup>1\*</sup>, Rebecca Smees<sup>1</sup>, Jame Alvarez<sup>1</sup>, Julia Simner<sup>1</sup>

<sup>1\*</sup>*University of Sussex, United Kingdom*

Synaesthete children may learn and think differently from their non-synaesthete peers, but teachers do not typically have the expertise or resources to meet their specific educational needs. How does classroom environment contribute to the development of synaesthesia, and how can teachers best support the specific learning needs of synaesthete children? The study introduces a resource for teachers to identify synaesthesia in their students, for example, children who associate colours with numbers and therefore struggle with maths, and to accommodate these experiences in their teaching. We additionally discuss how the classroom environment interacts with the experience and development of synaesthesia. We screened over 3000 children in 22 UK primary schools for synaesthesia, and recorded any coloured letters and numbers prominent in their classrooms. We also documented the use of coloured maths manipulatives, called Numicon, across all classrooms. We investigate whether synaesthetic children have associations attributable to Numicon or to other environmental influences. We identified 41 synaesthetic children, of which two had coloured number associations attributable to the classroom resource Numicon. This showed that synaesthetic development is influenced by classroom environment. Drawing on our large-scale child synaesthesia project, we present free, online teacher and parent resources to diagnose synaesthesia and support synaesthetic children in the classroom. Recognizing and supporting the specific needs of synaesthetic children is essential to their wellbeing and educational achievement. Our findings can help teachers recognize the impact of typically effective teaching aids for synaesthetic children, who may not derive the same benefit because of their particular associations. Identifying and supporting this neurodiversity empowers teachers to help synaesthetic students succeed in school.

**Keywords:** Synaesthesia, children, Numicon, neurodiversity, teaching aids.

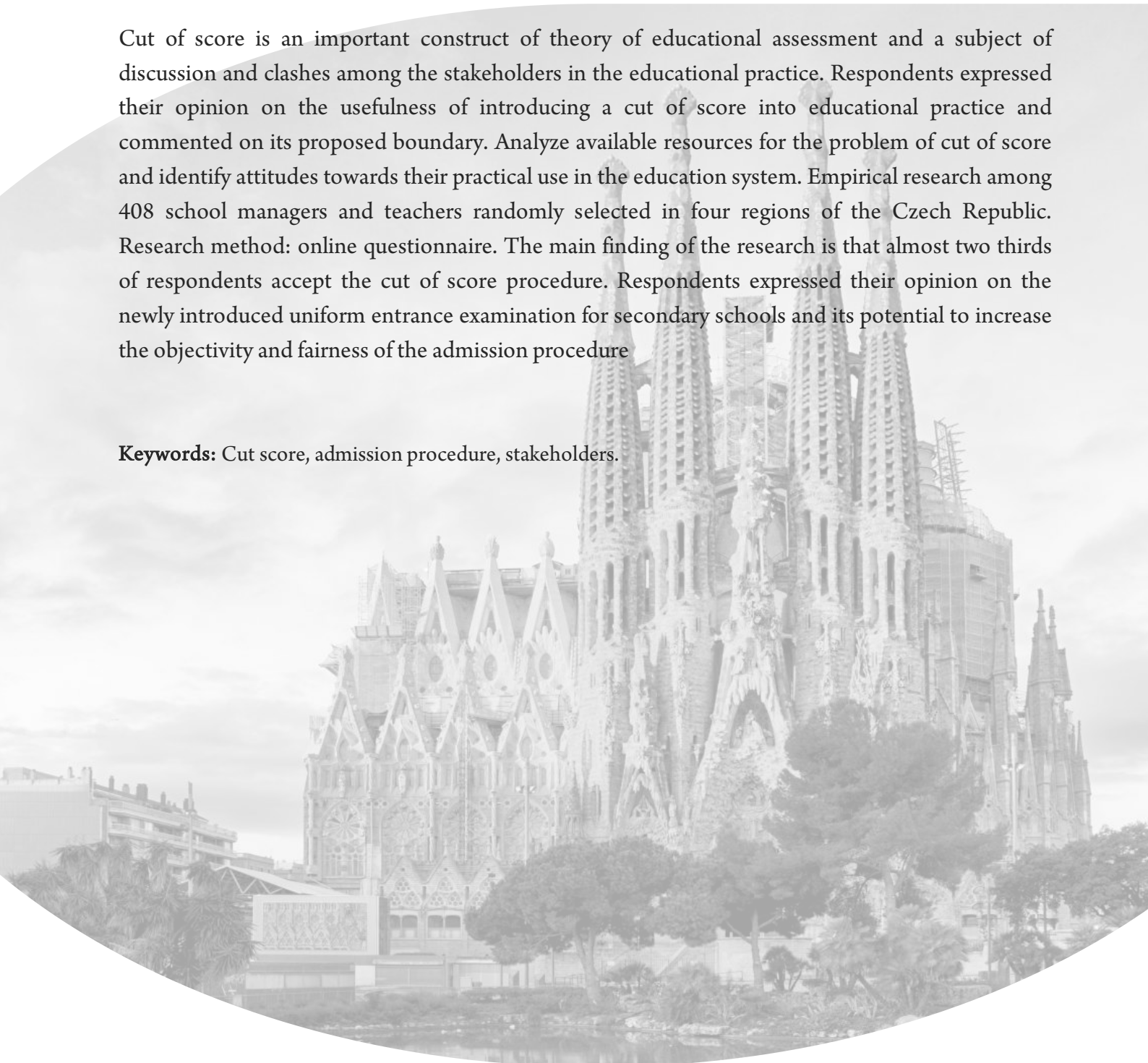
# Cut of Score in Entrance Examination by the View of Stakeholders

Josef Malach<sup>1</sup>, *Dana Vicherková*<sup>1\*</sup>

<sup>1\*</sup>*University of Ostrava, Czech Republic*

Cut of score is an important construct of theory of educational assessment and a subject of discussion and clashes among the stakeholders in the educational practice. Respondents expressed their opinion on the usefulness of introducing a cut of score into educational practice and commented on its proposed boundary. Analyze available resources for the problem of cut of score and identify attitudes towards their practical use in the education system. Empirical research among 408 school managers and teachers randomly selected in four regions of the Czech Republic. Research method: online questionnaire. The main finding of the research is that almost two thirds of respondents accept the cut of score procedure. Respondents expressed their opinion on the newly introduced uniform entrance examination for secondary schools and its potential to increase the objectivity and fairness of the admission procedure

**Keywords:** Cut score, admission procedure, stakeholders.



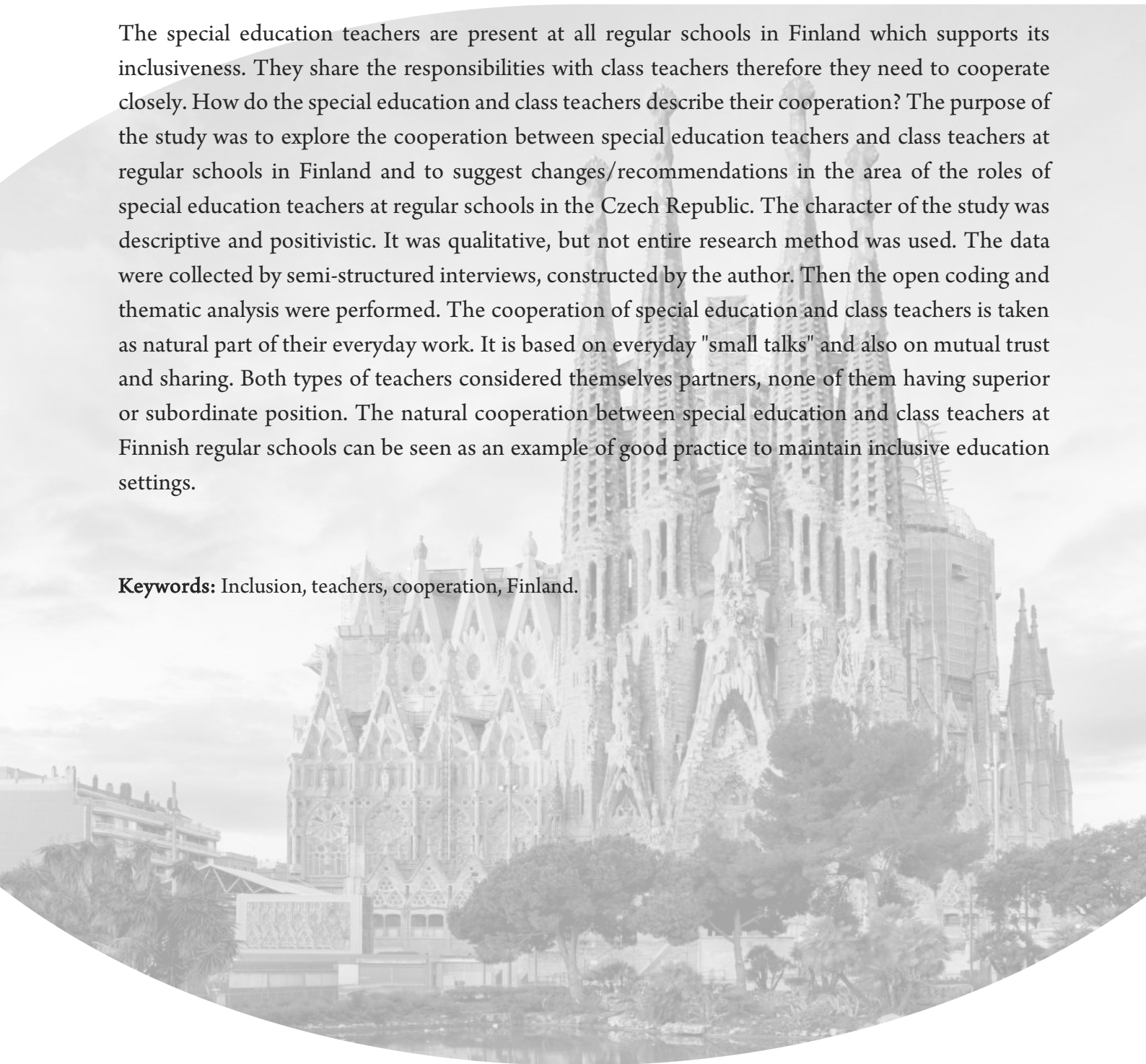
# The Cooperation of Special Education and Class Teachers at Regular Finnish Schools

*Kateřina Jeřábková<sup>1\*</sup>*

<sup>1\*</sup>*Czech Republic*

The special education teachers are present at all regular schools in Finland which supports its inclusiveness. They share the responsibilities with class teachers therefore they need to cooperate closely. How do the special education and class teachers describe their cooperation? The purpose of the study was to explore the cooperation between special education teachers and class teachers at regular schools in Finland and to suggest changes/recommendations in the area of the roles of special education teachers at regular schools in the Czech Republic. The character of the study was descriptive and positivistic. It was qualitative, but not entire research method was used. The data were collected by semi-structured interviews, constructed by the author. Then the open coding and thematic analysis were performed. The cooperation of special education and class teachers is taken as natural part of their everyday work. It is based on everyday "small talks" and also on mutual trust and sharing. Both types of teachers considered themselves partners, none of them having superior or subordinate position. The natural cooperation between special education and class teachers at Finnish regular schools can be seen as an example of good practice to maintain inclusive education settings.

**Keywords:** Inclusion, teachers, cooperation, Finland.





# Assessing the Behavioural Trajectories of Children with Synaesthesia

*Rebecca Smees*<sup>1\*</sup>, Louisa Rinaldi<sup>1</sup>, Julia Simner<sup>1</sup>, James Hughes<sup>1</sup>, Duncan Carmichael<sup>1</sup>

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Little is known about the behavioural well-being of children with Grapheme-colour synaesthesia (whereby letter or numbers are associated with specific colours). Do children with synaesthesia show different behavioural well-being profiles and trajectories to children without synaesthesia? To investigate the behavioural well-being of synaesthetes to find out whether child synaesthetes differ from other children, not only at fixed points in time (early - middle childhood) but also whether they differ in their behavioural trajectories over time. Growth curve modelling across five time points will investigate the change in behaviours of children with and without Grapheme-Colour synaesthesia: well-being measured using the Goodman's strength and difficulties questionnaire (eg, Internalising behaviours, Externalising behaviours) and synaesthesia measured through a new Grapheme-Colour synaesthesia for children. We screened over 2000 children for Grapheme-colour synaesthesia; 132 passed the test: 57 (3%) of these were synaesthetes, and 75 used a strategy. Comparing the three groups (synaesthetes, strategy and other children), we present findings related to variation in behaviour within each group over time and across domains, as well as group differences (ie synaesthetes, strategy and control groups). We were able to track and compare the trajectories in well-being of children with and without Grapheme-colour synaesthesia across the earlier years (up to age 11).

**Keywords:** Synaesthesia, Behavioural well-being, latent growth modelling.



# Proposed Intervention Measures on Scholastic Deficiency in General Education Courses

*Juan Birion<sup>1\*</sup>*

<sup>1\*</sup>*Taguig City University, Philippines*

The prevalence of academic deficiency leads to waste of government resources since matriculation of students of this city-funded university is 100% free. What is the extent of passing, failing, incurring incomplete grades, and dropping officially or unofficially from GEC such as Science, Mathematics, Social Science, Physical Education, and mandated course? The study determined the prevalence of academic deficiency in general education courses (GEC) enrolled by students of a city-funded university that offers academic programs with 100% free matriculation. Two hundred fifty-nine (259) grade sheets submitted to the Office of the Dean of the College of Arts and Sciences and the Registrar's Office during the Academic Year 2015-2016 were culled and analysed to determine the extent of passing, failing, incurring incomplete grades, and dropping officially or unofficially from GEC. Results revealed that Mathematics (7.49%), Science (7.07%), and mandated courses (6.78%) had the biggest percentage of failures. For dropouts, Mathematics (20.84%), Physical Education (18.18%) and Science (15.06%) courses had the highest rates. For incomplete remarks, mostly are in the Mathematics (3.95%), mandated courses (2.68%) and English (2.49) courses. An estimated amount of 2.7 million pesos is lost in human capital investment per semester due to academic delinquency in GEC alone. Intervention program is proposed to curb the prevalence of academic deficiency and to enhance effective implementation of the city government's scholarship program especially for its poor but deserving constituents.

**Keywords:** City University, general education, scholastic deficiency.

# A Teacher Professional Development Course Focusing on Reflective Practice

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Educational challenges today include restructuring the learning process to reflect the use of information—accordingly changing the role of teachers from presenters of prefabricated facts to facilitators of active learning. (1) What strategies and methods do in-service teachers should employ to benefit from daily reflection, and (2) how in-service teachers' reflective thinking is connected to enhance their instructional practices? Teaching involves challenges. Reflective practice is an indispensable tool for meeting these challenges. The course reported was designed to guide reflective thinking among its enrollees: in-service teachers. The discussion forum emphasized taking time before posting their ideas; and reflecting on their experiences and observations as much as they could. This development course for in-service teachers focused on identifying the benefits of reflective practice and becoming familiar with various reflective strategies in teaching. The course used an online learning community approach and required the study participants to reflect on their own daily teaching practices. This approach will likely benefit any course applying student-centered instruction to work with diverse learners. Results confirmed the necessity of providing appropriate questions to stimulate class discussions. In response, participants posted their submissions in a timely manner and thus participated actively in the discussion forum. Participants gained substantial knowledge of “reflective” teaching practices as well as a renewed appreciation of their importance in “effective” teaching. Reflective practice can be an indispensable tool for teaching. In terms of incorporating reflective practice (a tree) into teaching, three guiding elements are: (1) Essential knowledge (seeds); and (2) Critical dispositions (roots); and (3) Performance (leaves). It is so important that in recognition of students' competence and experience, teachers should encourage students' active participation. This approach is likely essential for any use of student-centered instruction with diverse learners.

**Keywords:** Classroom teacher, reflective teaching, learning community.

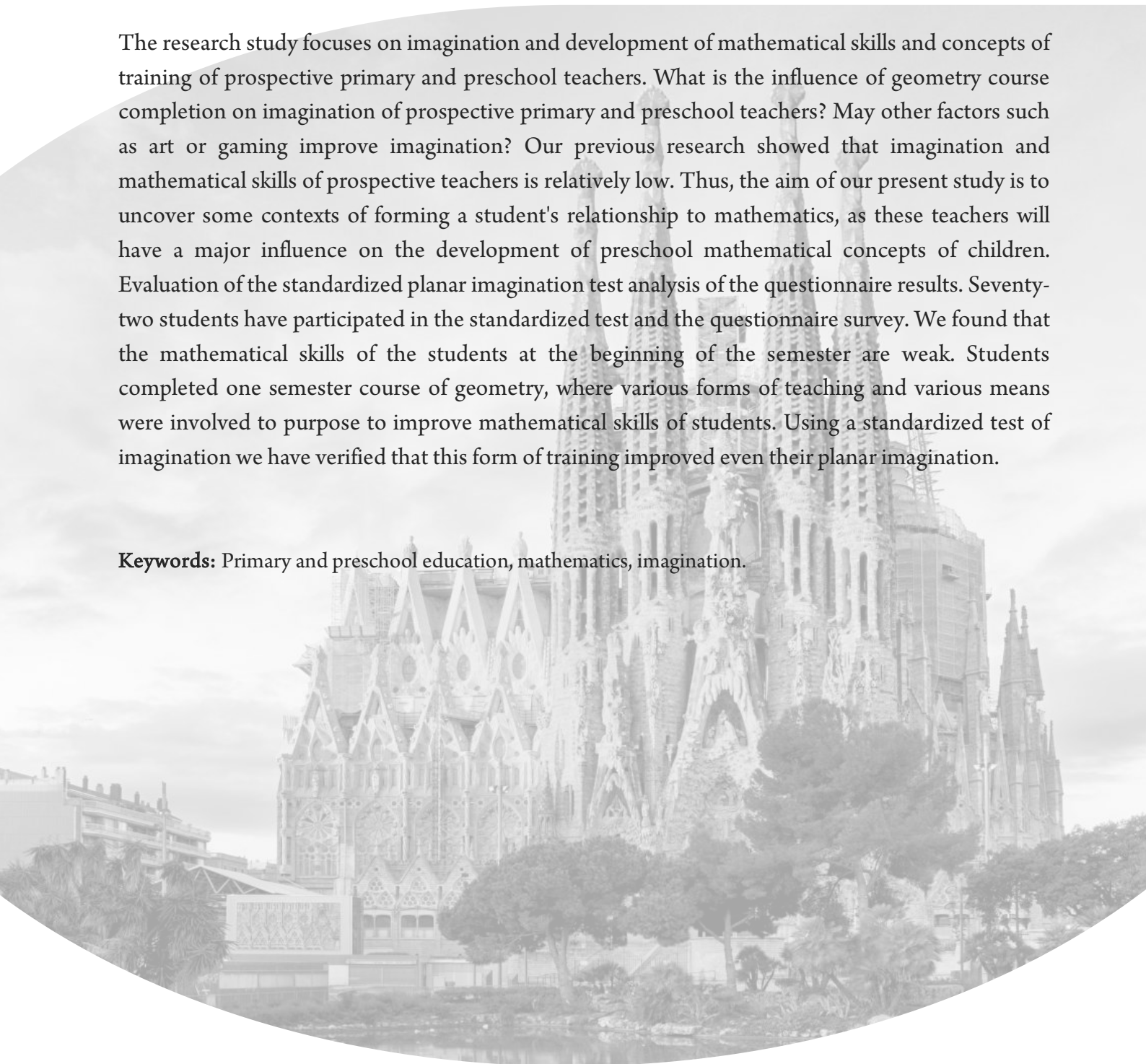
# Specifics of the Planar Geometric Imagination and the Concept of Its Development

*Eva Trojovska*<sup>1\*</sup>, Eva Milkova<sup>1</sup>

*\*University of Hradec Kralove, Czech Republic*

The research study focuses on imagination and development of mathematical skills and concepts of training of prospective primary and preschool teachers. What is the influence of geometry course completion on imagination of prospective primary and preschool teachers? May other factors such as art or gaming improve imagination? Our previous research showed that imagination and mathematical skills of prospective teachers is relatively low. Thus, the aim of our present study is to uncover some contexts of forming a student's relationship to mathematics, as these teachers will have a major influence on the development of preschool mathematical concepts of children. Evaluation of the standardized planar imagination test analysis of the questionnaire results. Seventy-two students have participated in the standardized test and the questionnaire survey. We found that the mathematical skills of the students at the beginning of the semester are weak. Students completed one semester course of geometry, where various forms of teaching and various means were involved to purpose to improve mathematical skills of students. Using a standardized test of imagination we have verified that this form of training improved even their planar imagination.

**Keywords:** Primary and preschool education, mathematics, imagination.



# Programs of Adventure Therapy and Drug Addiction Treatment in the Czech Republic

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*<sup>1\*</sup>University of Ostrava, Czech Republic*

Experiences with the adventure therapy enables changes in a life of person. The researches in this field miss. What are the changes in the self-efficacy, self-esteem and perceived stress rate of the therapeutic community clients for drug addicts before and after the adventure therapy? The goal of the paper is to introduce a theoretical definition of programs of adventure therapy in therapeutic communities and to present quantitative results of the student's project focused on the efficiency of the adventure therapy in the six therapeutic communities for drug addicts in the Czech Republic. Standardized testing was carried out before adventure activities and after these activities and again after 14 days. There were chosen psychological tests: DOVE - The General Self-Efficacy Scale, PST - The Physical Self-Perception Profile, RS - The Rosenberg's Self-Assessment Scale, PTS - The Stress Test. Four hypotheses were tested. Significant statistic changes were founded by independent variable: self-efficacy, self-assessment and perception of stress. Physical self-perception wasn't confirmed as statistically significant, but some of its dimensions showed a change. The control group confirmed efficiency of the program of adventure therapy. Preparation and realization of the adventure therapy programs in therapeutic groups for drug addicts is very exacting. For example, a special education is needed for the workers who prepared these programs. The result of this study shows the effort is meaningful. Clients who participated in these activities showed changes in their self-efficacy, self-assessment and perception of stress.

**Keywords:** Adventure therapy, drug addiction treatment, self-efficacy.

## Moral Aspect of Authentic Leadership in Dietetics Students

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Little has been reported regarding the level of students authentic leadership in medical universities. We still do not know much about authentic leadership skills in dietetics students, especially moral aspect. What is the characteristics of dietetics students in the context of authentic leadership skills? The aim of the study was to look for potential determinants of moral aspect of authentic leadership skills in dietetics students. There were analysed following determinants: transparency, balanced processing, perfectionism and general self-efficacy. The general characteristics of dietetics students in the context of authentic leadership skills was also made. The study was conducted with 326 dietetics students in the period from April 2018 through October 2018 with the use of the paper-and-pencil interviewing (PAPI) method in Medical University of Warsaw (MUW) (convenience sampling). Following research tools were used: Authentic Leadership Questionnaire, Adaptive/Maladaptive Perfectionism Scale, General Self-Efficacy Scale. The STATISTICA program, version 13.1 was used for all calculations. In dietetics students, moral aspect of the authentic leadership skills positively correlated with transparency ( $r=0.52$ ,  $p<0.05$ ), balanced processing ( $r=0.47$ ,  $p<0.05$ ) and two dimensions of perfectionism – standards ( $r=0.26$ ,  $p<0.05$ ) and other ( $r=0.11$ ,  $p<0.05$ ). The relationship between self-efficacy and moral aspect of the authentic leadership skills was also noted ( $r=0.23$ ,  $p<0.05$ ). A special curriculum must be developed for strengthening the leadership skill in context of dieticians practice. In the development of authentic leadership skills, special attention should be paid to strengthening the level of adaptive perfectionism and self-efficacy. The work was carried out as part of the research project in 2018-2019, financed from statutory of the Faculty of Health Sciences (NZZD/PM1/18)

**Keywords:** Authentic leadership, Self-efficacy, Perfectionism, dietetics.

# Identity and Multi-Modality in Cultural Content of ELT Course-books for YLs

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Bilingual learners develop their identity negotiating between the native and target language and culture. They experience it through multi-modality in materials where meaning is communicated through texts and images. How do modalities reflect identity in course-books? What is image-text relation in the cultural content? The purpose is to investigate identity representations in ELT materials for YLs with an emphasis on multi-modality. Multi-modality involves visual and verbal modalities forming the cultural content in course-books for children. Image-text relation is the most interesting in materials development in the context of topics, characters, visual and modes. The project involves multi-modal discourse analysis (MDA) of cultural content. The qualitative stage focuses on visual and verbal modalities, image-text relations of the selected content is examined in four series of ELT course-books for YLs. The relations are evaluated in terms of composition, layout and framing. Identity is developed through topics in home and international context. Characters are Europeans, some with African and Asian origins plus grandparents. There are animals as family's members. The icons and symbols are easily navigated while authentic pictures are less popular. The image-text relation is based on the integrated layout (double-page) with the bimodal approach to visual and verbal elements. Visual and verbal modalities introduce content with children and animals presented in Polish and international context. The image-text relations bring the data on the inner construction of input for identity representation in language education. The implication is that meanings in materials should be analyzed across two following pages while language identity in social and multicultural context represented through multi-modal discourses.

**Keywords:** ELT materials, multi-modality, identity, young learners.

# Energy of Visual and Verbal Modalities in Language Education

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Pictures like words are omnipresent in education, materials and communication. It results in the increasing role of visual methodology and literacy, perception, visual teaching techniques and multi-modality. What is image-text relation in transferring information in ELT materials? The purpose is to increase participants' awareness of multi-modality (image-text relation) in ELT materials. Another point is to stimulate visual literacy and evaluative skills. The idea is to foster a critical approach to materials evaluation in terms of verbal and visual modes, refreshing instructions on processing visual information. The workshop involves two procedures. The first one is "loop-input" model, mirroring the content of selected training tasks in the process of workshop. The second involves the qualitative approach to describe the results from designing and evaluating tasks related to ELT materials. It is based on universal criteria of glotto-didactic, content-specific and multi-modal criteria (image and language relations). The workshop results in works, posters and ideas for materials development. It will provide implications for initial and summative evaluation of ELT materials with a focus on multi-modality and generating messages. It will bring general and specific questions on visual and verbal modalities in materials as each mode of communication carries visible (clear) and invisible (hidden) messages. Visual impact in communication and visual teaching are very important in language education. Learners can experience global, glocal and local materials which represent stimulating cultural content reflected in verbal and visual modalities. A range and intensity of visual and verbal input can vary due to such factors as learners' age, language level and cultural backgrounds.

