



ABSTRACT BOOK

ISSN: 1986-3020

9th ICEEPSY 2018

International Conference on
Education & Educational Psychology

02 - 05 October 2018

[https://dx.doi.org/10.15405/iceepsy2018\(1986-3020\)](https://dx.doi.org/10.15405/iceepsy2018(1986-3020))



Edited by: Zafer Bekirogullari, Melis Y. Minas

Location: Royal Olympic Athens Hotel, Athens/Greece

Future Academy®:

Abstract Book

9th ICEEPSY 2018 International Conference on Education & Educational Psychology

02-05 October 2018/ Royal Olympic Athens Hotel, Athens/Greece

eISSN: 1986-3020

The ISSN Cyprus Centre notifies that serial publication under the title **9th ICEEPSY 2018 International Conference on Education & Educational Psychology Abstract Book** has been allocated ISSN 1986-3020 and has been registered with the International Centre for the Registration of Serial publications, in Paris.

[https://dx.doi.org/10.15405/iceepsy2018\(1986-3020\)](https://dx.doi.org/10.15405/iceepsy2018(1986-3020))

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9th ICEEPSY 2018
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9th ICEEPSY Chairs' Message

You are invited to attend 9th ICEEPSY 2018, the 9th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Athens, Greece during October 2018. ICEEPSY 2018 will again feature informative workshops and presentations by skilled researchers and international scholars.

To date, more than almost 4,500 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 2018 will publish all accepted full-text papers in European Proceedings of Social and Behavioural Sciences EpSBS (e-ISSN: 2357-1330) indexed in WEB OF SCIENCE Clarivate Analytics, 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.

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 Athens - Greece in October 2018.

Marta Olivetti Belardinelli, Prof Dr

Co-Chair, ICEEPSY 2018

"La Sapienza" University of Rome, Italy

Chair of the Cognitive Psychology

Chief-Editor of "Cognitive Processing - International Quarterly of Cognitive Science" SSCI Social Sciences Citation Indexed; Consulting Editor of "Musicae Scientiae" SSCI Social Sciences Citation Indexed; Associate Editor of the PsyCh Journal SSCI Social Sciences Citation Indexed;; Advisory Editor of "International Journal of Neural Systems" SSCI Social Sciences Citation Indexed.

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Co-Chair, ICEEPSY 2018

University of Gothenburg, Sweden

Zafer Bekirogullari, Dr

Co-Chair, ICEEPSY 2018

Managing Director of Future Academy

CPsychol, AFBPsS (British Psychological Society)

HCPC Registered Counselling Psychologist (United Kingdom)

9th ICEEPSY Thematic Section Leaders

Petra Besedová, PhDr., PhD.

Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Music in FTL, Didactics of FTL
Second Language Teaching

Jana Ondráková, doc., PhDr., PhD.

Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Mistakes and Correction in FTL, Didactics of FTL
Second Language Teaching

Tapio Toivanen, PhD

Department of Teacher Education, University of Helsinki, Finland
The Performing Arts Education; Drama, Theater & Dance

Heikki Ruismäki, PhD & Inkeri Ruokonen

Department of Teacher Education, University of Helsinki, Finland
Design Learning & Arts Education, Learning Theories, Effective Teaching Practices

Zafer Bekirogullari, PhD

CPsychol, AFBPsS (BPS), - HCPC Registered Practitioner Psychologist (Counselling), UK
Clinical & Counselling Psychology, Educational Psychology

James Ogunleye, PhD

Middlesex University, UK
Leadership and Collaborative Policy, Adult and Continuing Education, Higher Education, Quality Assurance / Institutional Effectiveness

Elena Lupu, PhD

Petroleum-Gas University of Ploiesti, Romania
Sport and Exercise Education

Cristian Vasile, PhD

Petroleum-Gas University of Ploiesti, Romania
New approaches in Psychology

Gordon Ade Ojo, PhD

The University of Greenwich, UK
Special Education, Education and Technology, ICT, Distance Learning, Assessment and Evaluation,
Teacher Education, Basic Education, Basic Skills

Study Of Motivation In Portuguese Students

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Problem Statement

In adolescence, motivation is a predictive factor in academic success. Motivated students have higher levels of satisfaction in school, mobilizing interests and skills in various domains

Research Questions

Students submitted to the P-DMAR Program have higher motivation levels relative to the control group in the domains present in the QME questionnaire?

Purpose of the Study

This study aims to assess the existence of improvements in motivational dynamics in Portuguese adolescents. The School Motivation Questionnaire - QME (Cordeiro, 2010) was administered to two groups (experimental vs control) at two different moments, before and after participation in the P-DMAR (Fonseca, Galinha & Loureiro, 2017).

Research Methods

A sample of 86 students (n = 43 experimental group, n = 43 control group) was considered. The statistical methodology consisted of a quantitative analysis of the QME using hypothesis tests for paired samples, namely: the T-Pairs (parametric) test and the Wilcoxon and the Signs tests (non-parametrics). An $\alpha = 5\%$ was set.

Findings

Males were predominant (51.2%) and 29.1% of respondents were repeating. There was a statistically significant improvement in the six dimensions evaluated in the QME in the experimental group as opposed to the control group (p values <0.01).

Conclusions

It was verified that the P-DMAR is a valuable instrument with statistical significance (p <0.01) because the students participating in it saw their motivational capacities enhanced in the following domains measured in the QME: strategies, extrinsic and intrinsic objectives of the teacher, extrinsic objectives of the student with external and internal regulation and intrinsic objectives of the student.

Keywords: Education, motivation, adolescents, skills, development.

Internet Resources as a Motivating Factor in Teaching Foreign Languages

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Problem Statement

Nowadays to meet international educational standards learning foreign languages, Chinese in particular, requires new approaches and solutions in terms of progressive methods.

Research Questions

The article aims to analyze the ways innovative technologies influence motivation. In this respect IT and Internet technologies are vital and need further development to be applied in educational process.

Purpose of the Study

To boost students' cognitive abilities, to motivate them to resort to additional educational Internet resources out of class while doing homework a new pattern of teaching-learning process is to be created to develop students' creativity.

Research Methods

Current innovative technologies in pedagogy include such elements as interactive and IT technologies, project method, problem statement, brainstorming, game-based activities. By means of computer all this contributes to students' self-realization, cooperative learning, informational and technical support. In this connection university or school network provides both students and teachers with materials and links to facilitate teaching-learning process.

Findings

IT technology incorporated into a local network is an effective tool for a teacher to create various database, teaching process parameters, to evaluate each students progress and analyze dynamics of educational process and help teachers to identify which activities prove to be more resultative and motivating.

Conclusions

Internet technologies present such advantages as improvement of students' cognitive functions, mastering language skills and problem solving, and contribute to positive learning educational experiences. For a great number of students it is essential to get non-negative comments from the computer (not from the teacher) deprived of any personal attitude or remarks.

Keywords: IT technologies, Internet resources, second language learning, motivation.

Social Context Of Thefts At Czech Schools: The Results Of Research

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Problem Statement

Thefts at school is a common issue, it endangers safety as well as an effective process of education. There are only few research studies on thefts at schools.

Research Questions

What is the social context of students who commit thefts at school focused on school and family environment?

Purpose of the Study

Paper introduces the topic of the social context of thefts committed by students in middle schools (11-15 years of age). It mainly focuses on school and family environment of these students. The research part of paper presents quantitative part of the dissertation work of the author.

Research Methods

The main research method was self-report of pupils (questionnaire and students' essay about family environment), secondary methods was the analysis of school documents and interviews with principals and teachers about this issue. The statistic data analysis was used; descriptive statistic analysis, quantitative content analysis, hypotheses testing, creation of the regressive model.

Findings

Theory about thefts at school was enriched by linking five theories of the delinquency; Problem behaviour theory—students who steal have much more risk behaviour than just stealing. General theory of crime—students show low level of self control, General strain theory—students have experience with tension in family, Social bond theory—students often have communication and interaction problems with their schoolmates.

Conclusions

As long as we view theft at school only as a crime which must be punished, we will not be able to efficiently work with this problem. The chance for change is only in working with the pupils in the class as whole and in an individual support of pupils in the social and educational sphere.

Keywords: Thefts at school, students, delinquency, socialization.