**Keywords:** Multi-modality, language education, materials, evaluation.



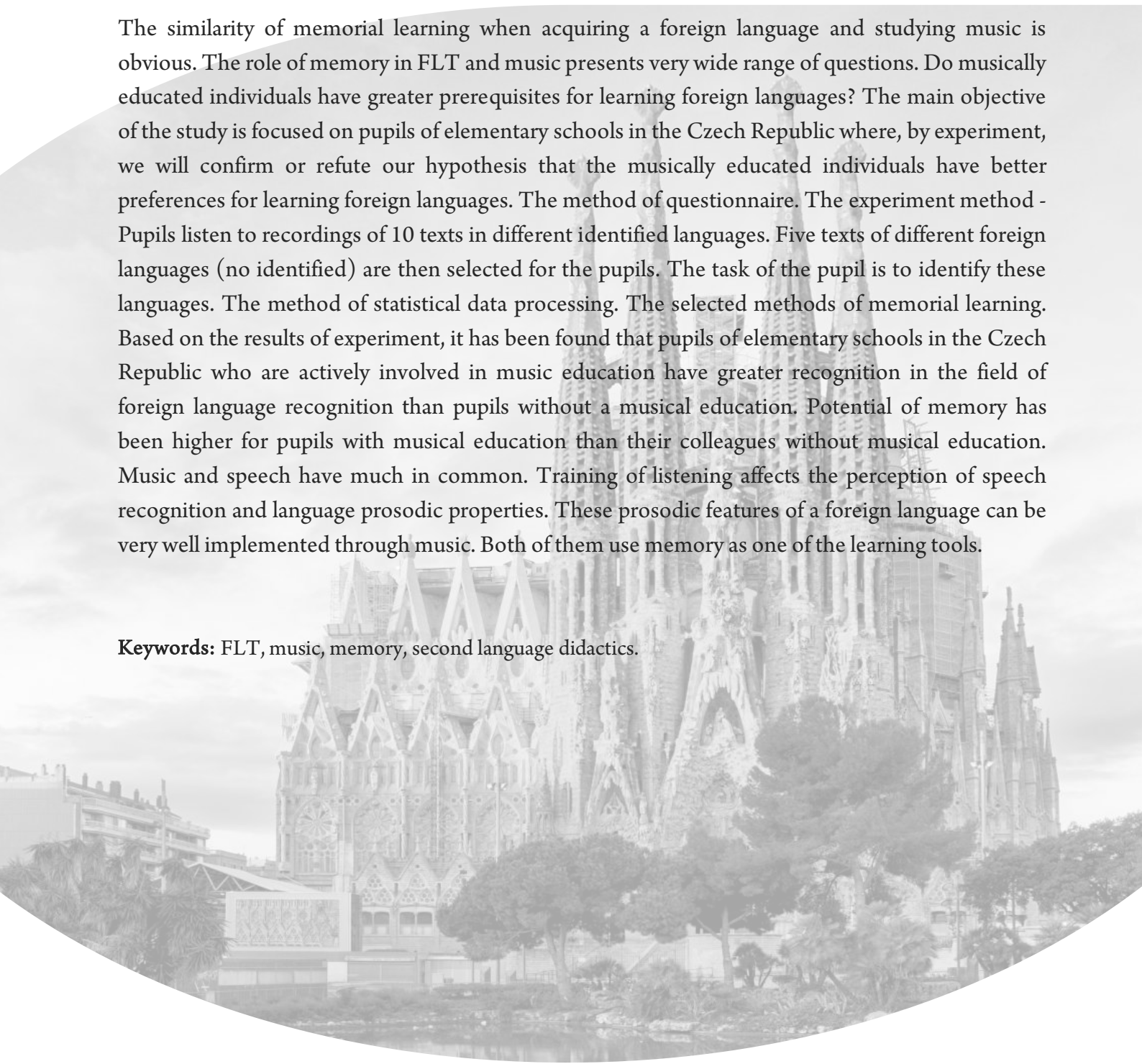
# Correlation of Memorial Learning in Foreign Languages and Music: Comparative Study

*Petra Besedova<sup>1\*</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

The similarity of memorial learning when acquiring a foreign language and studying music is obvious. The role of memory in FLT and music presents very wide range of questions. Do musically educated individuals have greater prerequisites for learning foreign languages? The main objective of the study is focused on pupils of elementary schools in the Czech Republic where, by experiment, we will confirm or refute our hypothesis that the musically educated individuals have better preferences for learning foreign languages. The method of questionnaire. The experiment method - Pupils listen to recordings of 10 texts in different identified languages. Five texts of different foreign languages (no identified) are then selected for the pupils. The task of the pupil is to identify these languages. The method of statistical data processing. The selected methods of memorial learning. Based on the results of experiment, it has been found that pupils of elementary schools in the Czech Republic who are actively involved in music education have greater recognition in the field of foreign language recognition than pupils without a musical education. Potential of memory has been higher for pupils with musical education than their colleagues without musical education. Music and speech have much in common. Training of listening affects the perception of speech recognition and language prosodic properties. These prosodic features of a foreign language can be very well implemented through music. Both of them use memory as one of the learning tools.

**Keywords:** FLT, music, memory, second language didactics.



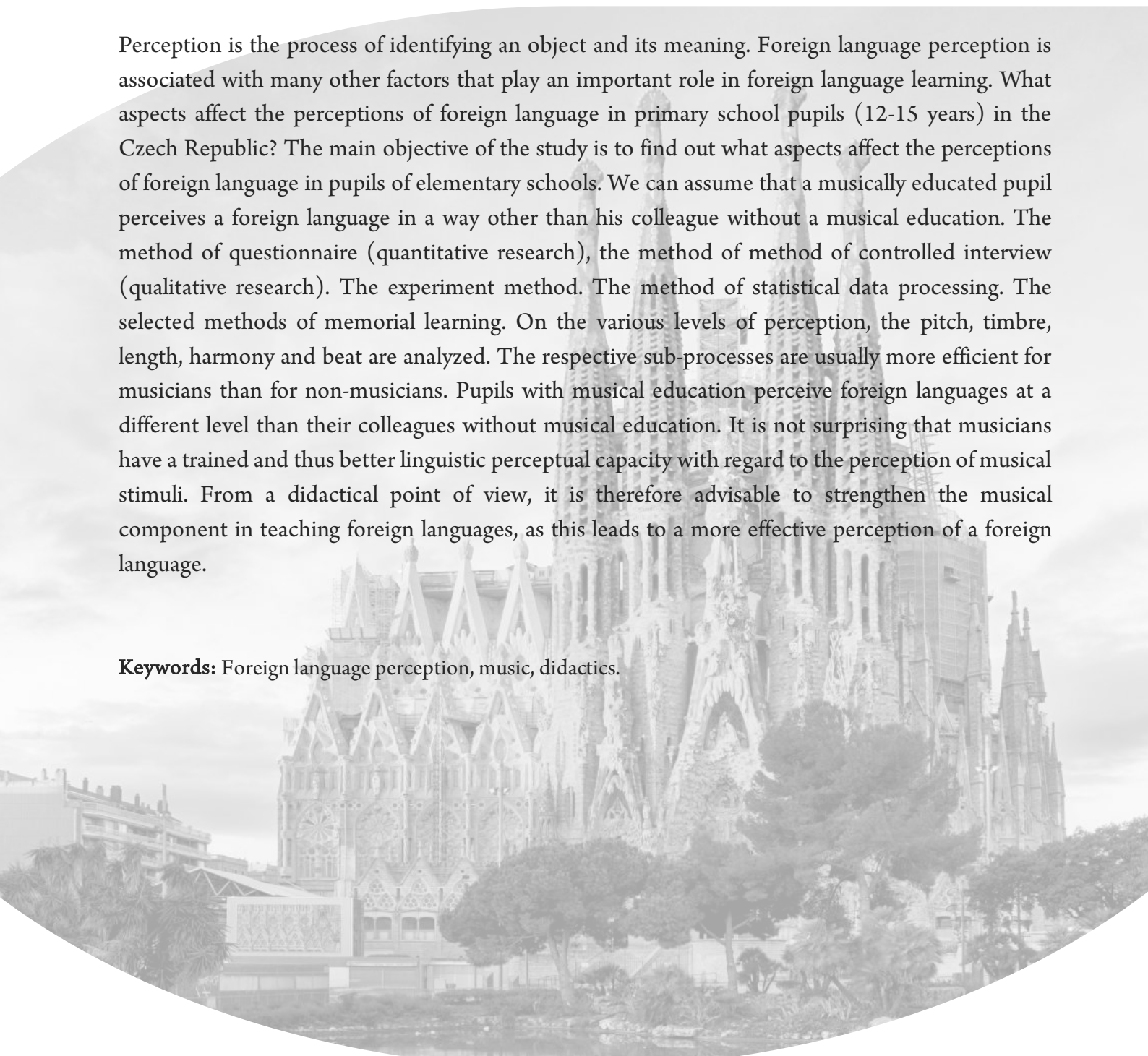
# Aspects Influencing the Perception of Foreign Language in Elementary School Pupils

*Petra Besedova<sup>1\*</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

Perception is the process of identifying an object and its meaning. Foreign language perception is associated with many other factors that play an important role in foreign language learning. What aspects affect the perceptions of foreign language in primary school pupils (12-15 years) in the Czech Republic? The main objective of the study is to find out what aspects affect the perceptions of foreign language in pupils of elementary schools. We can assume that a musically educated pupil perceives a foreign language in a way other than his colleague without a musical education. The method of questionnaire (quantitative research), the method of method of controlled interview (qualitative research). The experiment method. The method of statistical data processing. The selected methods of memorial learning. On the various levels of perception, the pitch, timbre, length, harmony and beat are analyzed. The respective sub-processes are usually more efficient for musicians than for non-musicians. Pupils with musical education perceive foreign languages at a different level than their colleagues without musical education. It is not surprising that musicians have a trained and thus better linguistic perceptual capacity with regard to the perception of musical stimuli. From a didactical point of view, it is therefore advisable to strengthen the musical component in teaching foreign languages, as this leads to a more effective perception of a foreign language.

**Keywords:** Foreign language perception, music, didactics.



# Gender, Educational Level and Perceived Difficulty of Autonomous Learning Activities

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Main research problem was formulated as follows: Is difficulty of actions connected with autonomous learning perceived differently by students distinguished by gender and educational level? Which autonomous learning activities students perceive as most difficult and as least difficult and are students' perceptions of autonomous learning activities difficulty related to students gender and educational level? The study aimed to identify differences between men and women from middle and secondary schools in relation to perceptions of difficulty of autonomous learning activities. Difficulty in learning evaluation, planning and motivational control was measured by 34-item Autonomous Learning Difficulty Questionnaire ( $\alpha = 0,92$ ). The participants were 452 students: 150 from middle school, 302 from secondary school, 248 women and 204 men. In the analyses median, number of "very difficult" answers to "very easy" answers ratio and Mann-Whitney test were used. Participants experienced increasing willingness to learn in themselves as the most difficult autonomous learning element for them. Middle school students found determining knowledge and skills needed to achieve goals as more difficult than secondary school students. For secondary school students evaluating effectiveness of various learning strategies was more difficult than for their younger colleagues. Gender differences were also found. In learning autonomy support programmes special attention should be focused on fostering students' ability to control their learning motivation. Girls should be taught how to match learning plans to goals. For middle school students developing ability to independently formulate goals seems essential. The data also indicate the need to show various ways of goal achievement to secondary school students.

**Keywords:** Learning autonomy, difficulty, gender, educational level.

# Impact of Learning Strategies Instruction on Students' Mathematical Texts Comprehension Performance

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Negative attitudes towards mathematics appear early and correlate with difficulties to comprehend tasks. Can the learning strategies instruction help students to develop better skills for comprehending mathematical texts? To what extent the instruction of the learning strategies has an impact on the performance of the third-grade primary school students' mathematical texts comprehension? This study seeks to ascertain the impact of the instruction of learning strategies on mathematical texts comprehension of the third-grade primary school students' and examines whether two factors – students' cognitive abilities and their socio-economic status affect each other to influence the performance of the mathematical texts' comprehension. An experimental design with pre- and post-test measurements was employed. The experimental group included 46 girls and boys aged 9–10 years and the control group included 59 girls and boys of the same age. The data was collected via Lucid Recall, GB test, evaluation sheet with seven scale items. The data analysis methods were descriptive, probability and multidimensional statistics. The results of this study show that learning strategies can be used to improve primary school students' mathematical texts comprehension abilities in a reasonably short period. Statistically significant differences were found in the analysis of average mathematical texts comprehension performance in the experimental group in comparison to control group ( $p < 0.05$ ). The findings of our study attach evidence and details to the assumption that there is a relationship between learning strategies' instruction and academic achievements of primary school students. No variable demonstrated a significant association with socioeconomic status or school's geographical location.

**Keywords:** Learning strategies' instruction; mathematical texts comprehension.

## Features of Family Self-Determination of Youth, Depending on the Level of Education

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Purposeful formation of family self-determination occurs in the processes of education and training. Empirical research directed on studying of features of family self-determination depending on education level is not enough. Are there any reliable distinctions in features of family self-determination between college students and university students? Research objective is to study the features of substantial and structural characteristics of family self-determination of student's youth depending on education level (secondary vocational, higher). Theoretical and methodological analysis of references, questionnaire, psycho-diagnostic techniques (the method of semantic differential, developed by Charles Egerton Osgood, the questionnaire "A Value and Availability Ratio in Various Vital Spheres Technique" by E.B. Fantalova, a projective technique "Incomplete Sentences", "A Purpose-in-Life Test" by D.A. Leontiev); mathematical and statistical methods of data processing. The level of education determines the development of such components of family self – determination as cognitive, valuable and emotional, regulatory and behavioral, motivational, reflective. For the majority of university students, family self-determination is typical and achieved. As for college students diffuse family self-determination prevails. The results of empirical research indicate that the level of (secondary or higher) vocational education has a significant impact on the process of family self-determination of student's youth. We suggest introducing a psychological and pedagogical model of development of family self-determination in the educational process of colleges.

**Keywords:** Family self-determination, student youth.

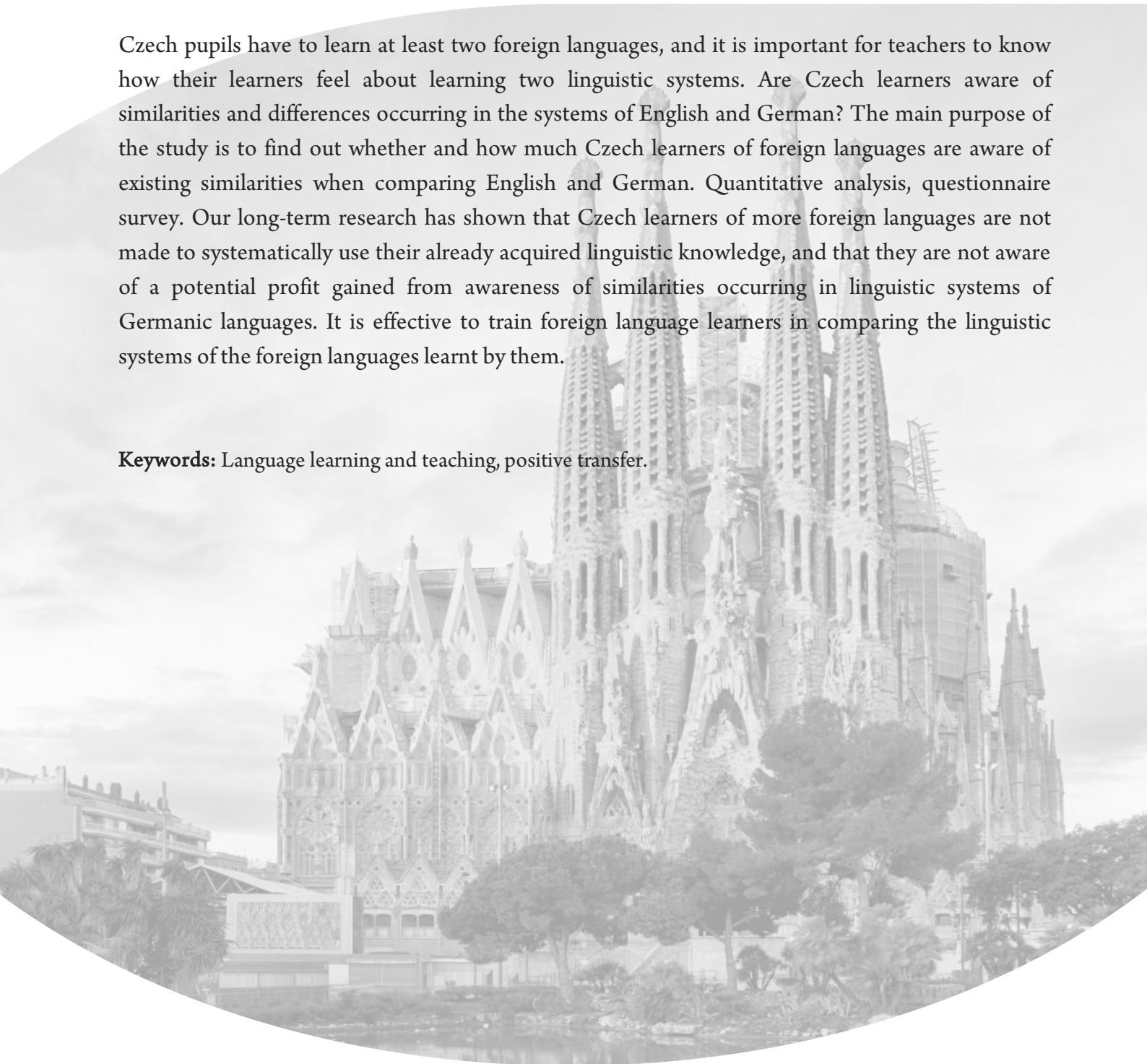
# English and German from Czech Students' Point of View

*Jana Ondrakova<sup>1\*</sup>, Vera Tauchmanova<sup>1</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

Czech pupils have to learn at least two foreign languages, and it is important for teachers to know how their learners feel about learning two linguistic systems. Are Czech learners aware of similarities and differences occurring in the systems of English and German? The main purpose of the study is to find out whether and how much Czech learners of foreign languages are aware of existing similarities when comparing English and German. Quantitative analysis, questionnaire survey. Our long-term research has shown that Czech learners of more foreign languages are not made to systematically use their already acquired linguistic knowledge, and that they are not aware of a potential profit gained from awareness of similarities occurring in linguistic systems of Germanic languages. It is effective to train foreign language learners in comparing the linguistic systems of the foreign languages learnt by them.

**Keywords:** Language learning and teaching, positive transfer.



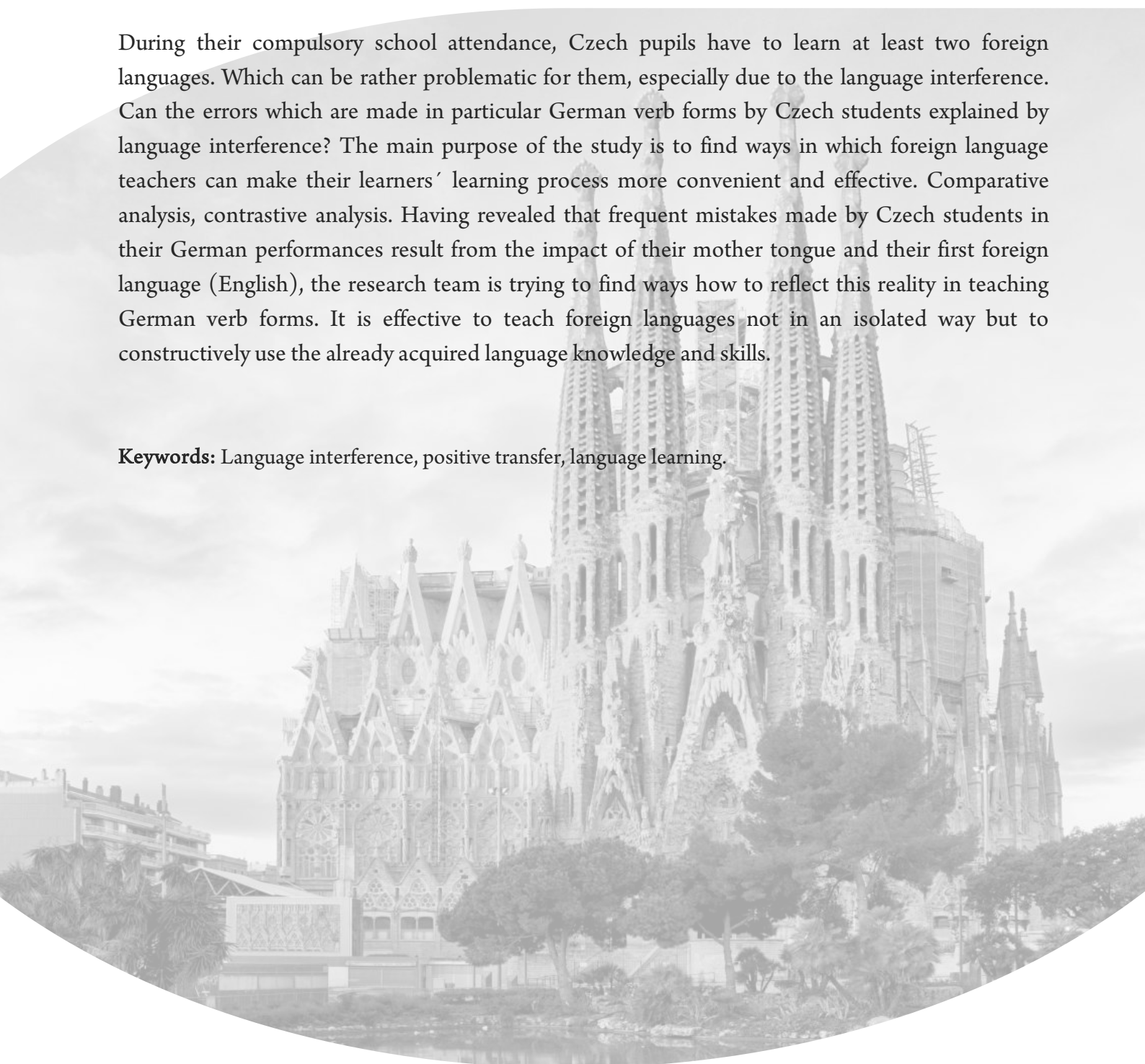
## Problematic English and German Verb Forms Taught to Czech Native Speakers

*Jana Ondrakova<sup>1\*</sup>, Vera Tauchmanova<sup>1</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

During their compulsory school attendance, Czech pupils have to learn at least two foreign languages. Which can be rather problematic for them, especially due to the language interference. Can the errors which are made in particular German verb forms by Czech students explained by language interference? The main purpose of the study is to find ways in which foreign language teachers can make their learners' learning process more convenient and effective. Comparative analysis, contrastive analysis. Having revealed that frequent mistakes made by Czech students in their German performances result from the impact of their mother tongue and their first foreign language (English), the research team is trying to find ways how to reflect this reality in teaching German verb forms. It is effective to teach foreign languages not in an isolated way but to constructively use the already acquired language knowledge and skills.

**Keywords:** Language interference, positive transfer, language learning.



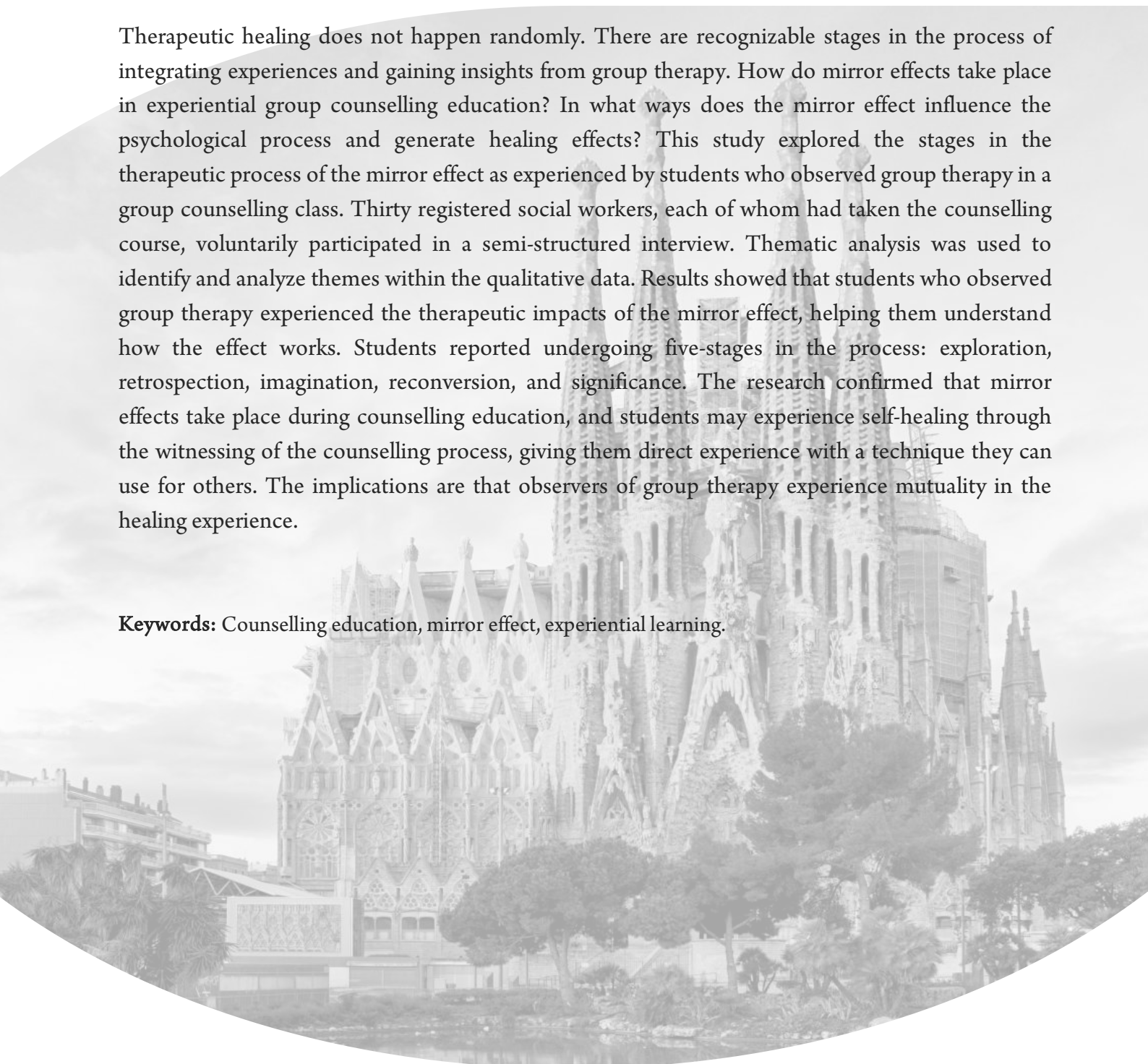
## Students' Experiences of the Mirror Effect While Studying Group Counselling

*Wing Yee Ho\**

*\*The Open University of Hong Kong, Hong Kong*

Therapeutic healing does not happen randomly. There are recognizable stages in the process of integrating experiences and gaining insights from group therapy. How do mirror effects take place in experiential group counselling education? In what ways does the mirror effect influence the psychological process and generate healing effects? This study explored the stages in the therapeutic process of the mirror effect as experienced by students who observed group therapy in a group counselling class. Thirty registered social workers, each of whom had taken the counselling course, voluntarily participated in a semi-structured interview. Thematic analysis was used to identify and analyze themes within the qualitative data. Results showed that students who observed group therapy experienced the therapeutic impacts of the mirror effect, helping them understand how the effect works. Students reported undergoing five-stages in the process: exploration, retrospection, imagination, reconversion, and significance. The research confirmed that mirror effects take place during counselling education, and students may experience self-healing through the witnessing of the counselling process, giving them direct experience with a technique they can use for others. The implications are that observers of group therapy experience mutuality in the healing experience.

**Keywords:** Counselling education, mirror effect, experiential learning.





# Social Pedagogues' Definitions of Three Types of Bullying

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<sup>1\*</sup>*University of Tartu, Estonia*

Previous research has focusing on teachers', school administrators' and parents' perceptions of school bullying; and limited attention has been paid to school specialists (included social pedagogues) tackling with learner-on-learner bullying. The central research question addressed by the study was: What are social pedagogues' understandings of learner-on-learner bullying, learner-on-educator bullying, and workplace bullying in school contexts? This study investigated social pedagogues' perspectives regarding bullying behavior as a multilevel concept. The purpose of the study was to explore social pedagogues' conceptualizations of student bullying, educator targeted bullying by students, and workplace bullying in school context. Participants were 146 practicing social pedagogues as a representative sample from Estonian schools. Data on meaning of bullying behavior was collected by means of questionnaires in which open-ended questions were asked. Inductive quantitative content analysis was used to analyse descriptions of three types of bullying (learner-on-learner bullying, learner-on-educator bullying, and workplace bullying) as a basis for statistical analysis. The analysis revealed that: (1) all three types of bullying were described as repeated and intended aggressive behaviors, whereby the imbalance of power was more empathized in schoolbullying; (2) threat to personal standing with different verbal and indirect forms was more characteristic for schoolbullying, and threat to public personal standing with serious indirect forms for other types of bullying. Problems in attempting to obtain a definition of bullying were also identified, with social pedagogues operating broader schoolbullying definitions as found in the literature and narrower workplace bullying definitions with little significance of prevention, suggesting that educator targeted bullying is an individual rather than a group-based problem. As such, the bullying definitions contribute to the secure practice in school.

**Keywords:** School bullying, workplace bullying, social pedagogues.

## Short Stories by Wolfgang Borchert in FLT

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Wolfgang Borchert's short stories provide "emotional sustenance" and help teacher to develop the language skills, to increase historical and cultural awareness by students majoring in teaching German as FL. Can Borchert's short stories develop students personal reflection and cultural understanding? The objective is to give the skill to read literature as a way to understand the life in Germany after the 2WW and learn about how other people experience emotional issues. To learn reading and writing. Quantitative analysis Evaluation of answers in the questionnaire, which was completed by students majoring in teaching of German as FL. The reading approaches Interpreting German literature of the 20st century. The aim is firstly to give the skills to read literature as a resource for understanding the life and the historical change about how other people experience emotional issues; secondly to give an outline of the life after the 2WW in Germany; thirdly to teach reading and writing. Short stories by Wolfgang Borchert wake up emotions and interest, develop students' thinking, improve their language competence and language areas during presentations, discussions and working on writing. The author presents in practical examples, how teacher can enrich the FL lessons with short stories.

**Keywords:** Short stories; Language skills; FLT.



## Software for Responsive Evaluation of Community Work as a Learning Tool

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Kateřina Glumbíková<sup>1</sup>, Soňan Vávrová<sup>1</sup>

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Community work emphasises the development of a mobilized and sustainable community. Its performance places high demands on the learning and self-reflection of community workers. The research aimed to find out what expectations community workers have of software for responsive evaluation of community work to support the development of their learning and self-reflection. Different studies have shown that the learning process is more effective when using a participative evaluation that helps the understanding of the process of change. Currently, there are no instruments for responsive evaluation of community work. It seems desirable to develop the original instrument in cooperation with the target group. The research was implemented using the method of Constructivist Grounded Theory, while for data collection we used a technique of semi-structured focus groups. In 2018, there were 6 focus groups consisting of 48 community workers. The data was analysed using the Constructivist Grounded Theory. In formulating expectations, community workers have distinguished the characteristics of evaluation software in terms of its purpose, design, and functions. They defined which results, processes, and methods they should be evaluated in order to contribute to the development of the workers' ability for self-reflection, the ability to identify successes and failures. Responsive evaluation is, according to community workers, an instrument for professional development and promotion of profession legitimacy. The motivational effect of captured achievements through the evaluation process is also an important aspect. The ability to describe and reflect results of one's activities is not only an important motivational factor for community workers, but also for members of communities themselves.

**Keywords:** Community work, responsive evaluation software.

# Ego Documents in Literature Lessons at Primary and Secondary Schools

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The research of ego documents develops microhistory and mental history as well as enables to understand modern human with their individual experience, cultural values, feelings and everyday behaviour. The use of ego documents in literature classes at primary and secondary schools via memoirs of women who experienced Holocaust when young. The inclusion of ego documents in literature lessons on secondary and tertiary educational levels. Literary lessons have undergone changes from the model of passing on information concerning literature in chronological order towards the concept focused on further understanding of the text and lessons built on interpretation of original texts. The basic method is to familiarize students with ego documents and to compare ego documents with original texts. From the plethora of sources thematising war experience and warfare strategies in memories, we have utilized memoirs written by women to describe World War II experience in the context of their family history. The texts include justification as to why the author wrote them. The topic of guilt rendered in many academic texts proves that it is an extraordinarily traumatic and complex issue, connected not only to the specificities of eyewitnesses, but rather provides a representation of period events. If we compare samples of memoir literature with the characters of Jewish girls rendered by most distinguished Czech authors, such as Dita Sax by Arnošt Lustig, or the stories of Jewish camp surviving girls by Josef Škvorecký, we can interpret original texts as well as introduce naturally the complex period context recorded in memoir literature both to students.

**Keywords:** Ego documents, literature lessons, Holocaust.

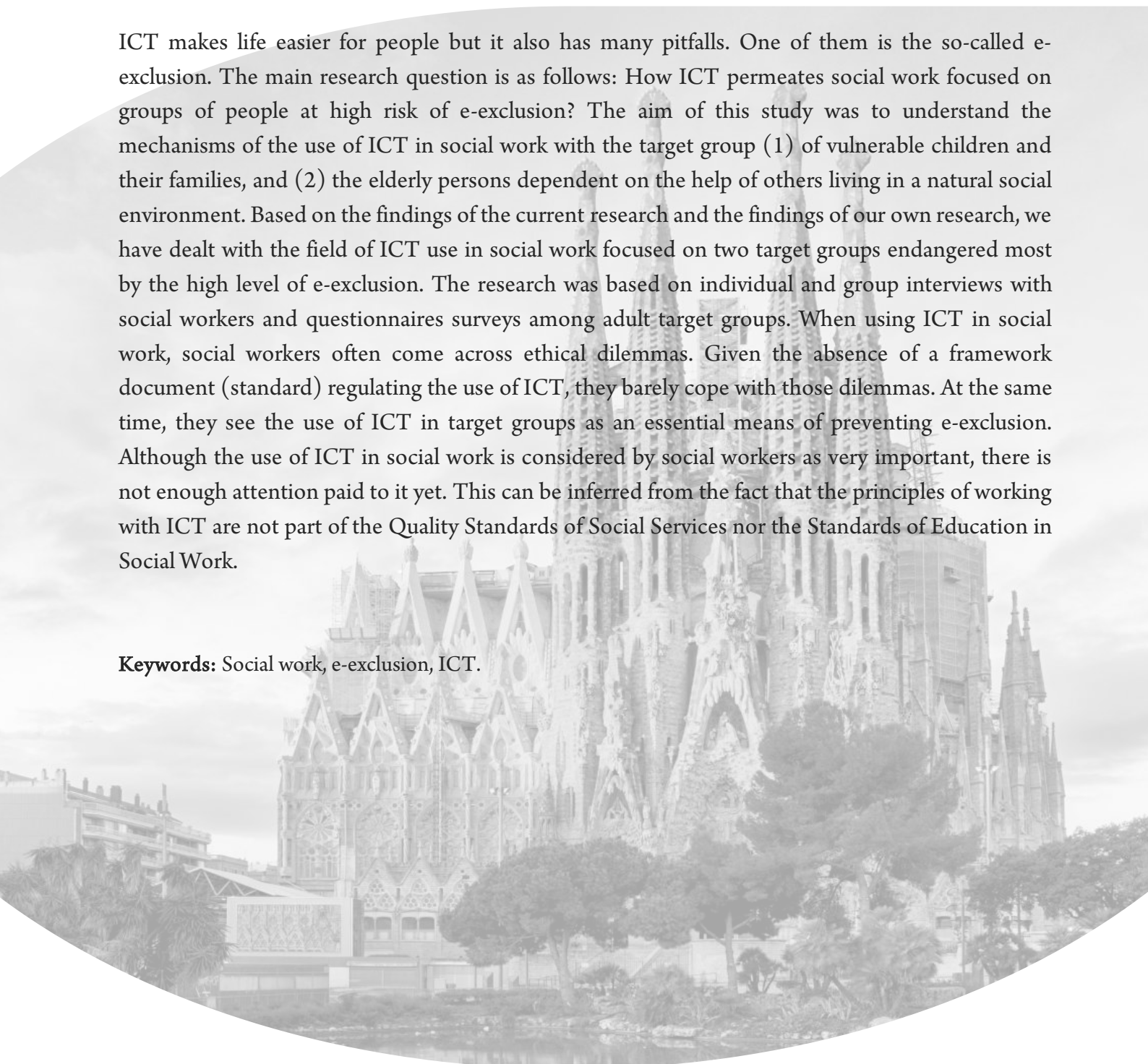
## Using ICT in Social Work Focused on E-Exclusion Groups

*Soňa Vávrová<sup>1\*</sup>*, Alice Gojová<sup>1</sup>, Adéla Recmanová<sup>1</sup>, Ivana Kowalíková<sup>1</sup>, Alena Vaňharová<sup>1</sup>

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ICT makes life easier for people but it also has many pitfalls. One of them is the so-called e-exclusion. The main research question is as follows: How ICT permeates social work focused on groups of people at high risk of e-exclusion? The aim of this study was to understand the mechanisms of the use of ICT in social work with the target group (1) of vulnerable children and their families, and (2) the elderly persons dependent on the help of others living in a natural social environment. Based on the findings of the current research and the findings of our own research, we have dealt with the field of ICT use in social work focused on two target groups endangered most by the high level of e-exclusion. The research was based on individual and group interviews with social workers and questionnaires surveys among adult target groups. When using ICT in social work, social workers often come across ethical dilemmas. Given the absence of a framework document (standard) regulating the use of ICT, they barely cope with those dilemmas. At the same time, they see the use of ICT in target groups as an essential means of preventing e-exclusion. Although the use of ICT in social work is considered by social workers as very important, there is not enough attention paid to it yet. This can be inferred from the fact that the principles of working with ICT are not part of the Quality Standards of Social Services nor the Standards of Education in Social Work.

**Keywords:** Social work, e-exclusion, ICT.



# The Cognitively Active Role of Dogmatic Knowledge in Learning

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The dogmatic knowledge underlies learning; but graduates should be driven by own opinion. The problem is identifying the cognitive functions of dogmatic knowledge that provide active forms of learning. (1) what is the role of dogmatic knowledge in the cognitive activity of thinking; (2) what forms of cognitive activity of dogmatic knowledge does learning use? The purpose of the study is investigation and development a theoretical model of the cognitive functioning of dogmatic knowledge in learning processes that makes a learner's thinking able to overstep the boundaries of standardized knowledge, stereotypic cognition methods, and dictated ideas of reality. Methodologically, the study is two-staged: the epistemological-didactic analysis of research training of schoolchildren under the Step to the Future program and the development a theoretical model on its basis. The experimental part of the study includes long-term observations and surveys. In the theoretical part, methods of pedagogical analysis of training situations, epistemology, cognitive psychology, and sociology of education are used. Characteristic of dogmatic knowledge is given as a knowledge-basis ensuring the stability for cognitive processes. Three forms of cognitive activity of dogmatic knowledge are defined – rational-processual, sublimative, emotive-suggestive, and their manifestations in learning are studied. The fundamental role of dogmatic knowledge in the processes of thinking creating a new one is identified. Dogmatic knowledge, in itself, is not an epiphenomenon of dogmatism. It is a necessary part of learning, social life and personal existence. Only in the complex of its functions the dogmatic knowledge can be included in analytical and constructive schemes of knowing, which give explanations to the phenomena of reality, thinking, and learning, and design their future.

**Keywords:** Dogmatic knowledge, learning, thinking, cognition, society.

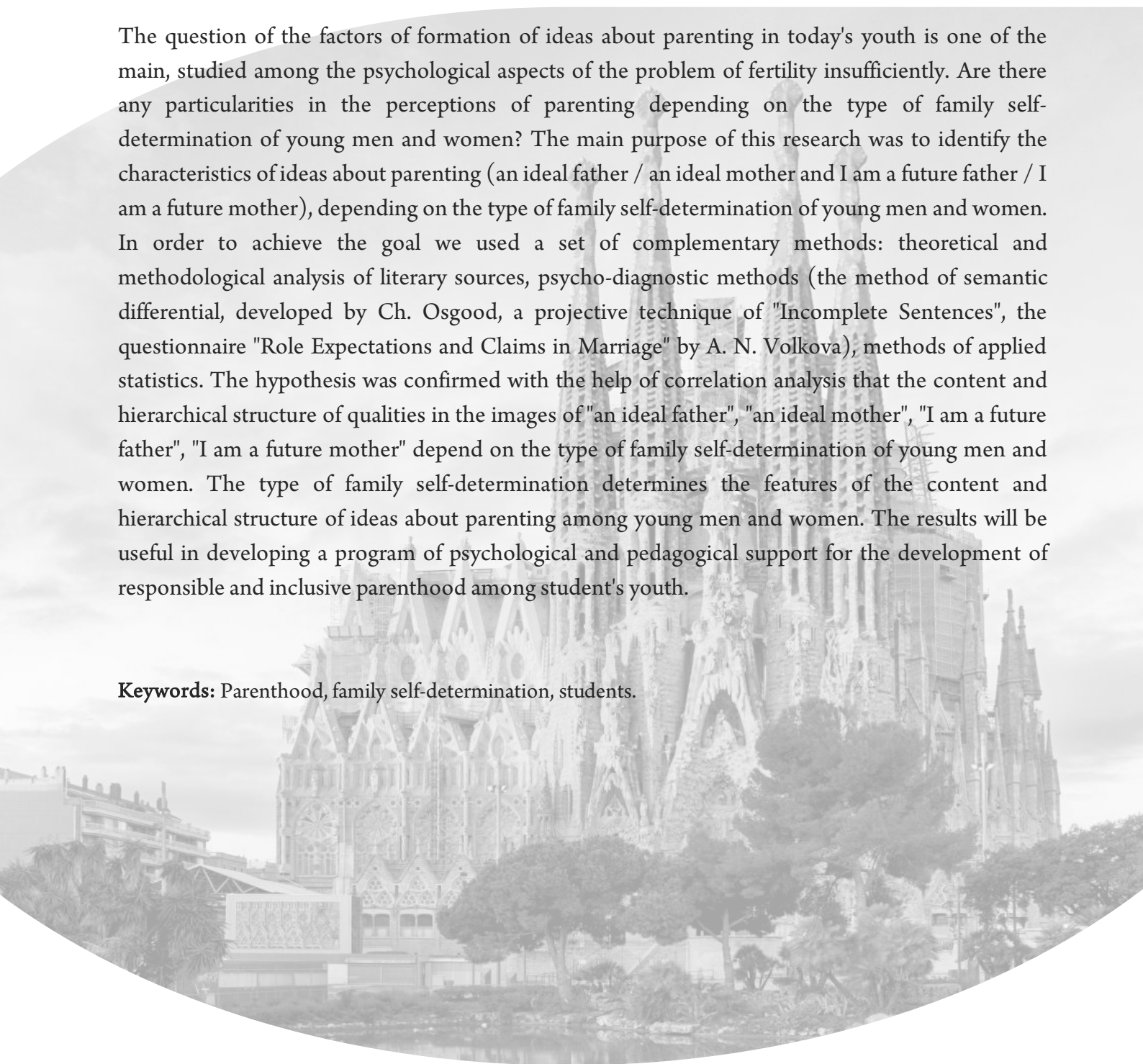
## Ideas About Parenting Depending on The Type of Family Self-Determination of Students

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The question of the factors of formation of ideas about parenting in today's youth is one of the main, studied among the psychological aspects of the problem of fertility insufficiently. Are there any particularities in the perceptions of parenting depending on the type of family self-determination of young men and women? The main purpose of this research was to identify the characteristics of ideas about parenting (an ideal father / an ideal mother and I am a future father / I am a future mother), depending on the type of family self-determination of young men and women. In order to achieve the goal we used a set of complementary methods: theoretical and methodological analysis of literary sources, psycho-diagnostic methods (the method of semantic differential, developed by Ch. Osgood, a projective technique of "Incomplete Sentences", the questionnaire "Role Expectations and Claims in Marriage" by A. N. Volkova), methods of applied statistics. The hypothesis was confirmed with the help of correlation analysis that the content and hierarchical structure of qualities in the images of "an ideal father", "an ideal mother", "I am a future father", "I am a future mother" depend on the type of family self-determination of young men and women. The type of family self-determination determines the features of the content and hierarchical structure of ideas about parenting among young men and women. The results will be useful in developing a program of psychological and pedagogical support for the development of responsible and inclusive parenthood among student's youth.

**Keywords:** Parenthood, family self-determination, students.



# Lifestyle in the Context of Somatic Diagnostics for Future Educator

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Applied health literacy at the level of dietary and physical activity habits acquired during studies relates to weight control and is one of the prerequisites for a healthy lifestyle. Evaluate health literacy with an emphasis on dietary and physical activity habits in the context of body mass categorisation based on the Body Mass Index and body composition assessment. Positive results of somatic diagnostics based on adequate health literacy can thus become a tangible basis for motivating the implementation of lifestyle-related preventive measures for future teachers. Future educators will be able to pass on the acquired health literacy during their studies at university to children, pupils and students. Research group consisted of students of pedagogical disciplines at the Pedagogical Faculty of Palacký University in Olomouc. We differentiated the monitored group into sub-groups according to BMI categorisation. Bioelectric impedance method was used to evaluate body composition using InBody 720 analyser. Physical activity was monitored by ActiGraph GT1M accelerometer and data on dietary habits were acquired by questionnaire survey. Received energy supplied in five portions per day and meeting the recommended volume and intensity of physical activity has the optimum effect on the state of body composition (body fat, visceral fat, fat free mass). With higher BMI (overweight, obesity), the amount and intensity of physical activity is reduced and so is the number of food portions per day. Our research study demonstrated the relationship between normal weight category (BMI\_normal) and dietary and exercise habits. Pedagogical disciplines are involved in shaping the level of health literacy of pupils; it is also essential to develop the practical level of their acquired knowledge in this area.

**Keywords:** Health education, physical activity, dietary habits.



## A Start of School Attendance from the Future Teachers' Perspective

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The research focus is an analysis of pupils' first school day at a primary school and their adaptation during a first school week from the future teachers' perspective. What are the most frequent categories of activities applied during a first day of a first class? Do activities which were applied during first day of school influence pupils' adaptation? The goal of the research is an analysis (categorization of activities) of the first school day attendance with a creation of model typology and analysis of a class adaptation during the first school week. Followed by comparison of contexts between programme items of the first school day and the level of pupils' adaptation during the first school week of attendance. Open coding and categorization of comparison's description from the first school day was made. Based on a cluster analysis there were typologies of scenarios created of the first school day. With the help of chi quadrat test there were results of level of classroom's adaptation compared (from the pre-service teacher students' perspectives) and first day scenario type. The research set 19 categories describing activities during first school day. Based on a cluster analysis of individual programme items, 5 different combinations of activities – scenarios were made. The chi quadrat test ( $\chi^2$ ) is a part of the research – no statistical significant differences in a total level of adaptation reached among individual types of scenarios were found. The contribution of the whole research is to analyse teacher's work during the first school day in the future teacher's view and to create a typology of scenarios of the first school day. The results allow us create a design of a first school day for a quality adaptation of pupils during their first school education process.

**Keywords:** First school day, typology of scenarios, adaptation of pupils.

# School Performance Motivation of Homeschool Graduates

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The paper topic is made by a standardized questionnaire searching school motivation of pupils who have completed primary school in home education and are currently in compulsory school attendance. What is the level of school performance motivation of homeschool graduates and is there any record of parents' expected influence on the school performance of their children? The study goal was to find out level of school performance motivation of homeschool graduates. We researched a level of needs to reach successful performance and a level of needs to avoid school failure. This is a partial but significant topic, where no attention is given in Czech environment. A quantitative research survey was made, whose tool was a standardized questionnaire of School Performance Motivation of Pupils and a questionnaire of own construction intended for parents, which was conceived with the aim to gain further information needed in order to fulfil research goals. Pupils marked a level on twelve items, by a relevant survey, i.e. they changed their feelings on a five-point scale, which link to several attitudes towards learning and classification. The results show that school performance motivation correlates with parents' expectations and a difference was recorded in school performance motivation of pupils based on a type of school. Performance motivation of pupils is influenced by several factors, which cannot be in their whole complexity within our research survey. Despite the fact we strongly presume that the results could provide necessary insight into the issue of this specific group of children with completely different learning experiences and would encourage further research.

**Keywords:** Motivation, performance, successful, failure, need.

# Coaching as a Tool for Increasing Self-Efficacy with Regard to Professional Identity

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The effect of coaching on raising self-efficacy in the context of the future profession in late adolescents by the Czech adaptation of General Self-Efficacy Scale by Ralf Schwarzer. What effect do respondents find in coaching in the context of raising their self-awareness and what is the measure of the coaching effect according to the Self-Efficacy Scale? To determine the influence of coaching on the self-efficacy of late adolescents in the context of their professional identity. To determine the subjectively perceived coaching effect on the development of self-efficacy from the point of view of the study participants, to compare the results of the pre-test and post-test. A mixed research design was chosen for the intended aim of research. We used the quantitative approach as a tool for describing one of the partial research goals (we compared the results of the pre-test and post-test). We used the qualitative approach (the first phase of grounded theory) for its ability to uncover details and specific experiences of respondents. Comparing the research sample's results of the pre-test and the post-test showed an average one-point improvement on the four-point scale. Respondents find coaching effective in the field of professional identity, particularly in increasing their self-confidence, courage to accept, achieve challenging goals, awareness and sense of responsibility towards their future profession, developing creativity, adopting increasingly optimistic attitudes towards fulfilling tasks. The coaching approach as effective as a tool for raising self-esteem in future professionals. Research has demonstrated the positive impact of coaching, especially experiential activities and visualization of the idea of an ideal outcome, on the conscious level of self-efficacy in future professionals not only in the field of professional orientation but also in the area of general self-efficacy.

**Keywords:** Adolescence, identity, self-efficacy, profession, coaching.

# Beginner Physical Education Teacher and Concept of Discipline: Comparison from Two Countries

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The classroom indiscipline was the biggest issue for a high per cent of beginner primary school teacher. Furthermore, novice physical education teacher is also faced with classroom indiscipline. Are there a different approach to indiscipline issues in compare of two different educational systems? The main objective is to describe, analyze and compare the main concepts about classroom indiscipline among physical education teachers from two different countries. An additional aim is to present which kind of strategies for building authority, maintaining discipline and solving indiscipline occurs physical education teacher use. Research tool were semi-structured interviews conducted with eight physical education teachers from Czech Republic's and Bosnia and Herzegovina's primary schools. Grounded theory, open coding and comparison of different content analyses were used for data analyses. Results showed us that the main concepts for teachers from different countries are building informal authority, positive attitudes toward pupils and choosing a wide scale of discipline tools for maintaining classroom discipline. For maintenance discipline and avoiding indiscipline issues during physical education classes is very important to build solid informal authority through positive relationships with students and understanding their daily challenges. Furthermore, teachers could use also another tool for maintaining discipline during physical education classes.

**Keywords:** Novice teacher, discipline problems, physical education.

# Development of Parent Competencies in the System of Higher Education

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High demands are set for parents today while the system of preparation for parenting is absent, thus the information support program is necessary. What kind of knowledge do modern parents need and in which form the reproductive component in the education system should be presented. To analyze the information-competence request of modern parents and to develop the approach for improving parental competencies in higher education system based on analysis results and obtained data. - Theoretical analysis of the functions of social institutions. - Content analysis of high education standards (continuous study of educational standards in 54 areas of undergraduate education in Russia). - Content analysis of communities of the social network (2016). (N = 6, from 1 million people). - Analysis of the statistics of queries in the Yandex search system (2017). The theoretical analysis of social institutions and their functions showed the key role of the education in parental culture formation. The content analysis enlightened the absence of special competencies in the educational standards of higher education that are able to prepare for parental labour. They need to be introduced to close the gaps in parents' knowledge about parenting. Our research has shown that today not a single social institution has the mission of preparing for parenting. The development of an educational environment with flexible modules for the formation of parental competencies can be a solution. In strategic terms, this will improve the quality of human capital and solve a number of the country's demographic and innovation problems.

**Keywords:** Parenting, parental labour, higher education.

# Podcast Learning Effectiveness in Higher Education in Europe: A Systematic Review

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Although Podcast-Learning (PL) represents opportunities to innovative learning and teaching and is becoming a new emerging discipline, there is still scarce evidence on PL effectiveness. (1) What Podcast Practices in HE present effectiveness and (2) How do HE students react to Podcast Learning. A podcast is a media file that can be downloaded to devices such as smartphones. Some studies found that HE students thought Podcasting was more effective than traditional methods (Evans, 2008). Therefore, this paper aims to do a systematic review of Podcast Learning effectiveness, in HE, in Europe. Search was conducted using Ebsco, Redalyc, Scielo, Latindex and B-On databases. Given that, after this first phase only 2 publications appeared, a second phase has conducted in Google Scholar and 18 publications emerged. Peer-reviewed articles and book sections (all years/countries) with data on effectiveness of Podcast Learning in HE-Europe were included. Thesis, Books and out-of-Europe research was excluded. Twenty publications were retrieved and, after applying inclusion and exclusion criteria, three were included in the review. Findings suggest that there is a high level of satisfaction with podcasts in HE Students. They find podcasts useful and motivating, specially to received feedback and instruction on assignments, and data indicates that podcast learning might improve student performance in evaluations. Overall, research on Podcast Effectiveness in HE in Europe is scarce. Limitation of this study includes the scarce number of papers, languages and databases used. Nevertheless, the main conclusion of this review points to positive results of the use of podcasts in HE which represents an opportunity to adopt this new learning/teaching technique in order to further advance HE.

**Keywords:** Podcast learning, higher education, effectiveness, Europe.

## Interactive Methods in Developing Young Learners' Speaking Skills

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Teaching young learners is always a challenge and requires new sophisticated approaches and solutions in terms of developing speaking skills. To what extent do interactive methods influence the young learners' motivation? What are key principles of speaking skills-focused lesson planning? The article aims to analyse the ways interactive technologies influence motivation and encourage young learners to speak fluently. To achieve it, emotional and psychological difficulties students experience are to be taken into consideration. In this respect, IM are vital and need further development to be applied in educational process. To boost students' speaking skills, to help them overcome psychological barrier a new pattern of teaching-learning process needs to be worked out. The article presents the developed and implemented an interactive activity-based model of speaking practice. For the experimental base of the study two groups of 20 young learners aged 8-10 participated in the experiment. The article describes the results of the experimental study and one of the lesson patterns that was developed by the authors. IM proved to be a very efficient motivating tool to acquire speaking skills in a more student friendly educational environment. The results of the study may be useful for teachers and tutors working with this age group. To achieve success in teaching-learning process a special lesson pattern should be developed. The interactive method-based teaching pattern, suggested in the article, increased young learners' motivation, broadened their horizon, helped to create comfortable educational environment and resulted in their ability to work independently and think critically.

**Keywords:** Speaking skills, young learners, interactive methods.

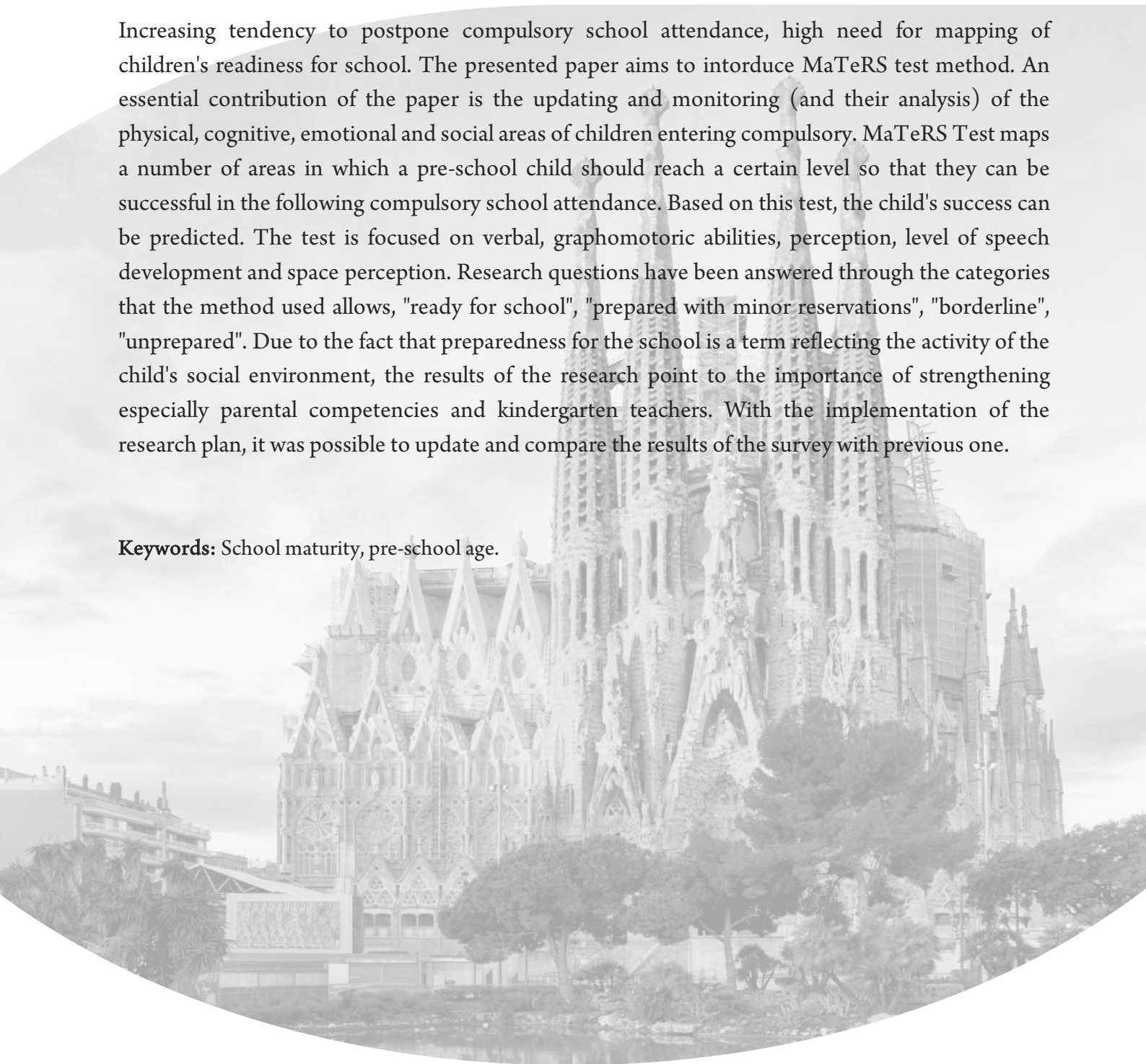
# Some Aspects of School Readiness of Children Entering Compulsory Education

*Michaela Pugnerova<sup>1\*</sup>*

*<sup>1\*</sup>Palacký University Olomouc, Czech Republic*

Increasing tendency to postpone compulsory school attendance, high need for mapping of children's readiness for school. The presented paper aims to introduce MaTeRS test method. An essential contribution of the paper is the updating and monitoring (and their analysis) of the physical, cognitive, emotional and social areas of children entering compulsory. MaTeRS Test maps a number of areas in which a pre-school child should reach a certain level so that they can be successful in the following compulsory school attendance. Based on this test, the child's success can be predicted. The test is focused on verbal, graphomotoric abilities, perception, level of speech development and space perception. Research questions have been answered through the categories that the method used allows, "ready for school", "prepared with minor reservations", "borderline", "unprepared". Due to the fact that preparedness for the school is a term reflecting the activity of the child's social environment, the results of the research point to the importance of strengthening especially parental competencies and kindergarten teachers. With the implementation of the research plan, it was possible to update and compare the results of the survey with previous one.