Comparison of Victimized And Nonvictimized Teachers' Ways of Handling Schoolbullying Incidents

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Problem Statement

Researchers have acknowledged the need to conduct more studies in order to develop an understanding of teachers' responses to schoolbullying and to identify characteristics that influence these responses.

Research Questions

A new research question was evoked: How one of the teachers' individual characteristics – teachers' current workplace bullying experiences, may influence their ways of handling bullying among students?

Purpose of the Study

The aim of the present study was to examine differences of the ways of handling schoolbullying incidences between teachers with and without workplace victimizations experiences.

Research Methods

A three-stage cluster sample was used among Estonian teachers (N=276) to fix on teachers with and without workplace victimization experiences using the Negative Acts Questionnaire-Revised (Einarsen & Hoel, 2001). Teachers with and without victimization experiences completed the Handling Bullying Questionnaire (HBQ; Bauman, Rigby & Hoppa, 2008) asking how likely they use five strategies to respond to schoolbullying incidents.

Findings

Teachers with and without workplace victimization experiences differed on three of the five HBQ scale scores: (1) teachers with workplace victimization experiences more often ignored bullying incidences and used punishment of bullies, and (2) teachers without workplace bullying experiences used more likely constructive strategy – work with the victims.

Conclusions

Factors related with teachers' ways of handling school bullying incidents may by relate not only with school-level and teachers individual characteristics, but also with teachers' experiences of being victims or non-victims of workplace bullying. Knowing which strategies teachers use can help to develop better bullying prevention and intervention programs helping to avoid negative consequences for victims and bullies.

Keywords: Workplace bullying, victimization, teacher responses.

Computer Games As A Tool For Development Of Algorithmic Thinking

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Problem Statement

Use of computers and digital devices is a daily necessity in the lives of students. They use mobile devices not only for communication but also for relax and play.

Research Questions

Can a computer game user express game rules as an algorithm, can gaming didactic computer games develop the algorithmic thinking of a player?

Purpose of the Study

The purpose of the study is to identify whether a playing computer games that have their own rules, develop algorithmic thinking of players. Experiment was carried out among students of teacher training faculties in Slovakia. We examined whether students in solving game situations using algorithms to developing a winning strategy.

Research Methods

In research we will use a quantitative research strategy with an own questionnaire and didactic knowledge tests, to identify the degree of addictive behaviour in students of various types schools in relation to computer games. We also tested selected didactic games to determine whether their play contributes to the development of the algorithmic and strategic thinking of the player.

Findings

We assume that each player develops their own winning strategy while solving their game situations, which they will gradually improve and optimize until they reach the optimal solution.

Conclusions

Based on the analysis of each selected didactic game, its rules will be defined by the didactic value of the game. Based on optimal solutions gaming tasks will be formulated advice to teachers as a didactic play benefit for achieving the educational objectives.

Keywords: Computer games, algorithmical thinking, teacher training.

Typology of Czech And Polish Grammar School Students By Computer Game Addiction

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Problem Statement

Currently, the daily use of ICT for grammar school students is an absolute necessity, even in their free time. Unfortunately, students often play computer games and show signs of addictive behaviour.

Research Questions

What is the level of addictive behaviour of grammar school students in connection with computer games, there is typically a group of students according to their addictive behaviour?

Purpose of the Study

The paper aims to identify the risks posed by the increasing use of information and communication technologies (ICT) in everyday grammar school students' life. Specifically, the paper focuses on the negatives associated with playing computer games.

Research Methods

In research we will use a quantitative research strategy with an own questionnaire to identify the degree of addictive behaviour in grammar school students in relation to computer games. The data collected from the questionnaire will be subject to statistical processing using a Globalized cluster analysis.

Findings

The degree of addictive behaviour was expressed as addiction score (0-61). A comparison of the degree of addiction did not reveal statistically significant differences between students from the two countries (score of 21 in CZ and 22 in PL).

Conclusions

Polish students, unlike Czech students, are classified into two groups by addictive behaviour. The first group (approximately 30%) showed a higher degree of addictive behaviour, played PC games for a longer time per day, preferred online games, comprised mostly boys, played more often in classes and stayed up late more often.

Keywords: Computer games, addiction, students, questionnaire, typology.