**Keywords:** School maturity, pre-school age.





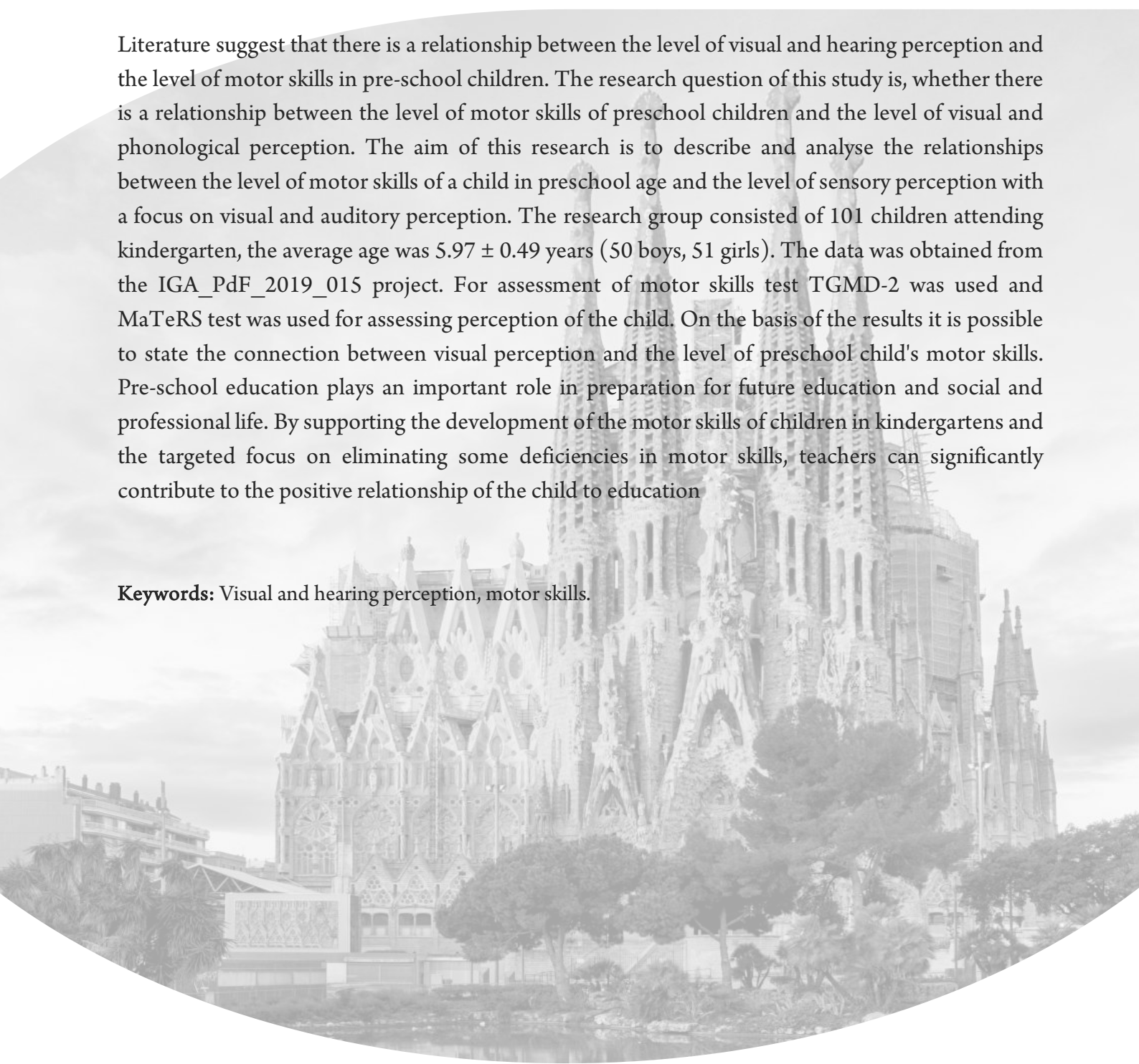
# The Level of Gross Motor Skills and Perception Development in Pre-School Child

*Zdeněk Rehtik<sup>1\*</sup>*

*<sup>1\*</sup>Palacky University in Olomouc, Czech Republic*

Literature suggest that there is a relationship between the level of visual and hearing perception and the level of motor skills in pre-school children. The research question of this study is, whether there is a relationship between the level of motor skills of preschool children and the level of visual and phonological perception. The aim of this research is to describe and analyse the relationships between the level of motor skills of a child in preschool age and the level of sensory perception with a focus on visual and auditory perception. The research group consisted of 101 children attending kindergarten, the average age was  $5.97 \pm 0.49$  years (50 boys, 51 girls). The data was obtained from the IGA\_PdF\_2019\_015 project. For assessment of motor skills test TGMD-2 was used and MaTeRS test was used for assessing perception of the child. On the basis of the results it is possible to state the connection between visual perception and the level of preschool child's motor skills. Pre-school education plays an important role in preparation for future education and social and professional life. By supporting the development of the motor skills of children in kindergartens and the targeted focus on eliminating some deficiencies in motor skills, teachers can significantly contribute to the positive relationship of the child to education

**Keywords:** Visual and hearing perception, motor skills.



# Relation Between Motor Skills and Executive Functions in Preschool Children

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The issue of executive functions is researched in connection with the readiness of pre-schoolers for compulsory school education. Executive functions include cognitive processes that corresponds with planning, thinking and organization of activities, as well as the ability to self-control. Work maturity and ability to concentrate on assigned tasks significantly influence the child's success in the education process. The assessment of readiness before entering the compulsory primary school education includes an assessment of the child's ability to maintain the pace of work. The project IGA\_PdF\_2019\_015 dealt with the issue of the relationship among the pre-school child's motor skills level, compulsory school attendance, work maturity, work pace and concentration of attention. The relationship between the ability to cooperate and the level of motor skills was also examined. The research was approved by the Ethics Committee of the author's workplace and approval of the management of kindergartens and legal representatives of each child was obtained for its implementation. The research group consisted of 139 children (boys 73, girls 66) attending kindergartens in the last year of pre-school education, which is compulsory in the Czech Republic. The results confirm a significant relationship between working maturity and motor proficiency level ( $p \leq 0.05$ ). Given the increasing demands on the level of knowledge and skills of children in compulsory school education, it is necessary to further investigate the issue and implement the findings into curricular documents for education in kindergartens. It is also necessary to review the undergraduate education of future kindergarten teachers

**Keywords:** Preschool children, motorics, executive function, working assumption.

## The Level of Health Literacy Among Future Teachers Before Entering Educational Reality

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<sup>1</sup>*Palacký University Olomouc, Czech Republic*

The development of health literacy is a crucial objective of elementary education in the Czech Republic. Therefore, teachers must be professionally competent and have a good level of health literacy. What is the level of health literacy among future teachers before they enter the teaching process, does undergraduate teacher training provide education in the area of health literacy? The WHO Health 2020 programme highlights education as crucial in increasing health literacy. Undergraduate teacher training courses must focus on health literacy among future teachers to ensure the objectives of elementary education and to “teach students to actively develop and protect their physical, mental and social health, and be accountable” The method was a questionnaire adapted according to a standardized WHO methodology aimed at health literacy among the European adult population. The original structured interview was provided by the National Institute of Public Health in Prague. The sample comprises students of the Faculty of Education in Olomouc in the last grade of the follow-up Master’s degree in Education. In the course of their study, students of the Faculty of Education, Palacký University Olomouc take a core elective course entitled. Supporting the development of health literacy. The detected level of health literacy among future teachers in the last grade is satisfactory; among students of Teaching health education the level is significantly higher. It is desirable that any teacher training course irrespective of specialization include a mandatory course. Supporting the development of health literacy. It is also recommended to increase the level of health literacy among future teachers in order to increase their professional capacity to develop health literacy among elementary school students in the Czech Republic.

**Keywords:** Health literacy, future teachers, undergraduate training.

# Gross Motor Skills and Verbal Competences of a Primary Aged Child

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Gross motor skills are considered to be in connection with different cognitive abilities. The relationship is not clearly stated in various contemporary researches. The research question: Is there a relationship between the level of gross motor skills of primary aged children and their verbal competences? The purpose of the study is to assess the relationship between the level of gross motor skills and verbal competences of children in primary school age within the project GF\_PdF\_2019\_0003 and therefore contribute to problematics of connection between motor skills and cognitive abilities of a child. The research group consisted of 200 children from Czech elementary schools at the age  $9,87 \pm 0,65$  years. For the assessment of gross motor skills was used TGMD-2 test battery. The verbal competences of a child were assessed by Czech version of Cognitive abilities test. The Ethics Committee approval of the author's department was obtained for the research. More than half of children (57 %) scored average level of gross motor skills. And bigger percentage (22,5 %) scored lower levels than average. The results indicate loose relationship between motor skills and verbal competences of a child in primary school age. Motor skills of the research group were mostly average and so were the verbal competences. But, both measured categories deserve higher focus from the primary teachers. Verbal expression will be useful for the child in future life and good motor skills can also allow better social connection in professional life

**Keywords:** Motor skills, verbal competence, child.



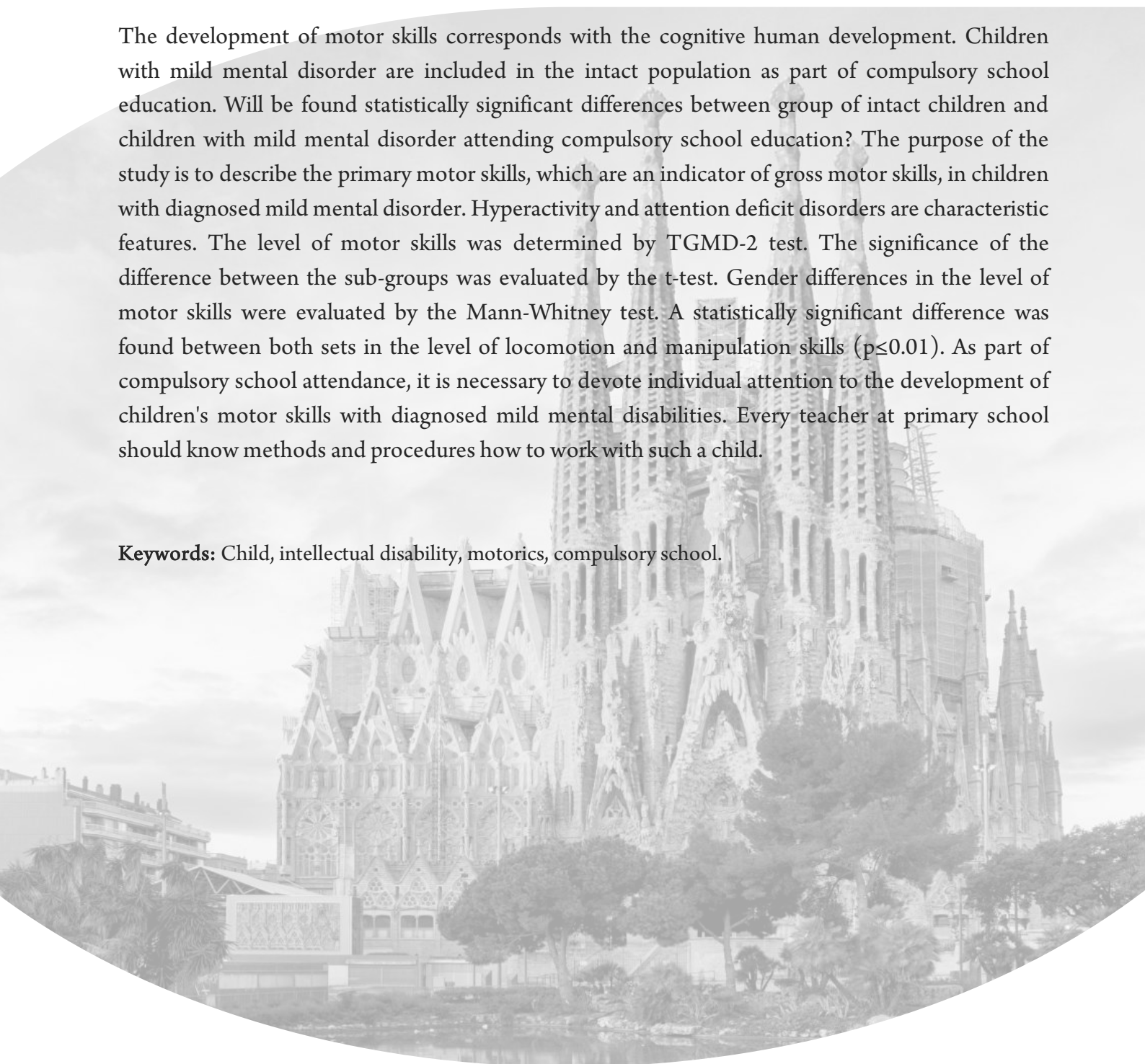
## Problems of Motor Skills Development of Children with Mild Mental Disorder

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The development of motor skills corresponds with the cognitive human development. Children with mild mental disorder are included in the intact population as part of compulsory school education. Will be found statistically significant differences between group of intact children and children with mild mental disorder attending compulsory school education? The purpose of the study is to describe the primary motor skills, which are an indicator of gross motor skills, in children with diagnosed mild mental disorder. Hyperactivity and attention deficit disorders are characteristic features. The level of motor skills was determined by TGMD-2 test. The significance of the difference between the sub-groups was evaluated by the t-test. Gender differences in the level of motor skills were evaluated by the Mann-Whitney test. A statistically significant difference was found between both sets in the level of locomotion and manipulation skills ( $p \leq 0.01$ ). As part of compulsory school attendance, it is necessary to devote individual attention to the development of children's motor skills with diagnosed mild mental disabilities. Every teacher at primary school should know methods and procedures how to work with such a child.

**Keywords:** Child, intellectual disability, motorics, compulsory school.



## Emotional Experiences of Future Teachers

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The ability to reflect and regulate one's own emotions has proven an important factor influencing professional efficiency and satisfaction of teachers and pupils, however, little is known about it. What emotions are experienced by future teachers during practices and how important is their regulation for them? The aim of the research is to explore the emotional experience of future teachers in the context of their teaching practices, specifically to focus on the types of emotions, their triggers, regulation strategies and the consequences of these processes. The findings will be compared with those of in-service teachers. 29 future teachers (19 women and 10 men) were involved in the research. Data were collected by a structured qualitative questionnaire adapted that of Sutton (2004). The questionnaire contained 18 standardized questions, which were answered in writing. The results were analyzed using the Sutton coding scheme (2004) and compared with her results of in service teachers. "Roller coaster" used by one participant describes truly, how the emotions of future teachers change during their teaching. Emotional regulation is important for them. Differences were observed in the reasons for emotional regulation. Experienced teachers tried to increase the effectiveness of their teaching for pupils' learning, whereas future teachers seemed to be to protecting preserve their selves. Comparing future and in service teachers suggests that, as pedagogical practice progresses, teachers' attention shifts from the experience of self to pupils' experience. Unexpectedly, currently more than half of future teachers do not associate their own emotional experiences with classroom climate and pupils' experiences. This finding may be an incentive for educational interventions.

**Keywords:** Emotion, future teachers, regulation.

## Learning Patterns of Future Teachers in Relation of Study Form

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Pavlına Šejnov<sup>1</sup>

<sup>1</sup>*University of Hradec Krlov, Czech Republic*

The effectiveness of different models of teacher training is in the Czech Republic currently much discussed. One of the key issues is the arrangement of theoretical and practical components. What differences can be found in the learning patterns of future teachers studying in the different preparational models? When considering the effectiveness of alternative different models of undergraduate education, it can be assumed that any training model can lead to development of different learning patterns. In this paper, we focused on comparing study strategies used by students in two forms of study, full-time and part-time form. 7 scales of the revised Czech version of the Inventory of Learning Patterns were used to assess learning patterns, 5 of which focused on learning activities and regulation and 2 on emotional experience and regulation. 201 students completed the questionnaire, of which 34% (N = 68) studied in full-time and 66% (N = 133) in part-time study. Statistically significant differences were found on only one scale. Full-time study students scored significantly higher on the scale of the Actively relating theory to practice scale and on the Preoccupation scale, where found differences were close to statistical significance. The results pointed to area of part-time study where more attention is needed. Given that students of this model already work in practice, their willingness to reflect practice through theory is lower. This also corresponds to a significantly lower score on the Preoccupation. Preparation of in-service teachers seems to impose different challenges on educators in comparison with full-time students.

**Keywords:** Future teacher, preparational model, learning patterns.

# A Case Study on Self-Determination and Motivation When Using Flipped Learning

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A case study on flipped learning in a Problem Based Learning environment has shown that some students have better conditions for learning than others, but why is that? How do teachers facilitate learning when using the Flipped learning approach, and how do both cognitive psychology and social learning approaches support students study activities when doing Problem Based Learning. Researching consequences of using a flipped learning approach in a PBL environment and exploring how the facilitation structure and new study activities support student's learning when learning in a Problem Based Learning environment is both focusing on individual cognitive scaffolding and social learning. A case study method experimenting with a full flipped and integrated semester at 4th semester Media Technology has been the subject for a qualitative research. Semi structured interviews with the 5 teachers at the semester and observations throughout the semester is given insight to the facilitation process and 3 student surveys following the student's experiences is basis for the study. Teachers experience that the student's own engagement and motivation for the teaching plays a bigger role when using the flipped learning approach then using a traditional learning approach. In a PBL environment and with the students study activity model at AAU the flipped learning approach might create an unsupported learning space in the transition between cognitive and social learning. The case study on 4th semester Media Technology points to a need for extra awareness on the different psychological approaches to learning within the different study activities that are given in a Flipped Learning approach. Further research on the subject will in concern to other ways of facilitating a flipped learning approach be needed.

**Keywords:** Flipped learning, PBL, Self-determination, motivation.



## Role of Specificity of Education in The Context of Qualities of Thinking

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The subject of the research: the ratio of qualities of thinking and the pedagogical specificities of the educational environment. The object of the research: older teens. The specificity of the ratio of formation of qualities of thinking are related to the older teenagers' pedagogical specificity of the educational environment. To reveal the specificity of the ratio of the degree of formation of a number of qualities of thinking associated with the control of the intellectual activity, namely: the selectivity of interests, rationality, reflexivity and dialogue, - and the older teenagers' pedagogical specificity of the educational environment. Study participants: 111 schoolchildren (74 girls and 37 boys) aged 15 years. Methodology: the method of expert assessment of the "Quality of Student's Thinking" by Sipovskaya (2015). This technique allows an expert assessment of the level of development of research participants' qualities of thinking (the qualities of thinking were based on a preliminary analysis of the literature). The influence of the specifics of schooling (features of the educational environment of research participants as an external social factor) on the degree of formation of a number of qualities of thinking, whose function is the control of the intellectual activity of the individual, is significant. The structure of a number of qualities of thinking associated with the control of the intellectual activity, namely, the selectivity of interests and rationality, is characterized by low differentiation. The fact can be explained by the insufficient degree of formation of the construct.

**Keywords:** Thinking, intellectual activity, educational environment.

# The Comparison of the Keystroke Technique between Pianists and Organists

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<sup>1\*</sup>*University of Hradec Kralove, Czech Republic*

The research focus is the difference between keystroke technique when playing piano and organ. The keystroke itself (the keystroke length, intensity, velocity of the finger changing) is essential. What are the differences between keystroke techniques of pianists and organists considering the keyboard height? Considering the specifics of playing both instruments, the aim is the comparison of physical parameters of pianists and organists keystroke techniques. The assessed sample is repeated playing of C major scale using the right hand. The important criterion is the dynamics difference and its impact on the keystroke force. The research was conducted with the keyboard STUDIO LOGIC 88 GRAND, enabling neutral conditions for independent measurement. Moreover, the software CUBASE PRO 9.5 was chosen for sample transformation to exact data. The research focused on the hand position in relation to the angle of its posture. The result validity was verified using the questionnaire distributed to all participants. Particular differences in the finger technique of both groups were proved. Nevertheless, the same initial piano preparation leads to similar keystroke technique. The dynamics changing during playing the scale is neutral considering its quality. The differences in the spatial orientation change were revealed. The organ players were more flexible than the piano players when the keyboard position was changed. The similarities and differences of the keystroke technique of the organists and pianists are significantly influenced by the previous piano preparation in case of organists. Moreover, the fluent playing outside the usual keyboard height is best supported by the practical organ preparation. The research results can be used for the methodological and pedagogical purposes and for further scientific research.

**Keywords:** Comparison, dynamics, keystroke techniques, organ, piano.

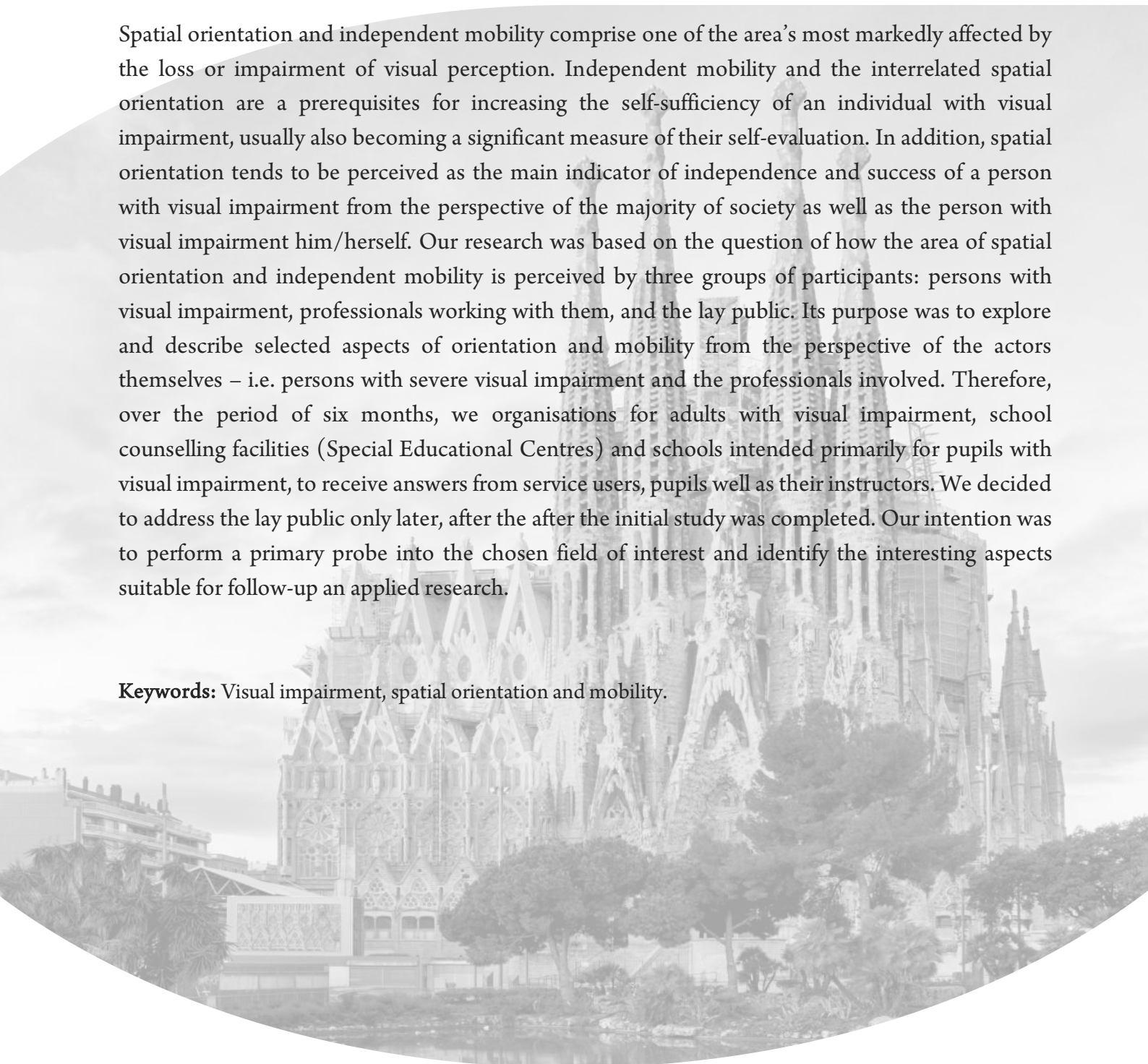
## Spatial Orientation of People with Visual Impairment

*Veronika Růžicková<sup>1\*</sup>*

<sup>1\*</sup>*Palacký University Olomouc, Czech Republic*

Spatial orientation and independent mobility comprise one of the area's most markedly affected by the loss or impairment of visual perception. Independent mobility and the interrelated spatial orientation are a prerequisites for increasing the self-sufficiency of an individual with visual impairment, usually also becoming a significant measure of their self-evaluation. In addition, spatial orientation tends to be perceived as the main indicator of independence and success of a person with visual impairment from the perspective of the majority of society as well as the person with visual impairment him/herself. Our research was based on the question of how the area of spatial orientation and independent mobility is perceived by three groups of participants: persons with visual impairment, professionals working with them, and the lay public. Its purpose was to explore and describe selected aspects of orientation and mobility from the perspective of the actors themselves – i.e. persons with severe visual impairment and the professionals involved. Therefore, over the period of six months, we organisations for adults with visual impairment, school counselling facilities (Special Educational Centres) and schools intended primarily for pupils with visual impairment, to receive answers from service users, pupils well as their instructors. We decided to address the lay public only later, after the after the initial study was completed. Our intention was to perform a primary probe into the chosen field of interest and identify the interesting aspects suitable for follow-up an applied research.

**Keywords:** Visual impairment, spatial orientation and mobility.



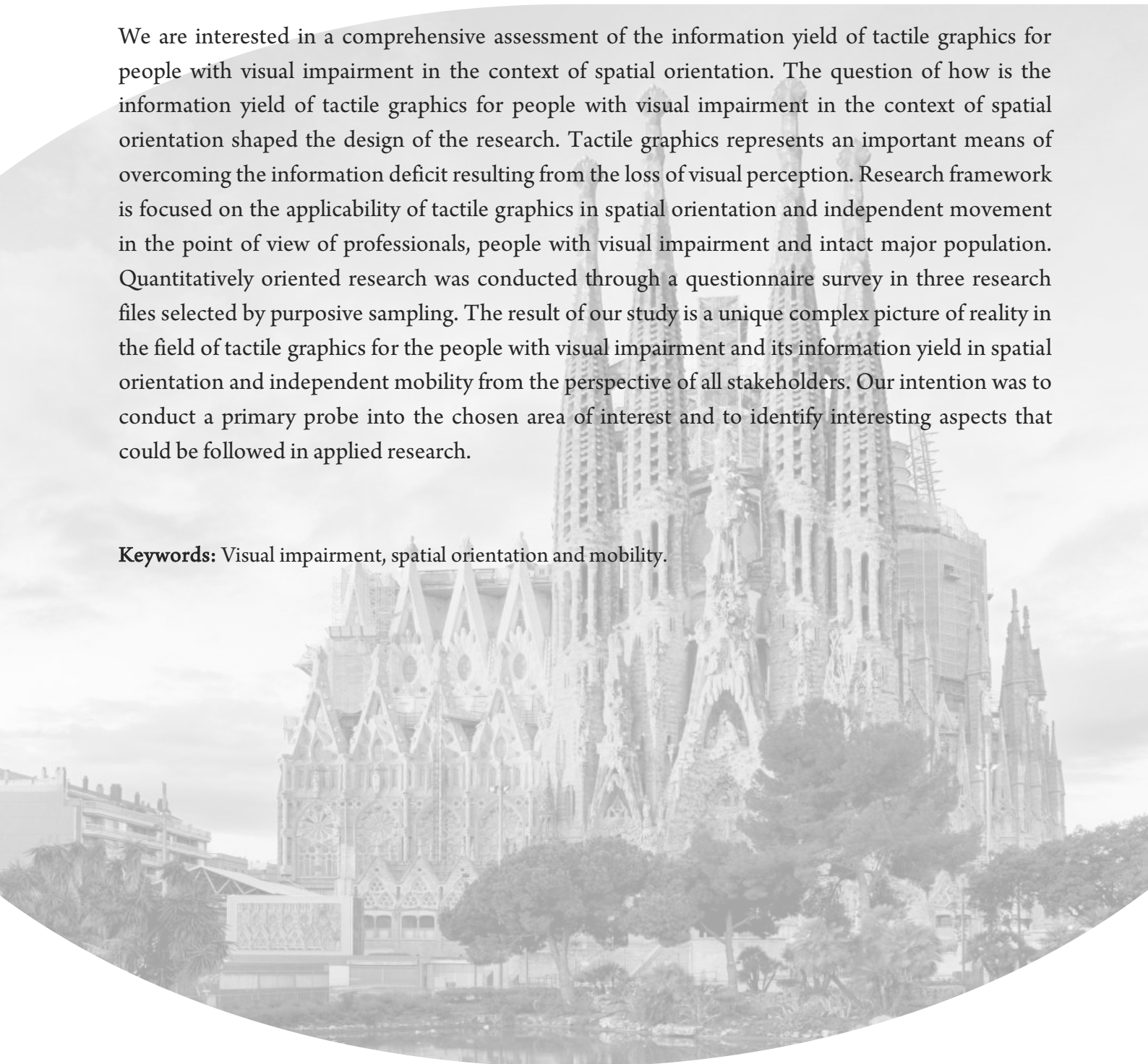
# Tactile Perception as a Facilitating Information Element in the Spatial Orientation

*Kateřina Kroupová<sup>1\*</sup>*

*<sup>1\*</sup>Palacký University Olomouc, Czech Republic*

We are interested in a comprehensive assessment of the information yield of tactile graphics for people with visual impairment in the context of spatial orientation. The question of how is the information yield of tactile graphics for people with visual impairment in the context of spatial orientation shaped the design of the research. Tactile graphics represents an important means of overcoming the information deficit resulting from the loss of visual perception. Research framework is focused on the applicability of tactile graphics in spatial orientation and independent movement in the point of view of professionals, people with visual impairment and intact major population. Quantitatively oriented research was conducted through a questionnaire survey in three research files selected by purposive sampling. The result of our study is a unique complex picture of reality in the field of tactile graphics for the people with visual impairment and its information yield in spatial orientation and independent mobility from the perspective of all stakeholders. Our intention was to conduct a primary probe into the chosen area of interest and to identify interesting aspects that could be followed in applied research.

**Keywords:** Visual impairment, spatial orientation and mobility.



# The Importance of Emotions and Personal Characteristics on Adolescents' Risky Photo-disclosure Online

*Kristina Žardeckaitė-Matulaitienė<sup>1</sup>\*, Ugnė Paluckaitė<sup>1</sup>*

<sup>1</sup>*Vytautas Magnus University, Lithuania*

Researchers' state that adolescents are likely to engage in risky photo disclosure online, which might be related to their emotions and personal characteristics (e.g., personality traits). How positive and negative emotions when sharing risky photos online are related to adolescents' risky photo disclosure online? How important personal characteristics are related to adolescents' risky photo disclosure online? The purpose of this study is to find out how positive and negative emotions are related to adolescents' tendency to engage in risky photo disclosure and how important personal characteristics (narcissism, social anxiety and privacy concerns) are related to such kind of behaviour. A cross-sectional survey with a hardcopy questionnaire, based on the measures of: a variety of the forms of risky photo disclosure online (e.g., sharing nude photos); frequency of risky photo disclosure when feeling positive and negative emotions; personal characteristics (social anxiety, narcissism and privacy concern). 459 adolescents (59.1% female) aged 12-17 years old ( $M=14.55$ ,  $SD=1.24$ ) participated in the study. The results of the study showed that: positive and negative emotions towards sharing risky photos on risky photo disclosure online ( $F=1473.91$ ,  $p<\alpha$ ) explains 89% of actual adolescents' risky photo disclosure, with the strongest predictor of positive emotions ( $\beta=0.86$ ,  $p<\alpha$ ); personal characteristics ( $F=8.14$ ,  $p<\alpha$ ) explain only 5.6% of risky photo disclosure online, with the strongest predictor of narcissism ( $\beta=0.23$ ,  $p<\alpha$ ). According to the results, it is possible to conclude that both positive and negative emotions towards sharing risky photos online and more expressed narcissistic personality trait increases adolescents' tendency to engage in risky photo disclosure online.

**Keywords:** Risky behavior online, photo disclosure, adolescents.

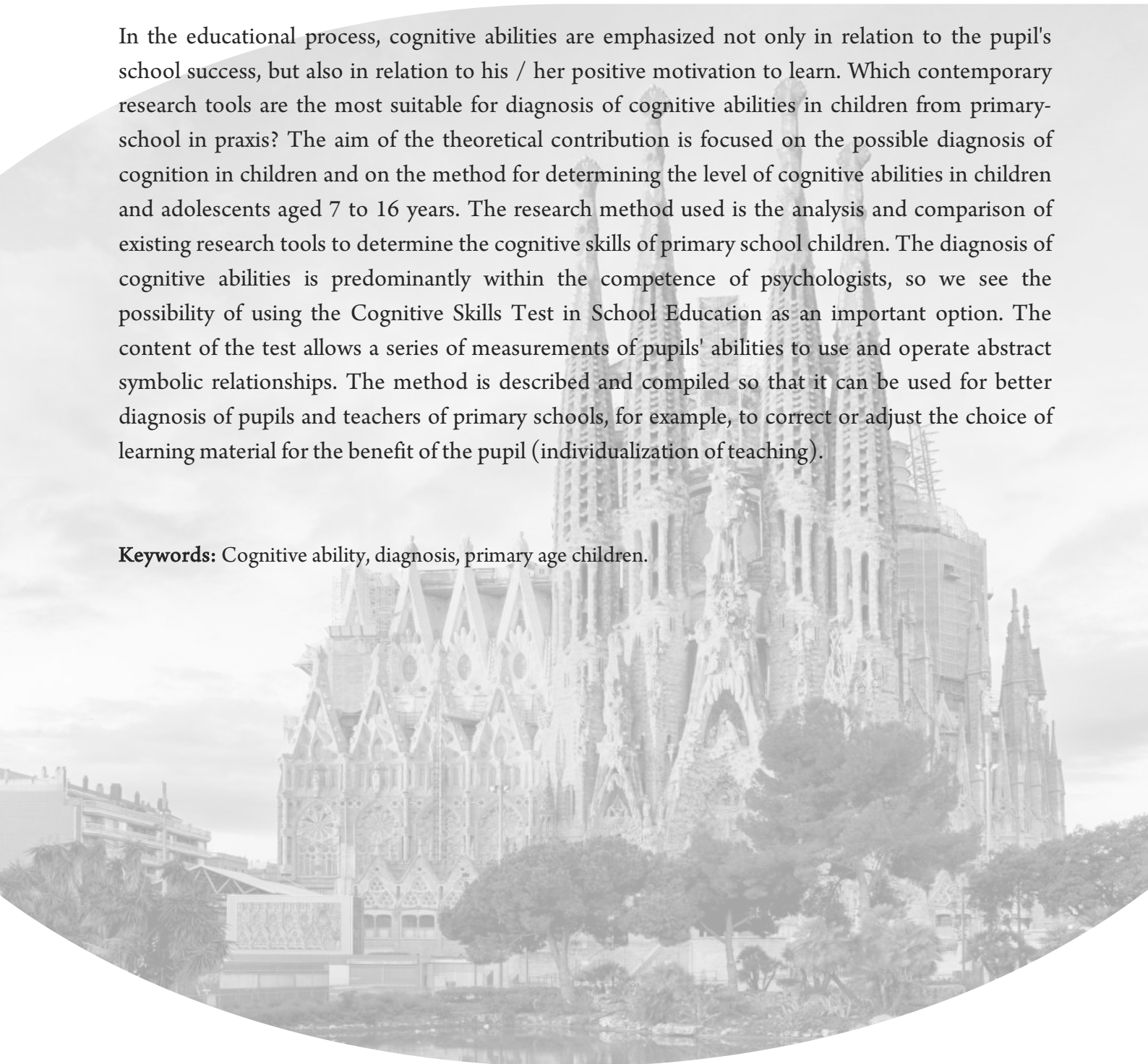
# Possibilities of Assessing Cognitive Abilities of Primary-aged Children in Pedagogical Practice

*Irena Plevová<sup>1\*</sup>*

<sup>1\*</sup>*Palacký University Olomouc, Czech Republic*

In the educational process, cognitive abilities are emphasized not only in relation to the pupil's school success, but also in relation to his / her positive motivation to learn. Which contemporary research tools are the most suitable for diagnosis of cognitive abilities in children from primary-school in praxis? The aim of the theoretical contribution is focused on the possible diagnosis of cognition in children and on the method for determining the level of cognitive abilities in children and adolescents aged 7 to 16 years. The research method used is the analysis and comparison of existing research tools to determine the cognitive skills of primary school children. The diagnosis of cognitive abilities is predominantly within the competence of psychologists, so we see the possibility of using the Cognitive Skills Test in School Education as an important option. The content of the test allows a series of measurements of pupils' abilities to use and operate abstract symbolic relationships. The method is described and compiled so that it can be used for better diagnosis of pupils and teachers of primary schools, for example, to correct or adjust the choice of learning material for the benefit of the pupil (individualization of teaching).

**Keywords:** Cognitive ability, diagnosis, primary age children.



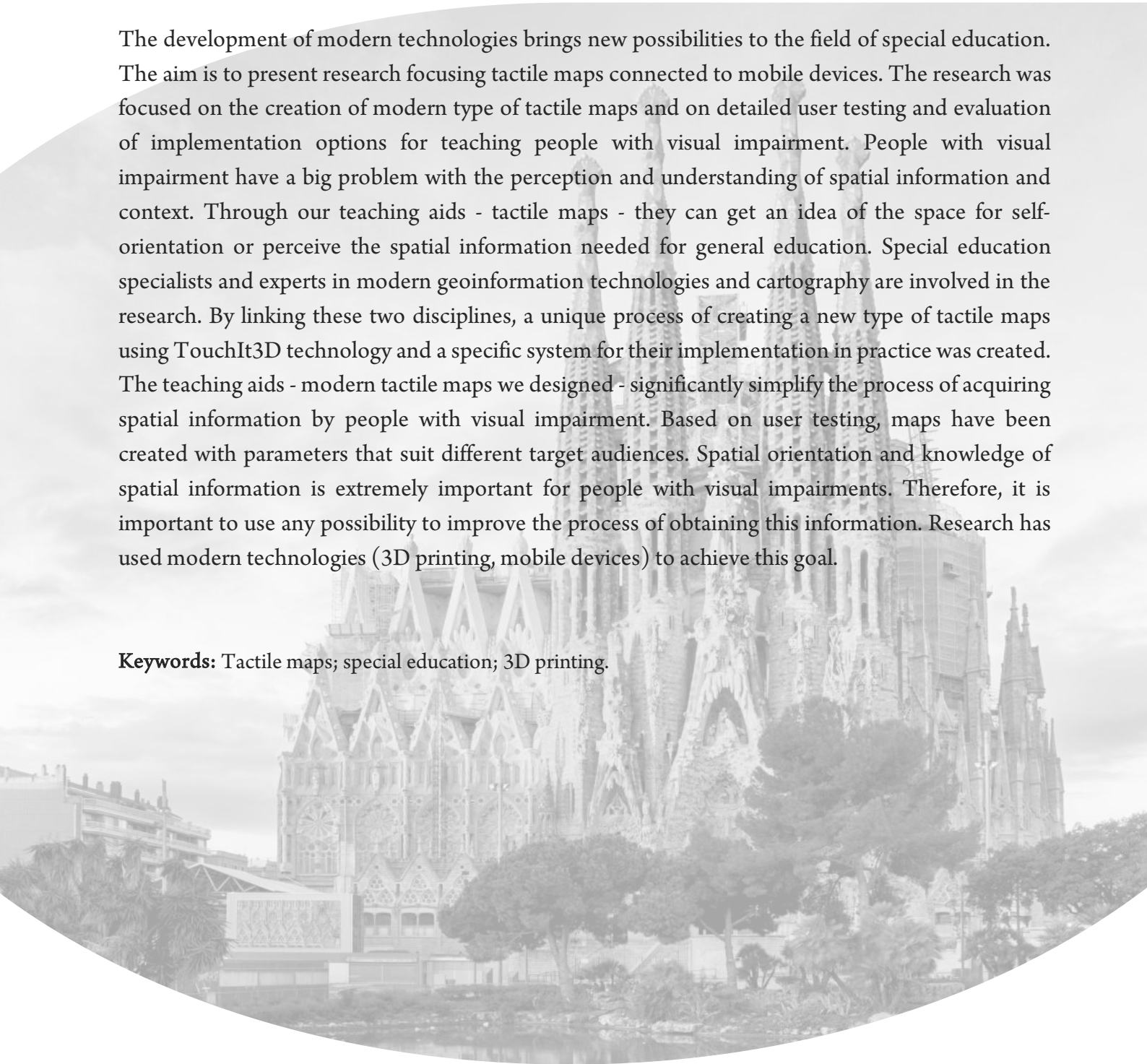
# Modern Type of Tactile Maps in The Special Education

*Alena Vondráková<sup>1\*</sup>*

*<sup>1\*</sup>Palacký University Olomouc, Czech Republic*

The development of modern technologies brings new possibilities to the field of special education. The aim is to present research focusing tactile maps connected to mobile devices. The research was focused on the creation of modern type of tactile maps and on detailed user testing and evaluation of implementation options for teaching people with visual impairment. People with visual impairment have a big problem with the perception and understanding of spatial information and context. Through our teaching aids - tactile maps - they can get an idea of the space for self-orientation or perceive the spatial information needed for general education. Special education specialists and experts in modern geoinformation technologies and cartography are involved in the research. By linking these two disciplines, a unique process of creating a new type of tactile maps using TouchIt3D technology and a specific system for their implementation in practice was created. The teaching aids - modern tactile maps we designed - significantly simplify the process of acquiring spatial information by people with visual impairment. Based on user testing, maps have been created with parameters that suit different target audiences. Spatial orientation and knowledge of spatial information is extremely important for people with visual impairments. Therefore, it is important to use any possibility to improve the process of obtaining this information. Research has used modern technologies (3D printing, mobile devices) to achieve this goal.

**Keywords:** Tactile maps; special education; 3D printing.



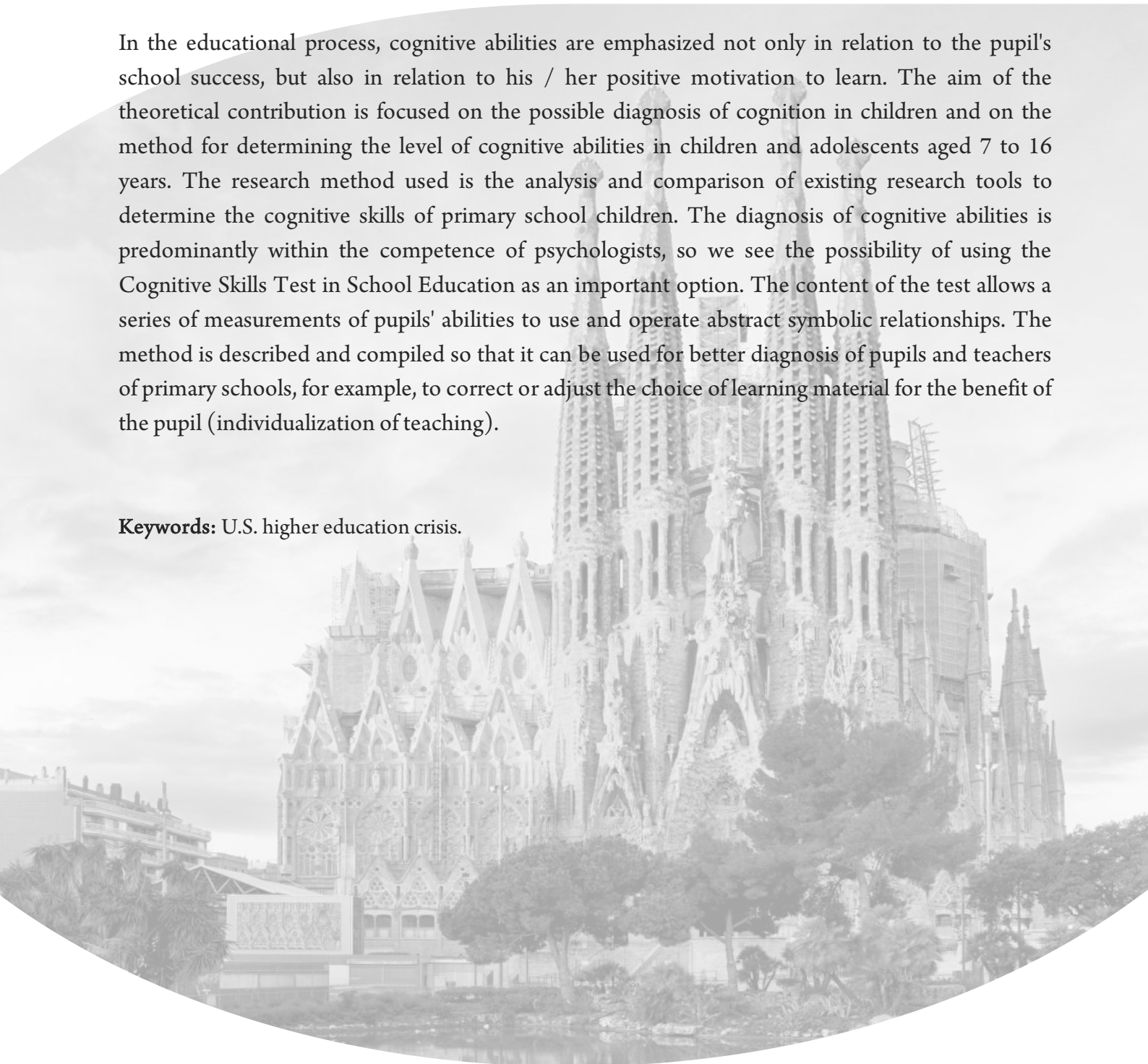
# The Crisis in U.S. Higher Education: Alternative Governance and Financing Models

*Jennifer Turpin*<sup>1\*</sup>, Carol Batker<sup>1</sup>

<sup>1\*</sup>*University of San Francisco, United States*

In the educational process, cognitive abilities are emphasized not only in relation to the pupil's school success, but also in relation to his / her positive motivation to learn. The aim of the theoretical contribution is focused on the possible diagnosis of cognition in children and on the method for determining the level of cognitive abilities in children and adolescents aged 7 to 16 years. The research method used is the analysis and comparison of existing research tools to determine the cognitive skills of primary school children. The diagnosis of cognitive abilities is predominantly within the competence of psychologists, so we see the possibility of using the Cognitive Skills Test in School Education as an important option. The content of the test allows a series of measurements of pupils' abilities to use and operate abstract symbolic relationships. The method is described and compiled so that it can be used for better diagnosis of pupils and teachers of primary schools, for example, to correct or adjust the choice of learning material for the benefit of the pupil (individualization of teaching).

**Keywords:** U.S. higher education crisis.





## Limits of Participation? Saturation Threshold in Lifelong Learning in the CZ

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*<sup>1\*</sup>Tomas Baťa University, Czech Republic*

Despite a rise of participation in lifelong learning (LLL) in the Czech Republic, more adults state that are not willing to participate in lifelong learning in the future. How are trends in the participation in LLL in the Czech Republic shaped by the willingness of participants and non-participants continue in LLL? The study deals with the issue of long-term participation in LLL in the Czech Republic. In this regard, the purpose of the study is to explore the limits of growth in participation in LLL and its consequences for equality and inequality in LLL. The paper is based on primary and secondary data (IALS 1997, PIAAC 2013, AES, 2007, 2011, 2016) about the participation of adults in ALE in Europe and the Czech Republic. To search for a saturation threshold related to involvement in ALE, descriptive statistics, and their differences were carried out, as well as modeling via nonlinear regression - neuron network. We find that approaching limit of 50% of adults participating in ALE is a saturation threshold for high scale participation in LLL in the institutional environment of the contemporary Czech Republic. Based on the modeling it is highly unlikely that attendance could rise over 55% of the adult population. Our finding has important implication for state policy that not should focus only on participation rate in LLL as the primary marker of equality in the field, but instead on the situation of the groups that are most excluded from the LLL and which could profit from it the most.

**Keywords:** Lifelong learning, saturation threshold, education inequality.

# Academic Flow and Burnout in College Students: An Eight-Month Longitudinal Study

*Majda Rijavec*<sup>1\*</sup>, Tajana Ljubin Golub<sup>1</sup>

<sup>1\*</sup>*University of Zagreb, Croatia*

Academic burnout has serious negative consequences for both physical and mental health of college students. Therefore, studies which are trying to find the protective factors are beginning to emerge. The main research question was to assess whether flow experienced in different domains of students' life can be a protective factor of their academic burnout. Since longitudinal studies that would determine whether flow experienced in different activities prevents academic burnout are lacking, the aim of this study was to assess whether flow in academic and leisure activities predict longitudinal changes in students' academic burnout and to what extent. Using a two-wave cross-lagged panel design, the current study examined academic flow, flow in leisure activities and academic burnout in 160 first year students of University of Zagreb. Burnout and flow were assessed in two time waves: one month after beginning of the academic year, and then after 8 months, at the end of the academic year. Structural equation modeling was employed to test series of competing models. Direct model with a path from flow in academic activities and leisure at the beginning of the academic year to burnout at the end of the academic year provided acceptable model fit. Academic flow was related to less, and flow in leisure activities to more subsequent academic burnout. The study provides empirical support for the role of academic flow in preventing students' burnout. This suggests that enhancing flow experiences in academic activities may be relevant for students' well-being as indexed by lower burnout. At the same time, results suggest that many leisure activities, although flow inducing, may be counterproductive for preventing students' burnout.

**Keywords:** College students, flow, burnout.

## Communication with Low Performer Makes Project Success in Project Based Learning

*Toichiro Susumago<sup>1\*</sup>*

*<sup>1\*</sup>Japan Advanced Institute of Science and Technology, Japan*

Although there are many studies on PBL, it is difficult to evaluate students in group work because the relationship between a team and individual performance is not always clear. Is there a correlation between individual performance and team performance in software development PBL? In PBL, there is a difference in performance among teams, and the effect of education may be diminished for students who belong to teams with poor performance. If the relationship between team performance and individual performance in PBL is clarified, it could be informative when students evaluate in PBL. The following multi-faceted evaluation with the competency questionnaire was conducted in a group exercise for half year targeting third-year students of the information science department. First, the teacher evaluated all the students as teacher assessment. Second, the students performed self-assessment. Third, the students evaluated all teammates as teammate assessment. In our case study, we conducted the multi-faceted evaluation for PBL. We defined the low performers of each team based on individual performance evaluated by teammates. We also conducted multi-faceted evaluations of the team performance evaluated by the teacher and classmates. Assessing correlation with team performance showed a correlation between communication with the low performer and team performance. In this study, a positive correlation was found between the teammates' evaluation of communication with a low performer and the team's performance. From this result, the team communicating with the low performer can be considered to improve the team's performance. This research result could be informative in the management of software development PBL.

**Keywords:** PBL, Competency, Multifaceted Evaluation, Low Performer.

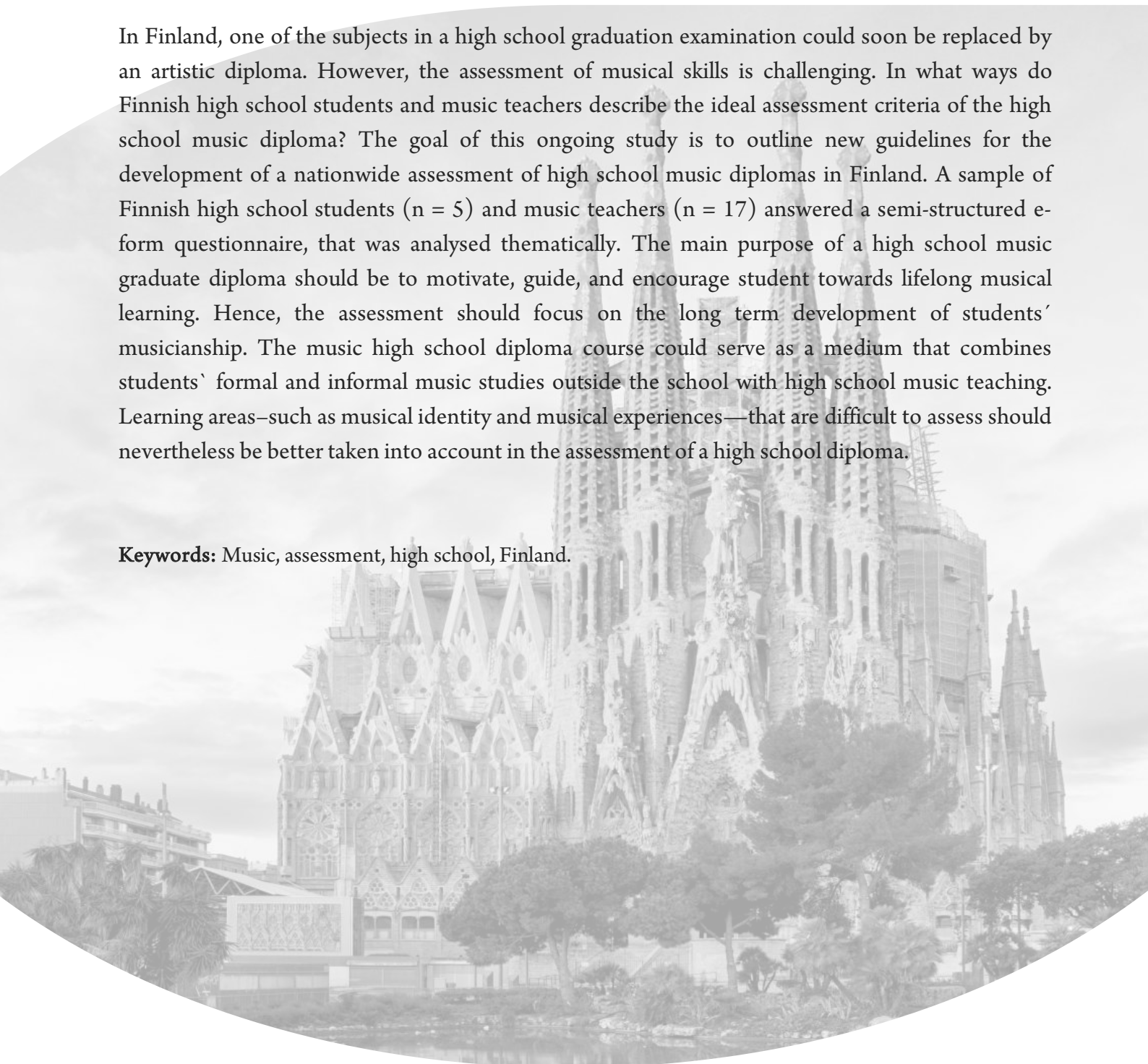
# Developing New Guidelines for the Assessment of Music Diplomas

*Aleksi Ojala<sup>1\*</sup>*

*<sup>1\*</sup>University of Helsinki, Finland*

In Finland, one of the subjects in a high school graduation examination could soon be replaced by an artistic diploma. However, the assessment of musical skills is challenging. In what ways do Finnish high school students and music teachers describe the ideal assessment criteria of the high school music diploma? The goal of this ongoing study is to outline new guidelines for the development of a nationwide assessment of high school music diplomas in Finland. A sample of Finnish high school students (n = 5) and music teachers (n = 17) answered a semi-structured e-form questionnaire, that was analysed thematically. The main purpose of a high school music graduate diploma should be to motivate, guide, and encourage student towards lifelong musical learning. Hence, the assessment should focus on the long term development of students' musicianship. The music high school diploma course could serve as a medium that combines students' formal and informal music studies outside the school with high school music teaching. Learning areas—such as musical identity and musical experiences—that are difficult to assess should nevertheless be better taken into account in the assessment of a high school diploma.