Performance Art Practices in the System of Artistic Education

Associate Professor Dr Irina Lisovets^{1}*

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Problem Statement

Determination of the degree of conformity the forms and technologies of art education to the forms and directions of contemporary art

Research Questions

What is «the performative shift» of the artistic culture of the XXI st century What are the forms of the performance technologies in the system of art education

Purpose of the Study

To give an analysis of working performative art practices in the system of Russian art education and examine their importance for the formation of a modern artist

Research Methods

Theory of culture Theory of art Philosophy of art

Findings

To reveal the peculiarities and the significance of the performative shift of art education

Conclusions

Performative technologies of art education correspond to the language of contemporary art and are necessary in the system of artistic education for the formation of the artists.

Keywords: Performative culture, art performance, practices of art education.

Supporting Students' Key Competences in Visual Art Classes: The Benefits Of Planning

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Problem Statement

Estonian school teachers have expressed hesitation towards the concept of key competences and expect guidelines for supporting students' key competences in different subject areas (Aus, Malleus & Kikas 2016).

Research Questions

How to meaningfully implement key competency support in basic school visual art classes?

Purpose of the Study

The research aim is to develop and implement strategies that support students' key competences in basic school's visual art classes and to provide opportunities for students to be engaged with visual art in a more meaningful way.

Research Methods

Research methodology is action research, for the research question stems from a practical experience that we face within our work as art teachers. The goal is to empower the students learning, improve our own teaching practice and to share the findings and strategies with other art teachers facing the same situation to contribute to their understandings.

Findings

A preliminary questionnaire with Estonian basic school second level art teachers revealed that teachers support key competences rather implicitly and view these as a natural part of lessons, that do not need extra planning. Basing on the first cycle of action research, we argue that explicit key competence support provides a more meaningful interaction between the teacher and students.

Conclusions

Work on clarifying the sub-skills of each competence and how these can be manifested in different subjects is needed, to give teachers the courage to recognize and express the actions that they take on supporting students' key competences in their classroom. We give an overview of how key competences can be manifested and supported in visual art classes.

Keywords: Key competences, visual art, basic school.

Family Self-identification of Students in the Process of Professionalization

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Problem Statement

The lack of study of family self-determination does not allow developing effective methods optimizing the process of modern youth's preparation for marriage in the educational environment of the University.

Research Questions

Is the professional orientation a factor of activation of family self-determination among students? What role does the training stage play in the process of family self-determination of modern students?

Purpose of the Study

The purpose of the research is to study the peculiarities of content-structural characteristics of family self-determination of modern students depending on educational and professional activity, educational environment and socio-psychological environment.

Research Methods

Theoretical and methodological literature analysis, questionnaire, psycho-diagnostic methods (the method of semantic differential, developed by Charles Osgood, the questionnaire "the Level of correlation between "values" and "accessibility" in various spheres of life" by E. B. Fantalova, projective technique "Unfinished sentences", "Test of life's meaning orientations" by D. A. Leontiev); mathematical-statistical methods of data processing.

Findings

Professional orientation causes development of such components of family self - determination as cognitive, value - emotional, regulatory and behavioral, motivational, reflexive. Family self-determination of students in the process of professionalization in high school is a dynamic phenomenon.

Conclusions

The results of the empirical study indicate that professional orientation and the stage of training are important determinants of the activation of family self-determination for students. The obtained results will be useful in the development and implementation of psychological and pedagogical model of purposeful formation of young people's family self-determination in the educational environment of the University.

Keywords: Family self-determination, professionalization, student's youth.

Relationship of Setting and Gender with Teachers' Self Efficacy in Pakistan

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Problem Statement

Disparities registered by majority of education researchers in Pakistan relate to students' outcomes by location and gender. These differences hide the 'invisible' disparities which should be taken into account

Research Questions

Two interrelated research questions are; is the self efficacy of Pakistani teachers related to; a) their setting and b) their gender?

Purpose of the Study

To assess the direction and strength of the relationship between the self efficacy of Pakistani teachers and their gender and setting (rural/urban).