**Keywords:** Music, assessment, high school, Finland.



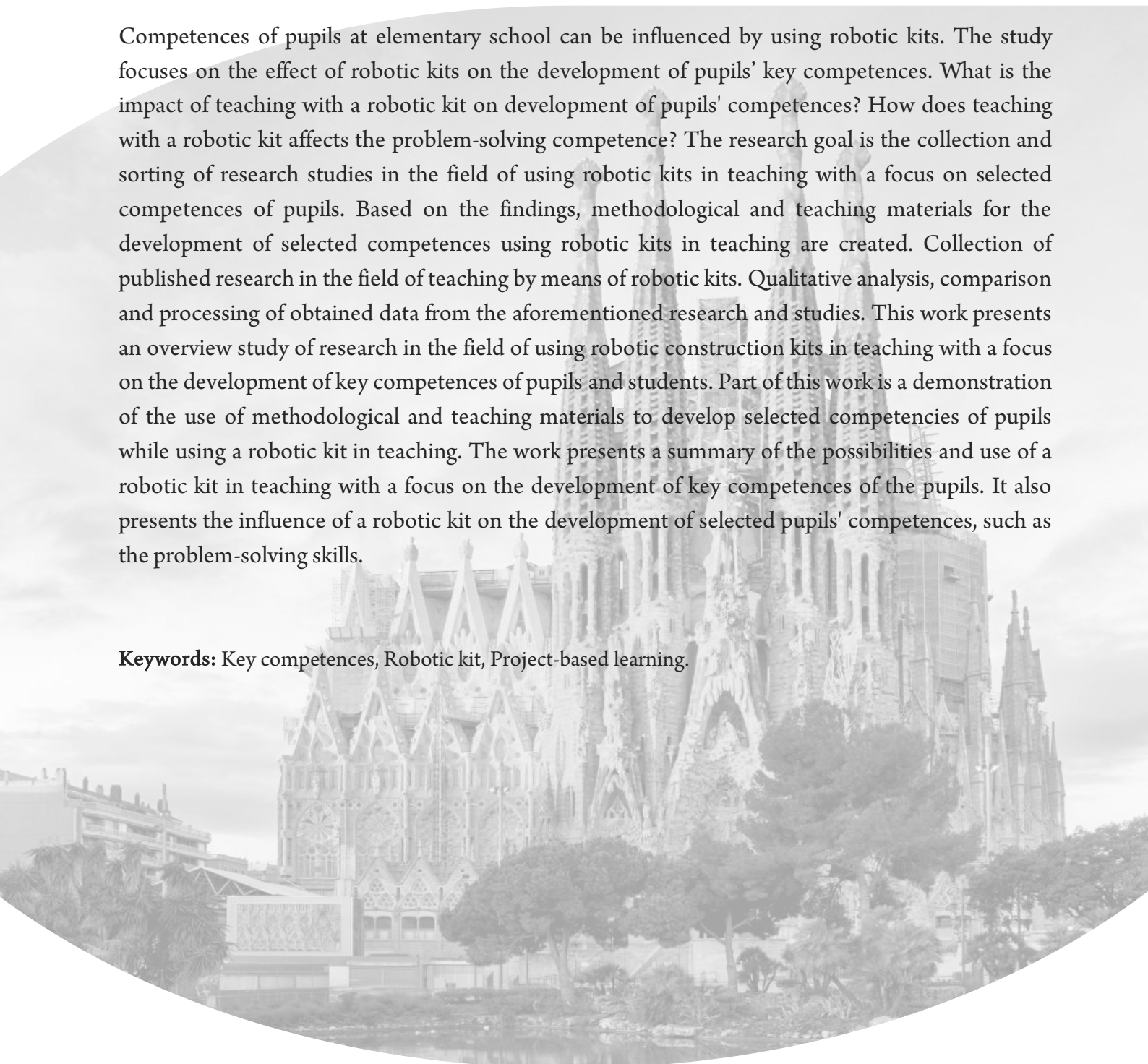
# Development of Competences of Elementary School Pupils Using Robotic Kit

*Petr Coufal<sup>1\*</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

Competences of pupils at elementary school can be influenced by using robotic kits. The study focuses on the effect of robotic kits on the development of pupils' key competences. What is the impact of teaching with a robotic kit on development of pupils' competences? How does teaching with a robotic kit affects the problem-solving competence? The research goal is the collection and sorting of research studies in the field of using robotic kits in teaching with a focus on selected competences of pupils. Based on the findings, methodological and teaching materials for the development of selected competences using robotic kits in teaching are created. Collection of published research in the field of teaching by means of robotic kits. Qualitative analysis, comparison and processing of obtained data from the aforementioned research and studies. This work presents an overview study of research in the field of using robotic construction kits in teaching with a focus on the development of key competences of pupils and students. Part of this work is a demonstration of the use of methodological and teaching materials to develop selected competencies of pupils while using a robotic kit in teaching. The work presents a summary of the possibilities and use of a robotic kit in teaching with a focus on the development of key competences of the pupils. It also presents the influence of a robotic kit on the development of selected pupils' competences, such as the problem-solving skills.

**Keywords:** Key competences, Robotic kit, Project-based learning.



# Comparative Analysis of Surveys Focused on Pupils' Attitudes Toward Programming in Schools

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*<sup>1\*</sup>University of Hradec Králové, Faculty of Science, Department of Applied Cybernetics, Czech Republic*

The teaching of programming has started to be implemented at elementary schools worldwide, yet there is no standardized tool for evaluation of pupils' attitude toward the given course. Are current validated attitude surveys focused on attitudes toward programming suitable for elementary school pupils and what are the problems and limitations of their use in the teaching practice? Even though the subject matter in the field of teaching programming is mostly given, the specific form and content of lessons can significantly influence the attitudes of pupils. The research aims to compare and analyze existing attitudes surveys specifically focused on programming while considering limitations of elementary school pupils. The article is based on theoretical and methodological literature review and comparative analysis of existing surveys. The research serves as a foundation for development and testing of a new survey derived from existing ones and specifically modified for elementary school pupils. Current surveys are mostly focused on university students and the questions are far too complex to be understood by pupils at elementary schools. As such it is not possible to use them to compare the effect of various programming courses on pupils' attitudes toward the subject, which is necessary to identify and mitigate possible obstacles in the educational process. It is necessary to create and validate new attitudes survey purely for the purpose of the topic of programming, which is considered to be a new major field of study in IT at elementary schools that would reflect elementary pupil's limitations. Such a survey could be further used to compare different programming courses and their impact on pupils' attitudes.

**Keywords:** Teaching programming, pupils' attitudes, survey research.

# Utilization of Information and Communication Technology in Speech-Language Pathology Intervention

*Zuzana Pruchova<sup>1\*</sup>*, Karel Neubauer<sup>1</sup>

<sup>1\*</sup>*University of Hradec Králové, Czech Republic*

Interpersonal communication is the basic need of human beings. Hence, it is necessary to ensure availability and timeliness of quality health care in the case of communication disorder. Research Questions 1) How to define functional communication; 2) Is the incidence of functional communication disorder in the population measurable phenomenon by using the Functional Communication Photo Test? Purpose of the study is to create an experimental version of diagnostic test with the use of ICT to assess the ability of the client's functional communication. Technological development in this area is one of the key factors for first aid and successful process in the speech-language pathology intervention. In the preparation phase I did the literature search and determined the research problem. Then I made the pre-research with the experimental version of the research instrument in the form of photographic test "FF". I realized a pilot experiment - qualitatively oriented case studies with a small group of people with communication disorder - and I analyzed obtained data. In case studies I described the relation between communication disorders and functional communication. Functional communication profile looks differently for individual disorders. Case study analysis shows that the test can be used as an instrument for diagnosing a cognitive condition and its consequences for everyday life of clients. Experimental version of the test does not examine the current conversational ability. Inclusion of ICT in the research enables the development of the test and relevant methodology. The "FF test" is designed to assess the level of functional communication among clients with communication disorders. Therefore, this research instrument can indicate that the client is not ready to return home after the recovery treatment, emphasizing the need for post-acute care for clients.

**Keywords:** Functional communication, ICT, communication disorders.

# The Motivation of Pupils to Choose German as another Foreign Language

*Marie Mullerova<sup>1\*</sup>*

*<sup>1\*</sup>University of Hradec Kralove, Czech Republic*

German companies in the Czech Republic expect knowledge of German. German is taught in many schools, but it is not a popular language. The paper tries to answer the question, what reasons lead pupils to choose German language. At present, the knowledge of German is a significant advantage in the Czech Republic. The German language is often perceived as a difficult language in the Czech Republic, yet many primary school pupils choose it as another foreign language. The research was carried out in the form of a questionnaire survey at 14 schools in the Czech Republic. Almost 800 respondents aged 12-16 years participated in the research and the results were then statistically processed. The results of the research showed that many pupils have to learn German because there was no other choice of language at school. A large group of pupils chose German because they wanted to learn this language. The results of the research showed that the majority of respondents have to learn German because there was no other choice of another language at school. A large group of respondents chose German because they wanted to learn this language, and a second large group of respondents stated a good German teacher as the reason for choosing German.

**Keywords:** Second language, German, Czech Republic.





# Evaluation in Work of Principals: An Analysis of The Methodology Approaches

*Stanislav Michek<sup>1\*</sup>, Dominik Luksch<sup>1</sup>*

<sup>1\*</sup>*University of Hradec Králové, Czech Republic*

In recent years, substantial investments have been made in systems of teacher evaluation. The principals of the school play a key role in setting up and implementing these systems. How is evaluation used by elementary schools principals? What methodological approaches are applied in the research of this topic? The review provides insight into how the evaluation by principals has been investigated so far. This is a broad topic related to the effectiveness of implementing systems of teacher evaluation, the use of evaluation tools / methods / models, the perception of observation by the principals / teachers, etc. The review builds on peer reviewed only journal papers included in Web of Science and/or ERIC databases. All these articles present original empirical research studies in English. 30 studies are devoted to empirical research (16 quantitative, 12 qualitative, 2 mixed) published over the past seven years. The research methods predominate questionnaire surveys (15x) using descriptive statistics, hypothesis testing and, to a lesser extent, regression analysis. This is followed by semi-structured interviews with principles or teachers (nine times), two times used focus groups, two times used case studies based on observation and interview. The rest is an analysis of data obtained from information systems for evaluation. Although the trend towards focusing on teacher evaluation is increasingly evident internationally, most of the empirical research evaluated in this paper is from the USA. The methodological challenge shows the use of mixed design coming from questionnaire and cross-case studies based on: a questionnaire survey between principals and teachers, observation of principals' evaluation and interviews with principals and teachers.

**Keywords:** Review, principals, teacher evaluation, research methods.

# Online off-task? Impact of Preservice Teachers' Use of Mobile Devices at University

*Carolyn Broadbent*<sup>1\*</sup>, Jill Burgess<sup>1</sup>

<sup>1\*</sup>*Australian Catholic University, Australia*

Due to the proliferation of technologically driven teaching environments lecturers are challenged by the reduction in student engagement in classes. What is the nature of preservice teachers' use of mobile devices during class? How does preservice teachers' use of mobile devices transform teaching and learning environments and lecturers' pedagogical practices? To explore the nature of and time spent by pre-service teachers on the use of mobile devices when undertaking on-campus classes at university. To identify preservice teachers' level of engagement and preference for off-task learning during on-campus classes, and the impact of changing levels of student engagement on academics. The research presented in this paper comprises one component of a larger study of a multi-campus university. The study adopts a predominately quantitative methodological approach including a survey distributed to ninety-five preservice teachers for data collection, analysis of responses and discussion of findings. Some qualitative methods were used to extend and bring further meaning to the data. This study focused on preservice teachers' use of technology during university classes. The research found that eighty-four percent of preservice teachers use social media and internet sites unrelated to their academic work during lectures, workshops and tutorials of one or more hours per week, with more than a third indicating over three hours. This has implications for university lecturers. This study highlights the need for a deeper understanding of preservice teachers' preferences for learning. The development of new and more creative pedagogies is essential to strengthen class interaction, stimulate thinking and encourage purposeful engagement in the learning process. Further, universities should adopt a proactive approach to this issue through the development of policies that counter negative influences.

**Keywords:** Preservice teachers, mobile devices, pedagogy.

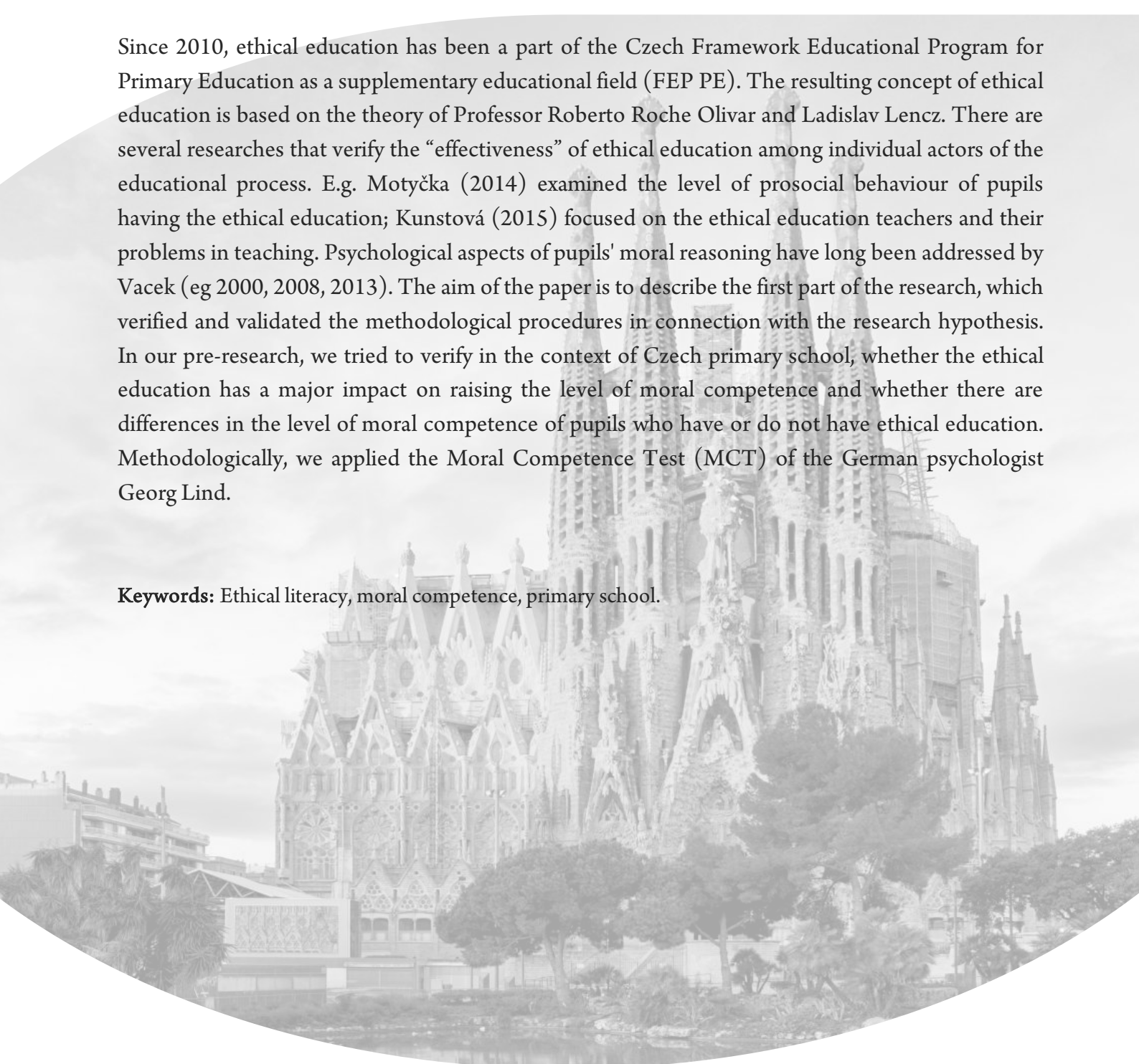
## Moral Competence as Part of Ethical Literacy

*Tomáš Hubálek<sup>1\*</sup>, Alžběta Rajsiglová<sup>1</sup>*

*<sup>1</sup>Palacký University Olomouc, Czech Republic*

Since 2010, ethical education has been a part of the Czech Framework Educational Program for Primary Education as a supplementary educational field (FEP PE). The resulting concept of ethical education is based on the theory of Professor Roberto Roche Olivar and Ladislav Lencz. There are several researches that verify the “effectiveness” of ethical education among individual actors of the educational process. E.g. Motyčka (2014) examined the level of prosocial behaviour of pupils having the ethical education; Kunstová (2015) focused on the ethical education teachers and their problems in teaching. Psychological aspects of pupils' moral reasoning have long been addressed by Vacek (eg 2000, 2008, 2013). The aim of the paper is to describe the first part of the research, which verified and validated the methodological procedures in connection with the research hypothesis. In our pre-research, we tried to verify in the context of Czech primary school, whether the ethical education has a major impact on raising the level of moral competence and whether there are differences in the level of moral competence of pupils who have or do not have ethical education. Methodologically, we applied the Moral Competence Test (MCT) of the German psychologist Georg Lind.

**Keywords:** Ethical literacy, moral competence, primary school.



# Characteristics of Natural Science Misconceptions among Transylvanian Hungarian Teacher Training Students

Noemi Birta-Szekely<sup>1\*</sup>, Noemi Szallassy<sup>1</sup>

<sup>1\*</sup> Babes-Bolyai University, Romania

According to the constructive pedagogical trends, the formation of misconceptions significantly inhibits conceptual changes, thus resisting teaching-learning processes. The present research examines the knowledge of teacher training students. How characteristic the natural science misconceptions are among participants, are there any scientific concepts with which the students are not familiar? In the curricula of different countries the development of critical thinking as well as the practical applications of knowledge in natural science is given various importance. In our research, we wish to explore the natural science misconceptions among Transylvanian teacher training students. The survey is based on a traditional paper-based questionnaire, in which we ask for conceptual maps, while we also ask specific definition-centred questions about natural science concepts, as well as open questions based on reasoning. Our target group includes Hungarian university students from Romania (academic year 2018/2019) who will be teaching natural science concepts during their teaching career. Teacher training students have many scientific misconceptions, regarding concepts of physics, some concepts are completely unknown to them. The diversity of answers given to some problems indicates that the conceptual framework of the students are completely different, as they interpret the same information differently. In many cases, childhood, naïve theories come into play during the explanation of the concepts. In the case of teacher training students, misconceptions are fixed. We believe that in order to understand natural science concepts in elementary and secondary education, there is need for the interdisciplinary (STEAM education) approach. There is need for a strong and determined pedagogical innovation, for a more conscious pedagogical work, that aims to change our entire thinking system.

**Keywords:** Misconceptions, teacher training, constructive pedagogy.

## Design Thinking Methodology in the Career Development Programme for University Students

Silvana Fratric Kunac<sup>1</sup>, Irena Miljkovic Krekar<sup>1</sup>, *Maja Kolega<sup>1\*</sup>*

<sup>1\*</sup> *VERN' University of Applied Sciences, Croatia*

To many freshmen the process of career decision making seems to be finalized once they have chosen a field of study, but as time goes by their uncertainties rise. Design thinking provides a useful frame for developing extracurricular programme that can help students grow functional and realistic perceptions of their future careers. This study deals with the effects and potential usefulness of a career development programme implemented at the University of Applied Sciences VERN' (Zagreb, Croatia). 19 students took part in the Programme and were tested before and after its implementation on four measures - Career-related Negative and Positive Affect, Career Development Self-Efficacy, Dysfunctional Beliefs and Career Uncertainty. In order to exclude possible external factors that could affect students, a control group of 20 students of the same age and gender was also tested. At the beginning of the Programme the treatment group showed less dysfunctional career beliefs than control group, and that difference stayed stable at the second measurement point. After the Programme the treatment group showed significant decrease in Career-related Negative Affect. No significant differences were found on the remaining measures. The lack of effects on other variables could be attributed to the research methodology (treatment group consisting of highly motivated, initially different individuals) but also stresses the need of programme modification for the next generation.

**Keywords:** Design thinking, career development, dysfunctional beliefs.



## “My Home Is Shaking”

*Soon Singh Bikar Singh*<sup>1\*</sup>, Balan Rathakrishnan<sup>1</sup>, Zulhikar Rabe<sup>1</sup>

<sup>1\*</sup>*University Malaysia Sabah, Malaysia*

The Ranau earthquake that struck on June 5, 2015 was the strongest ever experienced in Sabah causing locals, especially children at the epicenter of the earthquake to panic. Consequently, it was decided to undertake a qualitative research study to determine the perceptions and knowledge of primary school students in Ranau on earthquakes, and to identify factors influencing their knowledge and perceptions. Purposive sampling was used to select the school that had suffered the worst damage due to the earthquake. Six of the level two students from this school were randomly selected to be interviewed: Three male and three female. Qualitative data was collected using a semi-structured interview method. The findings show that primary school students in Ranau have no knowledge about the concept of ‘earthquake’. The respondents’ perceptions of the earthquake evoked phrases and comments such as ‘scary disaster’, ‘swirling houses’, ‘houses collapsed’, ‘damaged roads’ and ‘quakes will cause death’. The Damage to the school buildings made them frightened to go to school amid fears that the buildings would collapse. The findings also show that the perceptions of these school children were influenced by their experience in the face of the earthquake, as well as factors related to their cultural and religious backgrounds. The results of this study can be used to devise educational programs to educate school children and provide them with a clearer picture of an earthquake disaster so that they will be better prepared to face this kind of disaster in the future.

**Keywords:** Earthquakes, Ranau, perceptions, students, mass media.



## Associations between Academic Burnout and Social-Cognitive Factors: Does General Cognitive Ability Matter?

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Literature on self-regulated learning theories suggests cognitive, social and emotional factors to interact. However, the results are inconsistent, referring to the need for more specific research on variables' interplay. How is academic burnout associated with social-cognitive factors, such as academic buoyancy and cognitive emotion regulation strategies, in student groups with different general cognitive ability? The aim of the study is to examine whether and how general cognitive ability would moderate the associations between academic burnout and social-cognitive factors, such as academic buoyancy and cognitive emotion regulation strategies. In other words, whether these associations are different in student groups with different general cognitive ability. The sample of 289 Estonian 8th-grade students completed the questionnaires assessing students' academic burnout, academic buoyancy, and cognitive emotion regulation strategies; 12 tasks on Raven's Standard Progressive Matrices' D-set were also administered to measure students' general cognitive ability. To test for the moderation effect of general cognitive ability, separate sets of hierarchical regression analyses were conducted. Results revealed that associations between academic burnout and academic buoyancy and adaptive cognitive emotion regulation strategies were moderated by general cognitive ability. More specifically, students with higher general cognitive ability but lower academic buoyancy and/or who use less frequently adaptive strategies for emotion regulation, such as positive refocusing, positive reappraisal and putting into perspective, are more prone to burnout. The study indicates that higher cognitive abilities can either be blessing or curse, depending on whether students tend to apply or not to apply adaptive coping strategies. The findings support the idea of explicitly teaching proactive practices to prevent academic burnout and a deeper investigation of the role of cognitive abilities in the relationship between burnout and social-cognitive factors.

**Keywords:** Academic burnout, cognitive abilities, moderation.

# Personality Traits as a Predictors of a Domain Specific Flow Proneness

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To gain a full understanding of the factors predicting flow experience, it is important to consider personality and situational factors simultaneously. The aim of this study was to assess whether the association between personality traits and flow proneness differs across domains. Since there are some inconsistencies in findings related to which personality traits predict flow proneness, in this study we hypothesized that personality traits predict flow differently, depending on the domain in which it is experienced (studying, routine activities, leisure and playing an instrument). The participants were 165 students of the Academy of Music of the University of Zagreb, with a mean age of 20 years. Personality traits were measured by the International Personality Item Pool (IPIP50) developed by Goldberg (1999) and validated on a Croatian sample. Flow proneness in specific domains was measured with an adapted Swedish Flow Proneness Questionnaire. Hierarchical regression analysis showed that conscientiousness is the most consistent predictor of flow proneness, being a significant predictor of flow in all domains. It was the only significant predictor of flow in routine activities. Other significant personality predictors were emotional stability for flow during leisure and studying, extraversion for flow while studying, and intellect for flow during the playing of music. The study provides support for autotelic personality but also gives an insight into personality traits relevant for situation-specific flow proneness. While the hypothesis that different personality traits predict flow in different domains was supported, it was also found that conscientiousness is the most consistent predictor of flow in all situational settings.

**Keywords:** Big Five personality model, flow, students.



## Interconnections Between Teachers' Attitude and Inclusive Education

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Inclusive education is considered as an important paradigm in the reforms of the educational system, where teachers' attitudes is a key element for ensuring optimal teaching and learning process. How do attitudinal components affect teachers' involvement in inclusive education and what components of attitudes need to be updated in teacher education? To study the teachers' subjective self-assessment of attitudes towards the implementation of the inclusive education in the context of a three-dimensional model, which includes both the affective perception assertions of the inclusion process and the reactive, behavioural and cognitive indicators of attitude. A quantitative research methodology, based on a correlational research design, is used to address the topic. Participants were selected using purposeful random sampling strategy, and the survey Attitudes towards Teaching All Students (ATTAS-mm) was employed. For statistical analysis, the SPSS 22.0 program was employed: a method of descriptive statistics, Kruskal-Wallis test, and Kendall's tau-b correlation test. The teacher's attitude and inclusive values are decisive variables for ensuring the inclusive educational environment. The affective and behavioural dimensions of the model of attitudes show a prevailing positive attitude and the readiness to create an accepting learning environment, whereas the cognitive dimension confirms the negative attitude. Supportive measures are needed to implement the inclusion to its full potential. Resulting from the findings of the study, the authors can conclude that attitude is a significant component in the structure of teachers' professional competence as it unites cognitive, affective and behavioural components, as well as is characterized by personal relevance and knowledge aspect, thus having an influence upon a professional activity and raising awareness of personal beliefs and values.

**Keywords:** Inclusive education, special needs, teacher's attitude.

# Higher Education Students Learning Strategies: An Insight into Czech Educational System

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The paper is a presentation of key empirical findings related to Czech teacher-oriented higher education students' learning strategies in the process of teacher-oriented students'/prospective teachers' education. As to methodology and structure of the employed questionnaire, the survey is inspired by Hrabal and Pavelková (2011), Vlčková (2010), Ramsden CEQ (1989), Juklová, Chvál, Michek (submitted). The presented findings come from Valtová survey (2019), and further empirical contextualisation. Foreign language learning strategies are shown from the perspective of the Faculty of Education University of Hradec Králové students. The presented findings provide an insight into selected conditions crucial in relation to the learning performance and learning-friendly conditions. Based on the focused empirical findings both the presentation and paper reveal how teacher-oriented students/prospective teachers in the sample view their use of foreign language learning strategies, to what extent the respondents employ the conceptualised foreign language learning strategies, also in relation to some other learning conditions and predictors of potential success.

**Keywords:** Learning strategies, university, performance, motivation.



# Typology of Czech University Students by Their Internet Addiction

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Currently, the daily use of internet for university school students an absolute necessity, even in their free time. Unfortunately, students often play computer games and show signs of addictive behavior. What is the level of addictive behavior of university students in connection with computer games and internet, there is typically a group of students according to their internet addiction? The paper aims to identify the risks posed by the increasing use of information and communication technologies (ICT) and internet in everyday university students life. Specifically, the paper focuses on the negatives associated with playing computer games and internet addiction. In research we will use a quantitative research strategy with an own questionnaire to identify the degree of addictive behaviour in university students in relation to computer games and Chen internet addiction scale. The data collected from the questionnaire will be subject to statistical processing using a cluster analysis. We will identify possible groups of university students according to their addictive behaviour and internet addiction. Research was carried negative risks of computer games and internet on a sample of university students of Faculty of Education in Olomouc (Czech Republic). It was formulated typology of university students according to their degree of dependence on computer games and internet addiction.

**Keywords:** Internet addiction, CIAS, students, cluster analysis.



# Teachers' Perceptions of the Effect of a Solution-Focused Skilful-class Method on Students' Social-Emotional and Self-management Skills

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There are increasing demands to help students to learn skills for interaction, self-management, collaboration and to provide effective method for teachers to improve classroom atmosphere and teachers' work management. How can solution-focused Skilful Class method support students' to learn skills and assist teachers to promote supportive and collaborative school classroom atmosphere and improve their own work management? The purpose of this study is to assess the effectiveness of solution-focused Skilful-Class method in promoting supportive and collaborative classroom atmosphere and improve teachers' work through students' skills learning. Skilful-Class project was conducted in 23 Finnish primary school classes (20-26 students per class) with 23 Finnish teachers and 19 classes Chinese primary schools (40-50 students per class) with 19 Chinese teachers. Data were collected by pre-questionnaires and post questionnaires from 2018 autumn – 2019 spring. Qualitative data was collected using interviews and observation and analyzed by content analysis. In the Skilful-Class project, the students become more supportive and collaborative with each other. There is clear evidence shows that the classroom atmosphere improvement. The teachers' responses also show that the teachers have better collaboration with parents and colleagues and their work become easier at school when students learned many interaction, self-management and collaboration skills. Based on the research findings, we can conclude that solution-focused Skilful-Class method is an effective tool to help students to learn interaction, self-management and collaboration skills which can improve school classroom atmosphere. Further on it improves the collaboration among teachers, students and parents and builds a friendly and supportive learning community.