Research Methods

Data for the study were collected over a period of eighteen months in 2015-16 through a teacher self-efficacy questionnaire with 24 items. A sample of school teachers was selected with a combination of snowballing and convenience sampling. Data were analyzed with the help of correlations coefficients in order to determine the degree of association

Findings

Findings reveal that there are significant differences between the self and collective efficacies of rural and urban teachers' as well as in the self and collective efficacies male and female teachers in Pakistan. Males from rural areas had higher scores than their counterparts while rural females had the lowest scores

Conclusions

While the results re-confirm the findings of similar studies conducted earlier, they also reinforce the need for enhancing teachers' motivation and confidence through teacher preparation and training programs. The female teachers are more in need of confidence boosting measures. the study highlights the need for re-visiting the teacher education content and thus makes a significant contribution to the field.

Keywords: Efficacy, gender, teacher education, Pakistan.

Could We Think About Friendship Relationships Without Emotions? The Other-Oriented Emotions

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Problem Statement

The study of friendship relationship from the ancients to ontemporary, find common elements that include emotions. The bond between interpersonal relationships and emotions is currently studied through other-oriented emotions

Research Questions

Are other-oriented emotions necessary for a thorough understanding of friendship relationships?

Purpose of the Study

Main purpose to help educators and psychologists -providing thoretical elements-, to intervene in friendship development, through other-oriented emotions
SECONDARY OBJECTIVES - To describe the main elements of friendship as a relationship - To clarify the emotional dimension of friendship - Highlight the role of other-oriented emotions in friendship

Research Methods

In the context of the "paradigmatic complementarity" (Hashimoto, 2013), which contributes to the understanding of the phenomenon from different paradigms, we approach to friendship and emotions starting from a Bibliographical review, then through a phenomenological analysis of friendship and finally from the theoretical approach to both: friendship and other-oriented emotions.

Findings

Psycho-socially friendship implies that: the human being is not an isolated being; it is an essential factor for personal and social development; It is a free relationship, and provides mutual knowledge. Therefore, emotionally, friendship contributes to: overcoming the feeling of loneliness; the wellbeing for the subject and health for their groups; the development of altruistic behaviours, and empathic knowledge

Conclusions

The phenomenological analysis of friendship relationships reveals its emotional content. This lead us to other-oriented emotions. And suggests that a way to promote friendship, could be a pedagogical and psychological intervention through the work of these emotions

Keywords: Other-oriented emotions, friendship, intervention.

Team Selection and Performance: The Role of Migratory Background And Social Class

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Problem Statement

Student bodies, not least at German higher education institutions, are growing increasingly diverse. What are the implications of the increasing socio-demographic heterogeneity among student bodies for performance levels?

Research Questions

In particular, we ask for the influence of the students' migratory and social class background on individual performance, team formation, and team performance.

Purpose of the Study

The results of the paper may serve to guide students, lecturers, and other rule-setting institutions in the higher education context in order to improve the learning environment.

Research Methods

Experiment: voluntary teams vs. quasi-random teams. The experiment began with each student answering a set of questions regarding their socio-demographic characteristics. Next, they were asked to answer individually a set of questions on the course contents taught so far. Finally, the teams were to respond to the same set of questions, though this time after consulting with each other.

Findings

We find students with migratory backgrounds to be at a consistent disadvantage in both the individual and the team exercise. Regarding social class, we find mixed evidence: While the parents' educational achievement positively drives their children's performance in most specifications, the question whether a student ever received a (means-tested) student loan never matters.

Conclusions

The results may serve as a note of a caution to both higher education institutions and the students themselves to actively promote the integration of students with foreign backgrounds, whereas potential segregation by social class is less of a concern.

Keywords: Social class, migratory background, team performance.

Paradigmatic Changes In School Heads' Attitudes Towards Leadership Functions

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Problem Statement

This study investigates school head's leadership functions within school heads' approach. What are the role of a school head in the context of today's school change?

Research Questions

Which school head's functions are the most important and how did public school heads' competencies expressed in the everyday activities?

Purpose of the Study

This study aims to reveal school heads' attitudes towards leadership functions and areas of expression of their competencies.

Research Methods

The study uses modified version of questionnaire, which was designed by the investigators of Lithuanian school leader's competence. Gained data were analysed by using statistical methods, content and comparative analysis.

Findings

The analysis of public school heads' viewpoints to leadership functions and to areas of competencies expression reveals that school heads emphasises the importance of motivation and planning functions, and management of everyday topical activities.

Conclusions

The changes in school heads' attitudes reflects the trends of the decentralisation of education, more active public participation in a school management, and increase of the importance of cooperation culture.

Keywords: Leadership functions; paradigmatic changes; school head.

Learning and Teaching More Foreign Languages

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Problem Statement

Mother tongue and first foreign language learnt have a positive and negative impact on learning further foreign languages, which cannot be ignored.

Research Questions

Are students aware of possibilities of positive transfer and using the already acquired language skills when learning further foreign languages?

Purpose of the Study

The study is based on the previous research and develops the already made findings. The main aim is to reach improvement of pre-gradual training of foreign language teachers.

Research Methods

- Quantitative research and statistical processing of data - Qualitative research - semi-structured interviews

Findings

The already realised research has revealed that the issues of negative and positive transfers are ignored in pre-gradual training of foreign language teachers. However, learners themselves intuitively use their already gained experience with foreign language learning.

Conclusions

Making the issues of negative and positive transfers involved in the teaching and learning process, we can make these processes more effective.

Keywords: Interlingua, transfer, language learning – teaching.

Verb Forms - Contrastive Grammar

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¹Univerzita Hradec Kralove, Czech Republic

Problem Statement

Each language has its specific grammar system. The existence of different conceptions of grammar categories of Verb in different languages makes the process of learning foreign languages quite demanding.

Research Questions

How can foreign language teachers use the already acquired knowledge about verb forms in their teaching practice?

Purpose of the Study

The study is based on the previous research. The aim is to improve the effectivity of teaching and learning of English and German verb forms in the Czech educational environment.

Research Methods

Quantitative analysis Qualitative research - semi-structured interviews

Findings

A research team of the Faculty of Education of the University of Hradec Kralove has created a database of the most frequent mistakes made by Czech students in their German texts. These mistakes result from the impact of both the mother tongue (Czech) and of English (the first foreign language).

Conclusions

Through suitably chosen instructions referring to already acquired knowledge about verb forms and to their previous experience, teachers can effectively motivate their learners to constructive using of the already built abilities and skills in the sphere of grammar.

Keywords: Verb forms, grammar tenses, interference.

Problematic Pedagogical Situations at School from the Student's and Teacher's Point of View

Assistant Professor Dr Iva Košek Bartošová^{1}, Master Student Dora Janouchová¹,
Master Student Hana Kleprlíková¹*

¹ Czech Republic

Problem Statement

The aim of the research is to analyse problematic pedagogical situations of students of primary school teaching in the Czech Republic and to compare with the view of qualified teachers.

Research Questions

What are the categories of problematic situations of students and where do they look for solutions? Is there a same view of professional teachers on problem situations of students?

Purpose of the Study

The research aim is to identify and describe problems of pedagogical situations in pedagogical practice from the student's point of view and to compare from the teacher's perception. It is also important to identify the preferred way of solving problem situations by the student.

Research Methods

A quantitative method of the questionnaire for students and teachers was used in the research. There were two non-standardized questionnaires, one for teachers and the second one for students of the same study field. For research comparison from the questionnaire for teachers there were data obtained from the content analysis by an E-learning discussion of students.

Findings

The most frequent issues appear in direct contact with pupils, when students ask for an advice how to deal with the situation. Teachers also consider solving situations with pupils as the biggest pitfalls. At the same time students deal with the methodology of the new curriculum and contact with parents.

Conclusions

The contribution of the research survey is the knowledge gained from the analysis of a students' discussion forum within selected pedagogical practice during three years at Faculty of Education of the University of Hradec Králové, Czech Republic. Research results can help to improve the teaching of the theoretical pedagogical-psychological disciplines as well as didactics of individual teaching subjects.

Keywords: E-learning discussion; teaching practice; problem situations.

Reading Skills in Relation to the Reading Practice Methods

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¹ Czech Republic

Problem Statement

Intention of the research was to compare reading skills of 1st and 2nd class pupils of primary school taught by different methods of reading practice in the Czech Republic.