**Keywords:** Solution-focused Skilful-Class, Classroom atmosphere improvement.

## Learning-related Activities: The Immediate and Delayed Effects on Subjective Well-Being

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Satisfaction and enjoyment in everyday experience, work and leisure is important for understanding subjective well-being. However, people experience different levels of pleasure, meaning, and engagement during specific activities. The study investigated the effect of activity type (related or unrelated to learning) on momentary positive and negative affect and satisfaction. Students generally find meaning in education-related activities, although they usually do not enjoy them. Whereas pleasurable (predominantly freely chosen) activities immediately increase well-being, meaningful activities that are often imposed, may have a delayed effect on satisfaction and affect. However, the temporal extent of these effects is still unclear. 117 students (aged 18-27 years, 28% males) participated in the experience sampling study during one week. They were prompted five times per day to describe what they were doing and to assess momentary positive and negative affect and satisfaction on hand-held devices. Reported activities were coded as learning-related or other activities. Hierarchical linear modeling showed that engaging in learning activities immediately decreased satisfaction and increased negative affect, when compared with other activities. The delayed effects were significant up to three hours for negative affect and six hours for satisfaction. On the other hand, the activity type had neither immediate nor delayed effect on positive affect. Learning-related activities decrease subjective well-being, but this effect ceases after six hours. In general, freely chosen activities are source of pleasure and enjoyment. On the other hand, learning-related activities are necessary for the realization of long-term goals, but they are often not enjoyable because they are mainly imposed.

**Keywords:** Learning activities, subjective well-being.

# Teachers' Work Orientations and Flourishing: Mediated by Flow in Different Domains

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According to recent studies teachers' well-being is significant contributor to teacher effectiveness in terms of students' academic achievement so it would be worth finding out what contributes to teachers' well-being. The main research question was to explore relationship between work orientations and well-being, with flow as potential mediator. By extending previous research that revealed positive relationship between calling orientation and well-being and negative job/career orientation and well-being, present study aimed to explore the role of flow in different life domains as mechanisms underlying this relationship, with an accent on flow at work. Correlational research design was used to examine relationships between work orientations, flow in different life domains and flourishing of 315 classroom teachers from Croatia. The following instruments with self-report measures were used: Work-life Questionnaire, Swedish Flow Proneness Questionnaire, Flourishing Scale as a measure of well-being. Questionnaires were administered to teachers during regular professional training. Three parallel mediation analyses were performed to test a hypothesized mediation role of flow in different life domains in the relationship between work orientations and flourishing. Results showed that career orientation was nonsignificant for teachers' flourishing. Flow at work partially mediated the positive relationship between calling orientation and flourishing, and the negative relationship between job orientation and flourishing. The study provides empirical support for the mediating role of flow at work in the relationship between calling and well-being, suggesting that flourishing of calling oriented teachers can be enhanced by experiencing flow at work.

**Keywords:** Flourishing, flow, teachers, work orientations.

## Subjective Wellbeing and Self Effectiveness in Secondary School through Three Stressors Dimensions

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Wellbeing and self-effectiveness depend on various factors and some of those are represented by the stressors of the workplace. The way in which the evolution of the stressors is perceived in time is an important tracking size or Frequency and severity of stressors are sufficient to describe them. If it is importance of pursuing all three dimensions of both occupational and out-of-work stressors in order to evaluate the correlations between Subjective wellbeing and perceived self-effectiveness. For the assessment of occupational stress and stress outside the workplace, a 36-item 3-dimension questionnaire (referring to frequency, level and evolution in time) was structured and administered to employees in a secondary school. At the same time, the 57 employees were surveyed for self-effectiveness and subjective wellbeing (TSWQ). TSWQ correlates positively with Self-Effectiveness ( $p = 0.00$ ), with evolution of the inflexible work program ( $p = 0.011$ ). TSWQ correlates negatively with all the dimensions of stress represented by the problems affecting family: frequency ( $p = 0.034$ ), level ( $p = 0.042$ ) evolution ( $p = 0.042$ ). These results underline the importance of pursuing all three dimensions of both occupational and out-of-work stressors. Both Subjective wellbeing and perceived self-effectiveness are primarily correlated with stressors outside the workplace. In secondary school employees, family problems have a negative influence primarily on Subjective wellbeing, whereas conflicting relationships at home and personal life problems have a negative influence on self-effectiveness.

**Keywords:** Subjective wellbeing, self- effectiveness, evolution.

## Correlations of Age and Work Ability in a Kindergarten and a College

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The aging of the European Union labor force raises many challenges for safety and health at work, especially those relating to work capacity of older workers who more vulnerable. Age and work capacity influence each other according to individual and organizational characteristics. To evaluate the correlations between age, work ability and individual factors in two school units. The correlations between the individual factors (age, gender, current position, level of studies, seniority as an employee in the years of fulfillment) and work ability (" Labor Capacity "of the Finnish Occupational Health Institute) were evaluated through a questionnaire administered to the employees of a technical college and kindergarten. The age of the employees correlates negatively, significantly, with the self-perceived work capacity of the worker both in the college employees (  $p = 0,037$ ) and in the kindergarten (  $p = 0.018$ ). Age correlates negatively with the level of education both for kindergarten and college employees. In both educational units, with the increase in the age of the employees, the level of education is lower and the self-perceived work capacity significantly decreases.

**Keywords:** Age, work ability, kindergarten, college.





# The Impact of Creative Dramatics on Children Creativity Development in Nursery Schools

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To analyze the effect of applying creative dramatics in education on the children's creativity development through the case studies; determine and compare development of creative thinking among the children. Does the use of creative dramatics in pre-school education affect the development of children's creativity? The aim of the research is to identify and describe children creativity development thinking in the selected nursery schools through the case studies and to analyze the impact of applying creative dramatics in education on the development of children creativity in pre-school age. The research deals with the qualitative research and depicts the case studies as the detailed examination of education in the selected nursery schools. Observation, interviews and the standard "Torrance test" of creative thinking for pre-school children at classes, where creative dramatics students is applied, was used. During research investigation, the deeper analysis focused on pre-school education through case studies in nursery schools, which used methods and techniques of creative dramatics. The research study demonstrates significant results of the development of children's creativity through observation, interview, and test-thinking. The comparison of the case studies brought interesting findings and inspiring impulses for pre-school education in nursery schools. The paper proves that the use of creative dramatics in kindergartens has the significant effect on children's creativity development. The comparison of the case studies identified higher results in creativity of children with creative dramatics. The research study contributes to appreciation of creative dramatics as an effective method and positively affects the quality of pre-school education in nursery schools.

**Keywords:** Creativity, child, research, kindergartens, test.

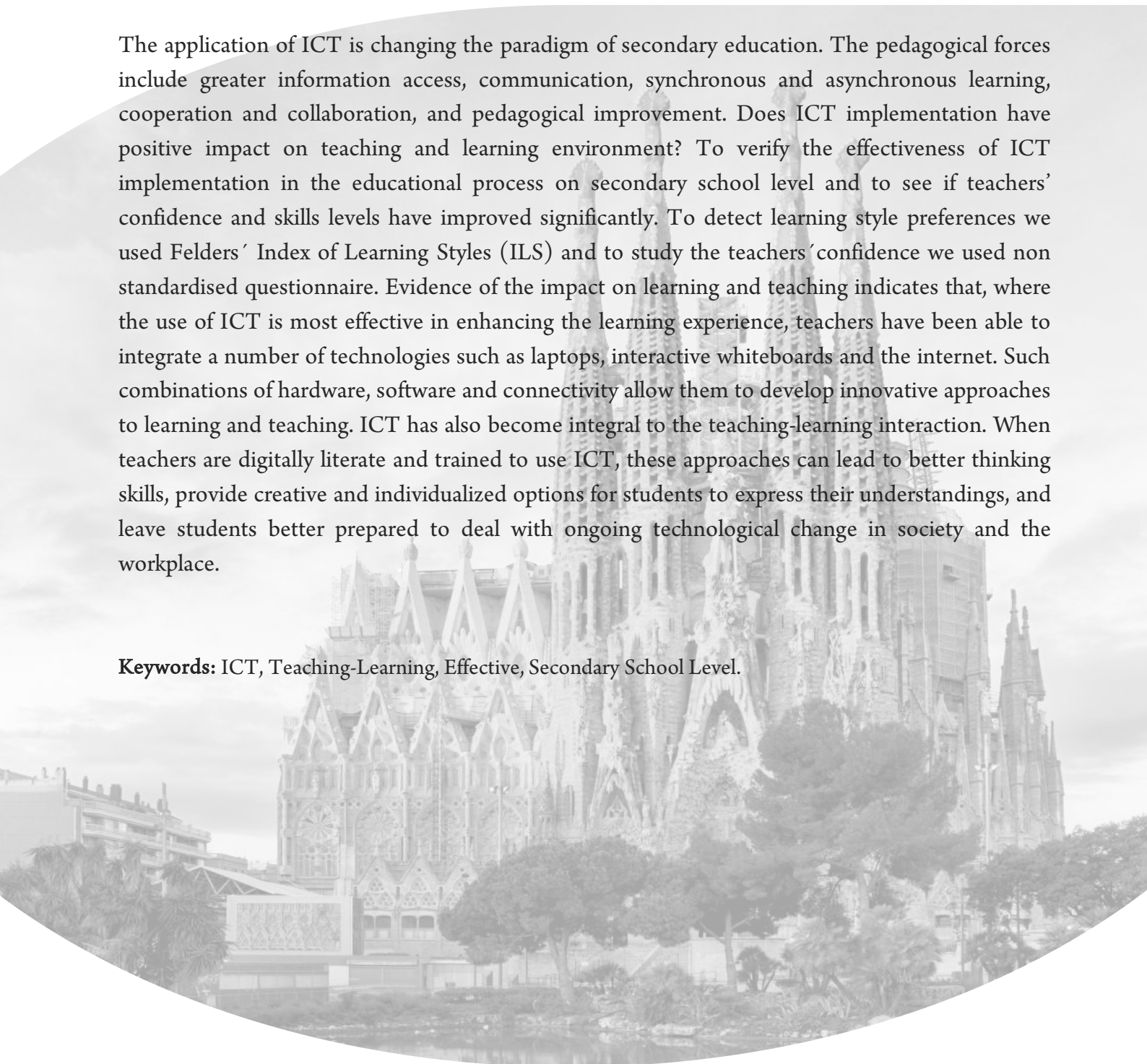
# Integrating ICT as Pedagogical and Innovative Tool in Secondary School Classes

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The application of ICT is changing the paradigm of secondary education. The pedagogical forces include greater information access, communication, synchronous and asynchronous learning, cooperation and collaboration, and pedagogical improvement. Does ICT implementation have positive impact on teaching and learning environment? To verify the effectiveness of ICT implementation in the educational process on secondary school level and to see if teachers' confidence and skills levels have improved significantly. To detect learning style preferences we used Felders' Index of Learning Styles (ILS) and to study the teachers' confidence we used non standardised questionnaire. Evidence of the impact on learning and teaching indicates that, where the use of ICT is most effective in enhancing the learning experience, teachers have been able to integrate a number of technologies such as laptops, interactive whiteboards and the internet. Such combinations of hardware, software and connectivity allow them to develop innovative approaches to learning and teaching. ICT has also become integral to the teaching-learning interaction. When teachers are digitally literate and trained to use ICT, these approaches can lead to better thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

**Keywords:** ICT, Teaching-Learning, Effective, Secondary School Level.



## The Future of Private Education. Stakeholders' Perceptions on Tax Credit Facilities

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More parents choose a private school, so the government and employers should provide credit facilities. Analyzing the European trends we will identify that credit facilities that can be implemented. What are the perceptions on tax credit facilities for those that choose private education and Is there an upward trend regarding private education? We aim to identify the perceptions of stakeholders on tax credit facilities for those who choose private education, analyze whether there is an upward trend in access to private education and which is the profile of the person/family choosing private institution for education. A survey based on questionnaire will be applied on 150 stakeholders (parents, employers representatives, educators from state and private educational organizations). To obtain the necessary data for our research we are going to use Google forms and then analyze the obtained data using SPSS. Moreover gender, age, the level of education and income information will be taken in consideration. The results reveals the stakeholders perceptions hierarchy on tax credit facilities for those who choose private education, an upward trend attending private education. We also drew the profile of the person/family choosing private institution for education: university graduate, above average income/family members, low level of trust in state education. The results of our study shows an upward trend regarding private education. So, in order to straighten the private education system, tax credit facilities are a must. Moreover, we propose measures to be taken in consideration regarding educational and tax credit facilities policies on both state and private educational organizations.

**Keywords:** Private education, tax credit facilities, income.

# European Policies on Research in Education. A Theoretical Approach

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The European Union sets the framework for EU countries to exchange best practices. Analyzing research programs and methods at EU level we will identify best policies on research in education. What are the European policies on research in education and which are the best research programs in education at European Union level? We aim to identify the main strategies adopted by the educationally advanced EU states regarding implemented research programs in education in order to help create efficient policies on research in education for all European Union countries. Moreover, we will analyze the best used research methods in terms of efficiency. We will carry out an analysis regarding the methods and results of research programs aiming the educational system implemented in the EU countries. Moreover, we will analyze the strategies adopted by the educationally advanced EU countries in order to be able to identify the most relevant policies to be applied at EU level as support for the educational process. The results of the research will highlight how the European Union countries are implementing measures to increase the quality of the educational act by adopting effective policies aimed at research in education, as well as identifying the main research programs and methods that target the educational environment at the European Union level. Our study results show that there are some differences regarding most efficient methods to be used in order to adopt the best policies on research in education between the members of the EU countries. It is important to develop a quality and efficient educational policy that will allow all EU countries to ensure a more efficient research in education.

**Keywords:** European policies, research, education, European Union.

# The Dynamics of EEG Power Spectrum in the Process of Chemical Concept Formation

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The main disadvantage of modern education is that the increasing complexity of cognitive activity leads to mental and physical exhaustion of students, which is directly related to modern variations of the neuroefficiency hypothesis, in particular, the ratio of information and energy characteristics of mental activity. It is assumed that the targeted formation of the multi-level organization of the «substance» concept can lead to a reduction in energy costs in terms of indicators of brain activity in solving chemical problems. The goal of the study is to explore the dynamics of EEG power spectrum in respondents before and after the Chemical concept formation. We used the «Chemical differentiation» technique (Volkova, 2016) with simultaneous EEG recording. The formulas of chemical compounds appear on the screen at a random order. The participant was to divide these stimuli into groups according to the instruction: into two groups (global level - simple and complex compounds), into 4 groups (basic level - oxides, acids, bases, salts), into 14 groups (detailed level - acid oxide, amphoteric oxide, basic oxide, etc.). The quantity (n) of errors, the reaction time (T, sec), and measure of the complexity of the concept «substance» (quantity of levels) was estimated. Twenty-nine students aged 18–23 years took part in the present study. The increase in the complexity of the processed information is manifested in the increase in significant differences in the EEG power spectrum and in the expansion of its range, that is, the increase in the complexity of the processed information leads to the need to increase the activation of brain structures, which is manifested in the increase in significant differences in the EEG power spectrum and its range. Chemical concept formation is accompanied by a decrease in significant inter-level differences in power spectrum indices and a narrowing of the frequency range (excl. delta, complex information), on which these differences are revealed, which is in favor of the neuroefficiency hypothesis. It means that complex information begins to be processed with the same ease as simple information. The formation of concepts that represent the subject area of activity causes not only high accuracy, speed, but also ease of carrying out activities, which can lead to a decrease in fatigue in terms of reducing energy consumption for its implementation.

**Keywords:** Concept, reaction time, power spectrum.

## Cognitive Content of the “Family” Concept in Youth

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In modern times the family undergoes substantial modifications, both structural, and functional. Research Questions is what are the notions about family in modern youth? The main goal of the research was to study the semantic and cognitive content of the "Family" concept and the determination of its differential, classificatory, and category-bases cognitive signs through the content analysis of theoretic and empiric material. The research design included two stages: 1) content analysis of publications; 2) directed associative experiment, the stimulus word "Family". 999 young people with roughly equal sex distribution participated in the research. Their average age was 27 years. Analysis categories, ranking, and Fischer angular transformation was used for the comparison of the cognitive content of the ‘family’ concept. It has been found that the most pronounced characteristics in the description of the family are the characteristics of positive and empathic feel-ings in the family and characterize the interaction between the members of the family. The most significant for the youth is psychological comfort in the family, emotional intimacy, and trusting relationships against the background of material well-being and economic stability. The obtained results are important information, which can be used for the psychological correction and psychological support of families or people entering into family relations.

**Keywords:** Family, concept, youth.



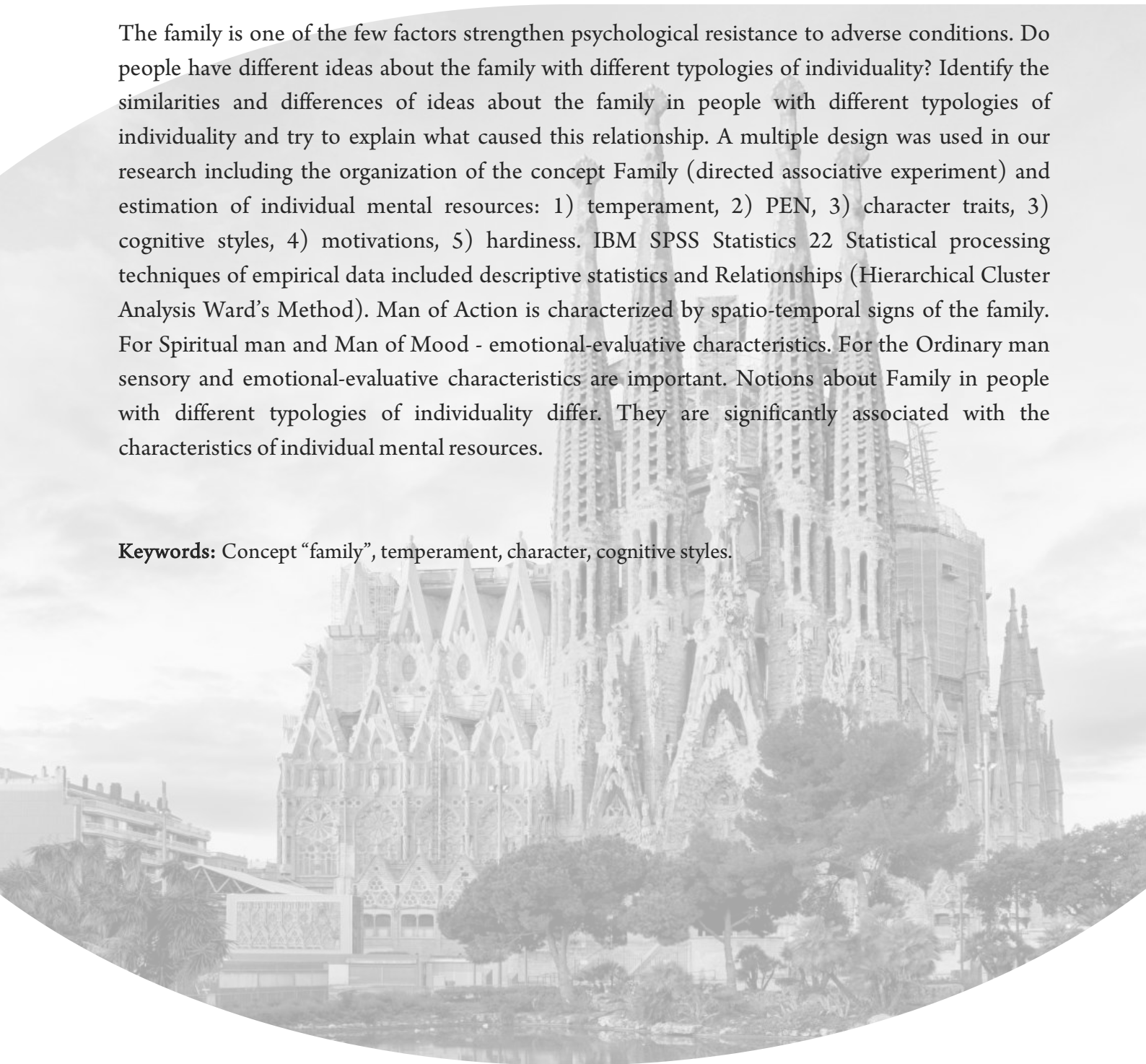
## Family Perceptions of People with Different Typologies of Individuality

*Tatyana Dudnikova<sup>1\*</sup>*

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The family is one of the few factors strengthen psychological resistance to adverse conditions. Do people have different ideas about the family with different typologies of individuality? Identify the similarities and differences of ideas about the family in people with different typologies of individuality and try to explain what caused this relationship. A multiple design was used in our research including the organization of the concept Family (directed associative experiment) and estimation of individual mental resources: 1) temperament, 2) PEN, 3) character traits, 3) cognitive styles, 4) motivations, 5) hardiness. IBM SPSS Statistics 22 Statistical processing techniques of empirical data included descriptive statistics and Relationships (Hierarchical Cluster Analysis Ward's Method). Man of Action is characterized by spatio-temporal signs of the family. For Spiritual man and Man of Mood - emotional-evaluative characteristics. For the Ordinary man sensory and emotional-evaluative characteristics are important. Notions about Family in people with different typologies of individuality differ. They are significantly associated with the characteristics of individual mental resources.

**Keywords:** Concept “family”, temperament, character, cognitive styles.



# The Notions About Work in Young People with Different Types of Individuality

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HRs who are responsible for conducting employee testing/recruitment programs doesn't use adequate psychological tests consequently these results do not allow to reveal the implicit idea of young people about work. The question arises whether or not young people with different types of individuality differ in their views on work? This study focuses on the relations between the features of the organization of the concept Work as a correlate of the individual picture of the world in young people with different types of individuality and the description of their behavioral manifestations. 1110 volunteers aged 19–35 (73% female), took part in the present study. We used a set of methods for assessing (a) different types of individuality: Temperament, Fundamental Personality Dimensions (PEN), Character, Motivation, Cognitive Styles, Hardiness; and (b) the organization of the concept Work (directed associative experiment). Mathematical data processing was carried out by using the IBM SPSS Statistics 22. “Spiritual Man” and “Man of Action” find their work difficult as they are distinguished by high level of hardiness, meaningfulness of life, spiritual abilities. “Man of Mood” considers their work as responsible. Subjective significance of professional activity, family values, material well-being are important for them. “Ordinary man”, being of low level of meaningfulness of life see their work hard. The data obtained revealed significant differences in the notions about Work in people with different types of individuality. We believe that how the features of the individual mental resources of young people determine their perceptions of work.

**Keywords:** Individuality types, conceptual structures, work, youth.



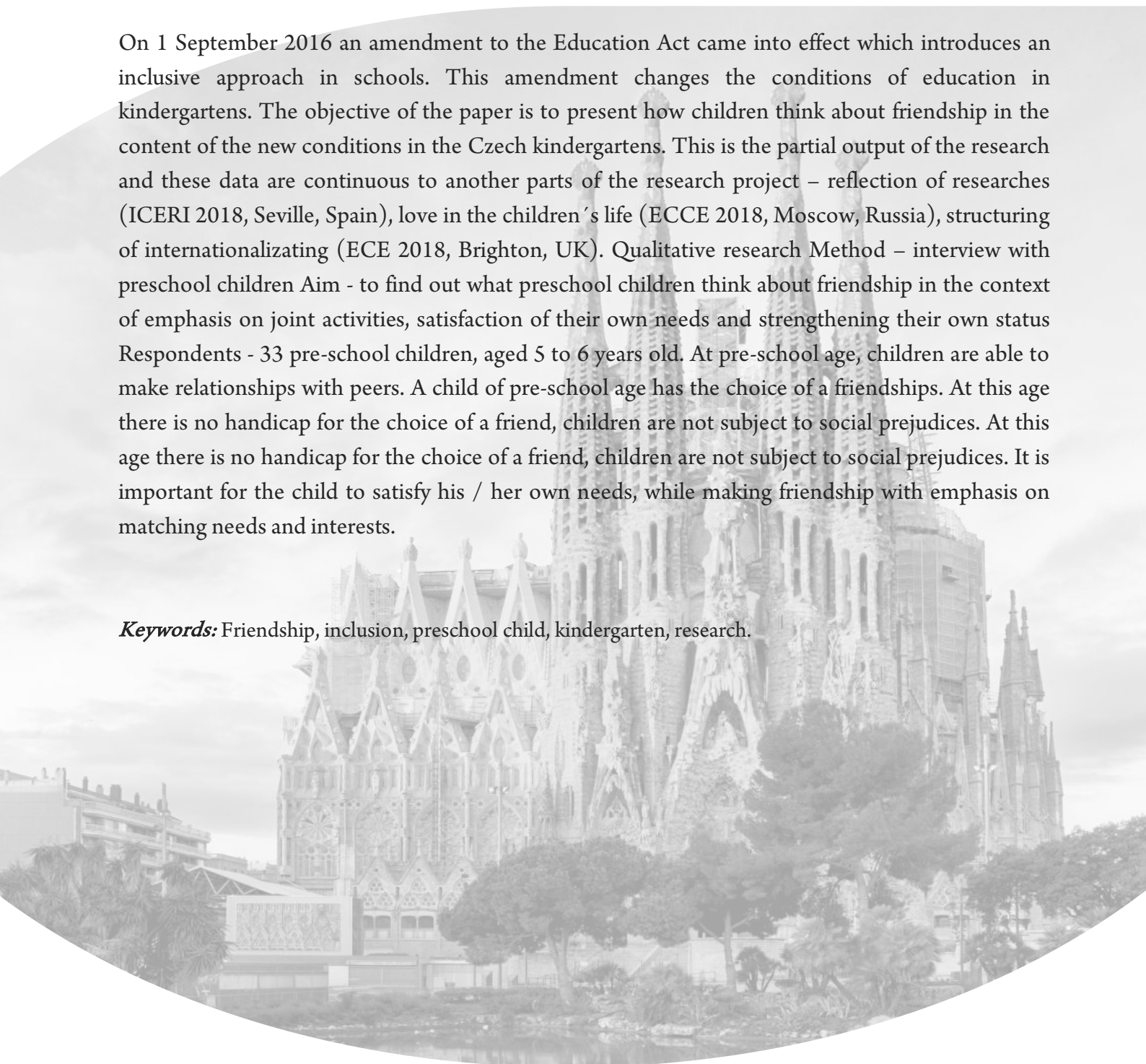
## Friendship by the Point of Children's View at the Czech Kindergarten

*Dominika Provázková Stolinská<sup>1\*</sup>, Miluše Rašková<sup>1</sup>, Eva Šmelová<sup>1</sup>*

*<sup>1\*</sup>Palacký University Olomouc, Czech Republic*

On 1 September 2016 an amendment to the Education Act came into effect which introduces an inclusive approach in schools. This amendment changes the conditions of education in kindergartens. The objective of the paper is to present how children think about friendship in the content of the new conditions in the Czech kindergartens. This is the partial output of the research and these data are continuous to another parts of the research project – reflection of researches (ICERI 2018, Seville, Spain), love in the children's life (ECCE 2018, Moscow, Russia), structuring of internationalizing (ECE 2018, Brighton, UK). Qualitative research Method – interview with preschool children Aim - to find out what preschool children think about friendship in the context of emphasis on joint activities, satisfaction of their own needs and strengthening their own status Respondents - 33 pre-school children, aged 5 to 6 years old. At pre-school age, children are able to make relationships with peers. A child of pre-school age has the choice of a friendships. At this age there is no handicap for the choice of a friend, children are not subject to social prejudices. At this age there is no handicap for the choice of a friend, children are not subject to social prejudices. It is important for the child to satisfy his / her own needs, while making friendship with emphasis on matching needs and interests.

**Keywords:** Friendship, inclusion, preschool child, kindergarten, research.



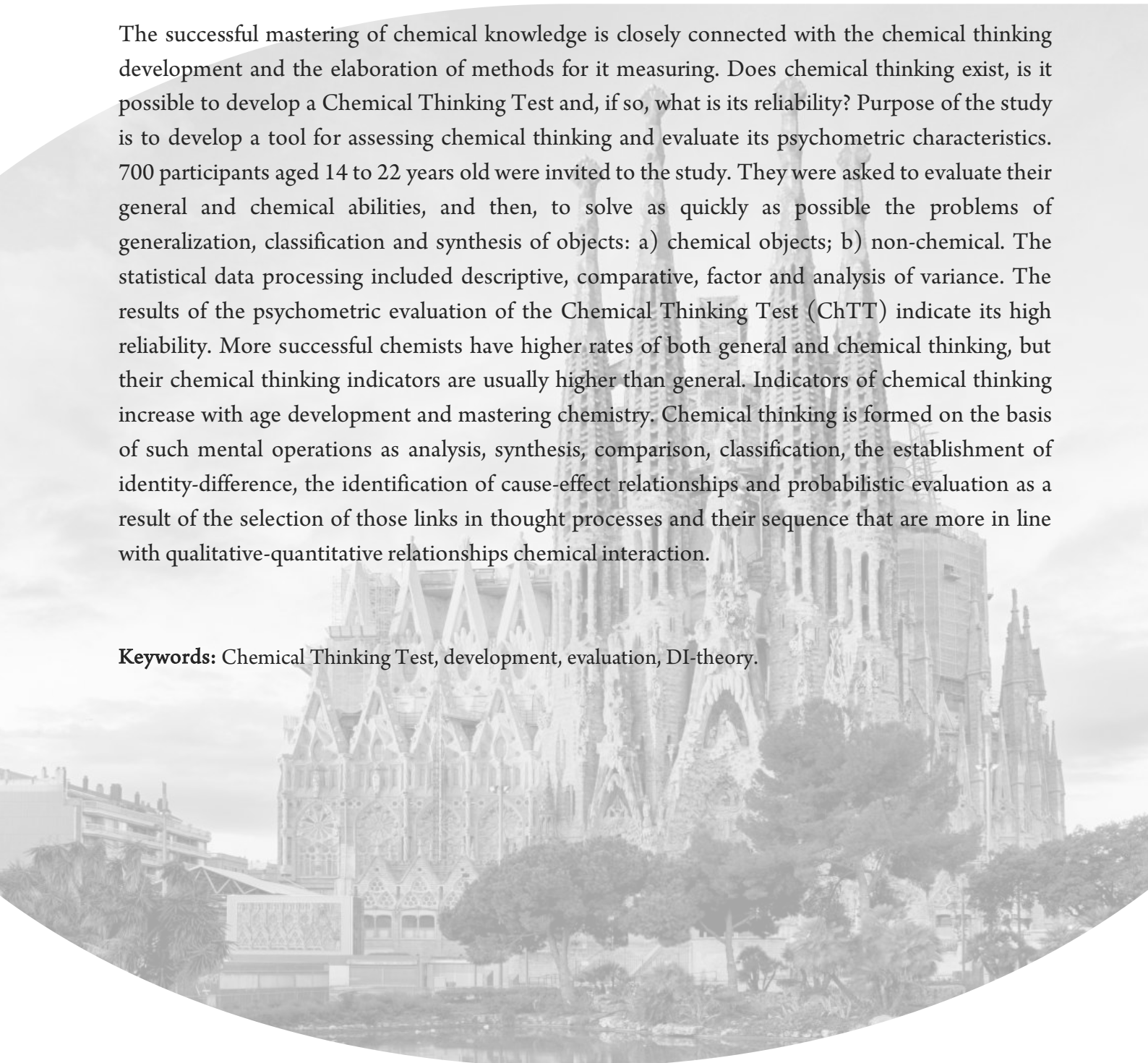
# Evaluation and Chemical Thinking Development

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The successful mastering of chemical knowledge is closely connected with the chemical thinking development and the elaboration of methods for it measuring. Does chemical thinking exist, is it possible to develop a Chemical Thinking Test and, if so, what is its reliability? Purpose of the study is to develop a tool for assessing chemical thinking and evaluate its psychometric characteristics. 700 participants aged 14 to 22 years old were invited to the study. They were asked to evaluate their general and chemical abilities, and then, to solve as quickly as possible the problems of generalization, classification and synthesis of objects: a) chemical objects; b) non-chemical. The statistical data processing included descriptive, comparative, factor and analysis of variance. The results of the psychometric evaluation of the Chemical Thinking Test (ChTT) indicate its high reliability. More successful chemists have higher rates of both general and chemical thinking, but their chemical thinking indicators are usually higher than general. Indicators of chemical thinking increase with age development and mastering chemistry. Chemical thinking is formed on the basis of such mental operations as analysis, synthesis, comparison, classification, the establishment of identity-difference, the identification of cause-effect relationships and probabilistic evaluation as a result of the selection of those links in thought processes and their sequence that are more in line with qualitative-quantitative relationships chemical interaction.

**Keywords:** Chemical Thinking Test, development, evaluation, DI-theory.



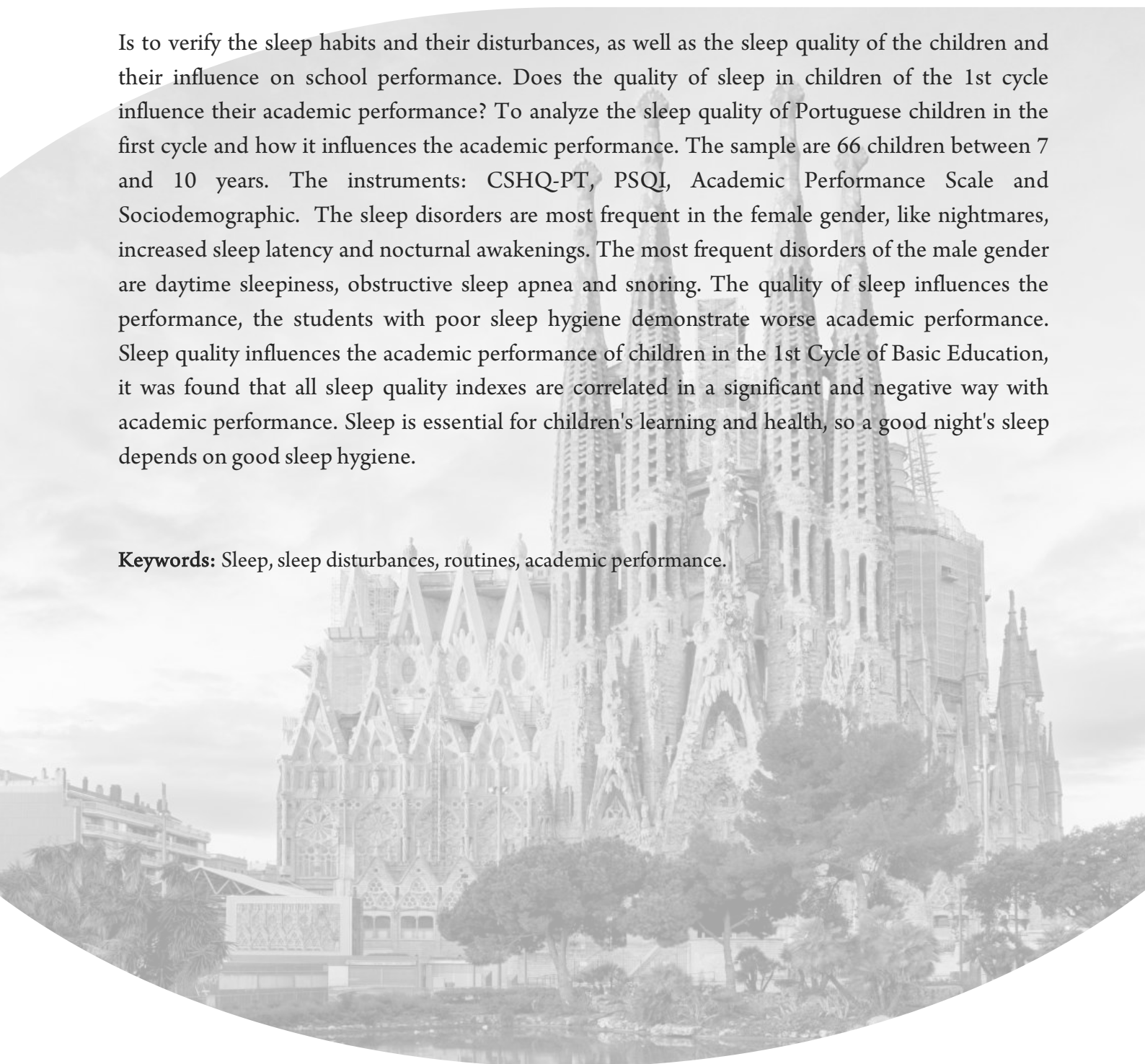
# The Impact of Sleep Quality on Academic Performance in Children in the 1<sup>st</sup> Cycle

*Ana Maria Gomes<sup>1\*</sup>*

*<sup>1\*</sup>Universidade Autónoma de Lisboa, Portugal*

Is to verify the sleep habits and their disturbances, as well as the sleep quality of the children and their influence on school performance. Does the quality of sleep in children of the 1st cycle influence their academic performance? To analyze the sleep quality of Portuguese children in the first cycle and how it influences the academic performance. The sample are 66 children between 7 and 10 years. The instruments: CSHQ-PT, PSQI, Academic Performance Scale and Sociodemographic. The sleep disorders are most frequent in the female gender, like nightmares, increased sleep latency and nocturnal awakenings. The most frequent disorders of the male gender are daytime sleepiness, obstructive sleep apnea and snoring. The quality of sleep influences the performance, the students with poor sleep hygiene demonstrate worse academic performance. Sleep quality influences the academic performance of children in the 1st Cycle of Basic Education, it was found that all sleep quality indexes are correlated in a significant and negative way with academic performance. Sleep is essential for children's learning and health, so a good night's sleep depends on good sleep hygiene.

**Keywords:** Sleep, sleep disturbances, routines, academic performance.



## Antisocial Personality in Paranoid Schizophrenia - the Forensic Risk

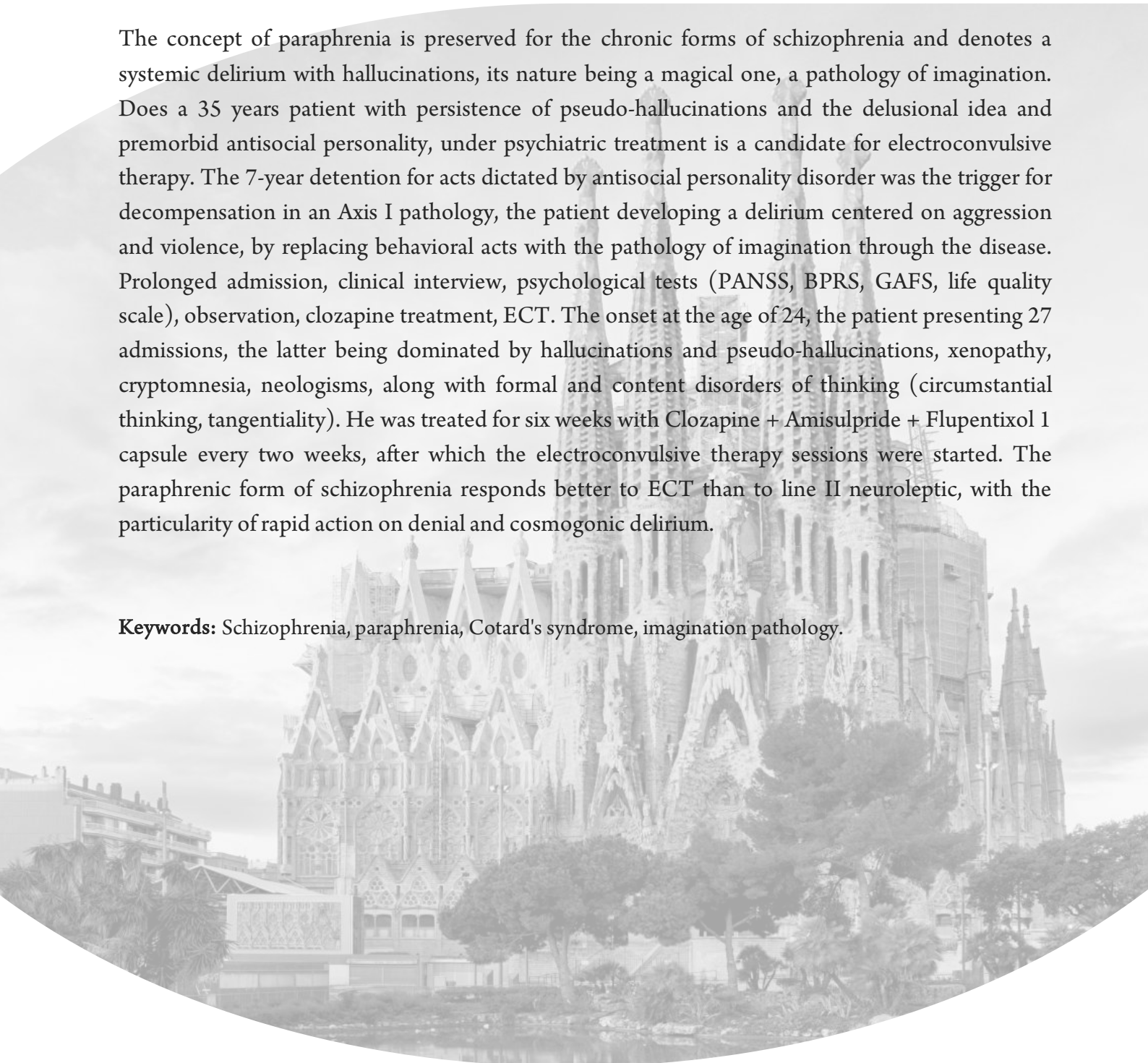
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The concept of paraphrenia is preserved for the chronic forms of schizophrenia and denotes a systemic delirium with hallucinations, its nature being a magical one, a pathology of imagination. Does a 35 years patient with persistence of pseudo-hallucinations and the delusional idea and premorbid antisocial personality, under psychiatric treatment is a candidate for electroconvulsive therapy. The 7-year detention for acts dictated by antisocial personality disorder was the trigger for decompensation in an Axis I pathology, the patient developing a delirium centered on aggression and violence, by replacing behavioral acts with the pathology of imagination through the disease. Prolonged admission, clinical interview, psychological tests (PANSS, BPRS, GAFS, life quality scale), observation, clozapine treatment, ECT. The onset at the age of 24, the patient presenting 27 admissions, the latter being dominated by hallucinations and pseudo-hallucinations, xenopathy, cryptomnesia, neologisms, along with formal and content disorders of thinking (circumstantial thinking, tangentiality). He was treated for six weeks with Clozapine + Amisulpride + Flupentixol 1 capsule every two weeks, after which the electroconvulsive therapy sessions were started. The paraphrenic form of schizophrenia responds better to ECT than to line II neuroleptic, with the particularity of rapid action on denial and cosmogonic delirium.

**Keywords:** Schizophrenia, paraphrenia, Cotard's syndrome, imagination pathology.



## Identity Impairment in Schizophrenia Type III (Crown)

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Hebephrenic Schizophrenia is a touchstone in terms of long-term management, especially the acceptance by the patient's family of the lingering evolution and the disintegrative dimension of cognition and intellect. Recuperation of a case of Hebephrenic Schizophrenia, with onset at the age of 13, on a background of high level intellectual and social functioning. The patient corresponds to type III Schizophrenia according to Crown's classification, the important characteristics are: disorganized speech and behavior, attention and cognitive deficits, the presence of an amalgam of symptoms, both positive and negative. Computerized EEG, brain MRI, psychiatric interview, daily monitoring of the developments during treatment, life mapping, heteroanamnesis, psychological tests, participation in occupational therapy and psycho-education during a prolonged hospitalization. Investigation reveals organic structure abnormalities such as a leptomenigeal parasagittal left 1 cm cyst and a lipoma at the corpus callosum level. The patient showed a progression of deteriorative type of cognition and behavior, up to and loss of sphincter control, ceaseless imperative auditory hallucinations, voices dictating suicidal acts of bizarre motivations. Poor remission and treatment failure. Antipsychotics influenced less productive dimension of the disease, with persistence phenomenology of formal thought, language and communication disorders (deficits in logical reasoning, approximations of words, persevering), along with regression and high levels of suggestibility.

**Keywords:** Hebephrenic Schizophrenia, disintegrative spectrum disorders.

# Evolutionary Possibilities of Acute and Transitory Psychotic Disorder

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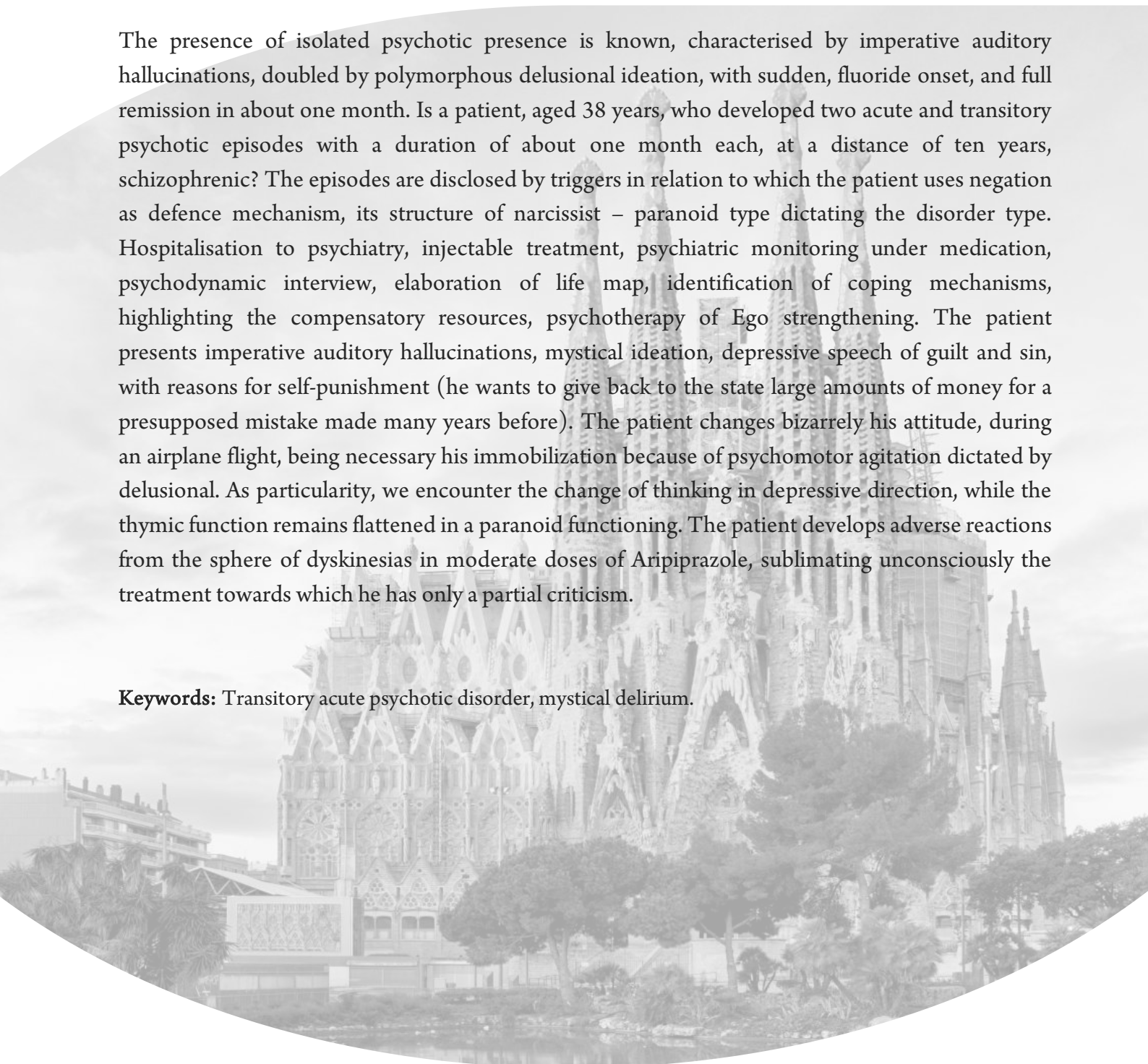
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The presence of isolated psychotic presence is known, characterised by imperative auditory hallucinations, doubled by polymorphous delusional ideation, with sudden, fluoride onset, and full remission in about one month. Is a patient, aged 38 years, who developed two acute and transitory psychotic episodes with a duration of about one month each, at a distance of ten years, schizophrenic? The episodes are disclosed by triggers in relation to which the patient uses negation as defence mechanism, its structure of narcissist – paranoid type dictating the disorder type. Hospitalisation to psychiatry, injectable treatment, psychiatric monitoring under medication, psychodynamic interview, elaboration of life map, identification of coping mechanisms, highlighting the compensatory resources, psychotherapy of Ego strengthening. The patient presents imperative auditory hallucinations, mystical ideation, depressive speech of guilt and sin, with reasons for self-punishment (he wants to give back to the state large amounts of money for a presupposed mistake made many years before). The patient changes bizarrely his attitude, during an airplane flight, being necessary his immobilization because of psychomotor agitation dictated by delusional. As particularity, we encounter the change of thinking in depressive direction, while the thymic function remains flattened in a paranoid functioning. The patient develops adverse reactions from the sphere of dyskinesias in moderate doses of Aripiprazole, sublimating unconsciously the treatment towards which he has only a partial criticism.

**Keywords:** Transitory acute psychotic disorder, mystical delirium.



# Identity Loss and Cognitive Restructuration on Patients with Post-Traumatic Cerebral Disorder

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Temporal-occipital contusion resulting intracerebral hematoma, having as a psychiatric symptomatology post-traumatic dementia, it is a challenge for any therapeutic team. It is necessary to coordinate pharmacological and psychological intervention. Is permanent cognitive stimulation an important part of the rehabilitation process and will it improve the therapeutic results, by a better compliance, also getting the insight over the issue? The differentiation and isolation of psychiatric symptoms from the neurological ones, in order to reduce the psychiatric manifestation, increasing global functioning and preventing the suicide risk. Prolonged admission, clinical interview, psychological tests (PANSS, BPRS, GAFS, life quality scale), observation. Computerized EEG, brain MRI, psychiatric interview, daily monitoring of the developments during treatment, life mapping, heteroanamnesis, psychological tests, participation in occupational therapy and psycho-education during a prolonged hospitalization. Following administration of medication – neurological and psychiatric, along with daily psychological intervention, the psychiatric symptoms are considerably reduced. Posttraumatic psychiatric sequelae are minor, fully integrated by the patient; global functionality is close to the one prior to the head trauma. Coordination and collaboration between pharmacological and psychological intervention were essential for the rehabilitation of posttraumatic symptoms. Family and social support brings also an important contribution regarding post-hospitalization rehabilitation program.

**Keywords:** Head trauma, posttraumatic dementia, psychological intervention.

## Obsessive-Compulsive Particularities in Acute Phase Episodes of Schizophrenia

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Obsessive idea is related to act, the patient trying a resistance; if in delirium the patient agrees and aspires to, in obsession, the disagreement is the main characteristic. In aggressive obsession, there is the fear of self of not being aggressive with others, while in paranoid delirium there is the fear of being persecuted by others. The concept of schizo-obsessive disorder, with onset in adolescence with OC phenomenology, with subsequently negative symptoms, productive perceptual and ideational area (auditory hallucinations and pseudohallucinations, next to Kandinsky Clerambault syndrome). OC phenomenology acquires connotations different from schizophrenia onset, the patient never acquiring again a total insight on the disorder. Psychological evaluation based on: Calgary scale, Luscher, Schmiescheck questionnaire of accentuated tendencies, Tree test, Experimental psychodiagnostic of drives (Szondi test); psychiatric evaluation based on DSM-5, PANSS, BPRS, HAM-D. When obsessions and compulsions were related to the content of delusional ideas and hallucinations, other typical rituals of obsessive-compulsive disorders appeared too, the patient considered sometimes irrational and excessive. The obsessive-compulsive symptoms were present a significant period of the prodrome, of active phases and residual period, being time-consuming, causing distress and interfering patient's routine, in addition to schizophrenia deterioration. Social degradation is dictated mainly by the negative dimension of schizophrenia, secondly by energy consumption in fulfilling the rituals and compulsions and last but not least by the mood change in depressive sense. The family emotional climate in excess potentiates the negative inversion towards family, which amplifies the sensitiveness to rejection, sensitive relationship delirium, referentiality and finally social isolation.

**Keywords:** Schizo-obsessive disorder, pseudohallucinations, rituals.



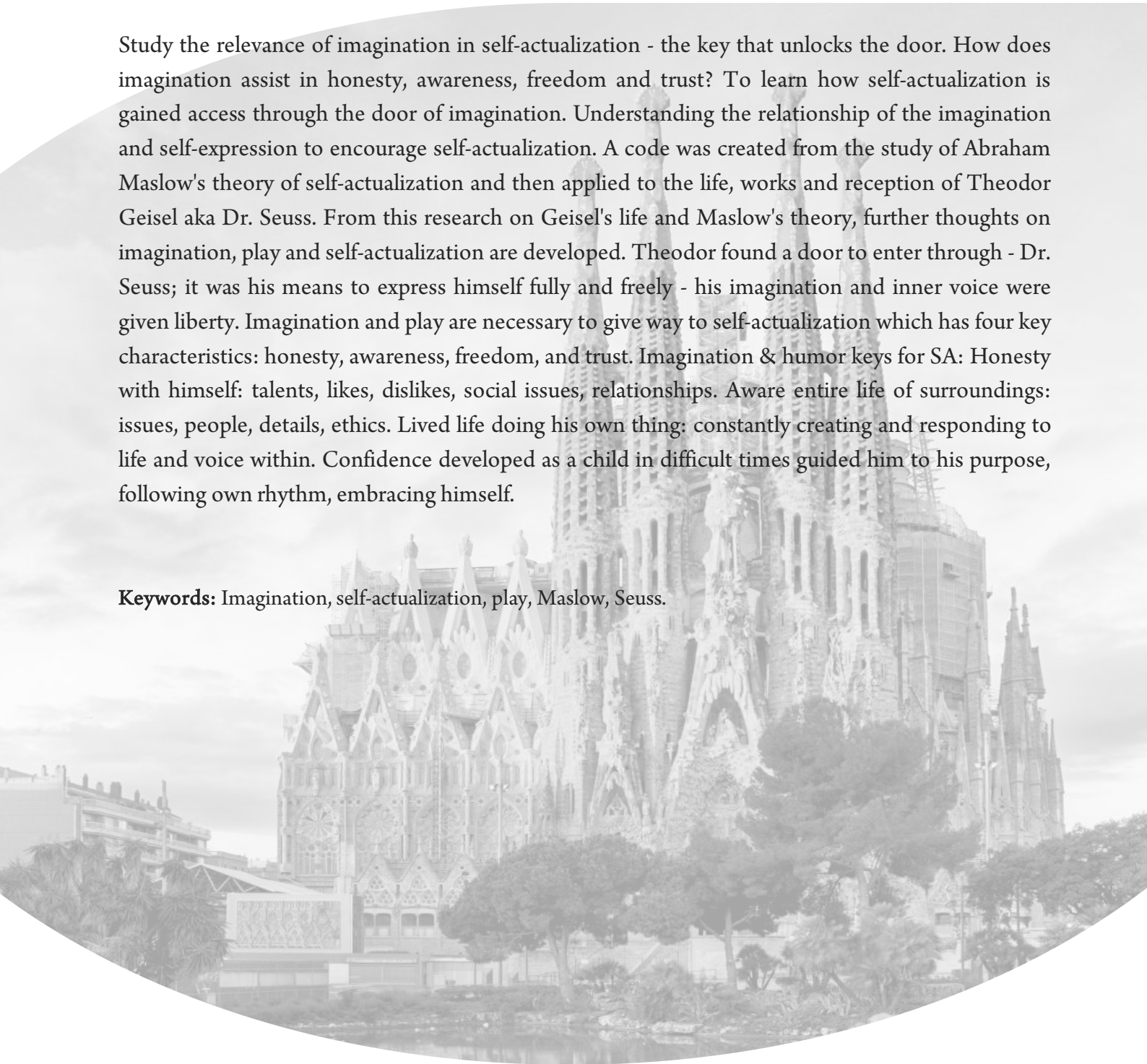
## Theodor Geisel Became Self-Actualized by Dr. Seuss; Imagination Key

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Study the relevance of imagination in self-actualization - the key that unlocks the door. How does imagination assist in honesty, awareness, freedom and trust? To learn how self-actualization is gained access through the door of imagination. Understanding the relationship of the imagination and self-expression to encourage self-actualization. A code was created from the study of Abraham Maslow's theory of self-actualization and then applied to the life, works and reception of Theodor Geisel aka Dr. Seuss. From this research on Geisel's life and Maslow's theory, further thoughts on imagination, play and self-actualization are developed. Theodor found a door to enter through - Dr. Seuss; it was his means to express himself fully and freely - his imagination and inner voice were given liberty. Imagination and play are necessary to give way to self-actualization which has four key characteristics: honesty, awareness, freedom, and trust. Imagination & humor keys for SA: Honesty with himself: talents, likes, dislikes, social issues, relationships. Aware entire life of surroundings: issues, people, details, ethics. Lived life doing his own thing: constantly creating and responding to life and voice within. Confidence developed as a child in difficult times guided him to his purpose, following own rhythm, embracing himself.

**Keywords:** Imagination, self-actualization, play, Maslow, Seuss.





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