Research Questions

Which method of reading practice seems to be the most effective? What relationship do pupils have with reading, how do they see themselves as readers?

Purpose of the Study

Aim of the study is to introduce readers with the most reading methods used in the Czech Republic and to present a comparison of research results focused on reading comprehension at 1st and 2nd class pupils of primary school. Together with pupils' relationship to reading and perception.

Research Methods

A non-standardized reading test had been used for pupils of 1st and 2nd year of primary school. Additional questions had been created in the text. There are closed and open questions for the pupils as a part of a questionnaire.

Findings

From the results is clear that the best method is a genetic method as far as reading comprehension in the 1st year. On the contrary the results are more equal in the end of the 2nd year. However, the best method considered is the analytical-synthetic method. Pupils who used this method also have the best relationship to reading.

Conclusions

The research effort was to compare pupils' reading comprehension in the Czech Republic considering teaching methods of reading and make the most progress between testing at the end of 1st and 2nd class. No general conclusion can be drawn from the given results, which would uniquely identify the most effective reading method. This may also vary for each pupil

Keywords: Methods of reading practice; reading literacy.

Universities in the Knowledge Society: Models of Generative Learning Environment

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Problem Statement

The problem is to develop a theory of university's generative learning environments designed for education of highly-skilled persons who are able to produce knowledge, materialize them and integrate into society.

Research Questions

What are structural-functional contents of the learning environment that cultivate generativity capacity, stimulating and canalizing cognitive activities towards productive attitudes to problematic reality?

Purpose of the Study

To give a conceptual description of the generative learning environment from the standpoint of a research-type creative activity; to develop constructional and creative models of the generative learning environment that determine key structural elements, their functions and a design of a modern university's creative space.

Research Methods

Research methods are the following: social-epistemological analysis, classification and generalization of empirical and theoretical data collected as a result of studies of cognitive environments at universities; didactic analysis and theoretical modeling of learning processes that use a scientific infrastructure and research methods of cognition; development of a structural-functional approach to designing the University's creative spaces.

Findings

The concept of generative learning environment at a research-type university and its constructional and creative models are developed. The constructional model is presented in the form of a learning-scientific innovation environment containing components of structurally complex epistemic surroundings. The creative model is described as a system of creative spaces of a cognitive-generative type.

Conclusions

The learning environment of a modern university should be formed as a generative rather than adaptive structure. Its structural basis is a learning-scientific innovation environment, which includes a manifold of organized forms of research cognition. Its creative design is determined by a configuration of creative spaces that ensure a link between cognitive processes and environment.

Keywords: University, environment, generativity, creative space, research.

Impact of Bullying Experiences on Preservice Teachers Studying At University

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Problem Statement

Bullying behaviours occur in society and in educational settings but little attention has been given to their incidence, perception and impact among preservice teachers while at university

Research Questions

What is the nature, prevalence and impact of bullying behaviours on preservice teachers' wellbeing and quality of life while studying at university?

Purpose of the Study

This study investigates preservice teachers' knowledge of bullying, bullying behaviours toward others and those directed at them, the emotional impact of bullying and the utilisation of sources of support. It contributes to the research literature in the areas of preservice teachers' bullying behaviours, experiences and extent of impact.

Research Methods

This research study utilises predominantly quantitative methodologies for the collection and analysis of data. A modified questionnaire originally developed by the university's School of Psychology department was distributed to ninety-five preservice teachers at varying stages of course completion in teacher education programs at an Australian multi-campus university. The average age of the participants was 21 years.

Findings

Results indicate that 91 of the 95 students (96%) did experience some form of bullying behaviours in their lives; by the second year of university, 45% of this bullying was experienced at university. Bullying behaviours directed towards others were investigated, including making jokes about others (29%), direct teasing (28%), and rude remarks directed against another (27%). Friends (55%), family (28%) and other university students (24%) were the main reported bullies towards the students, with teaching personnel (2%) not rated highly.

Conclusions

This research study focuses on and provides evidence of the occurrence of bullying of preservice teachers' within a university environment, the emotional impact of such behaviour and the challenges for universities in countering such behaviour. This is especially important given the role future preservice teachers play in implementing programs designed to educate young people about bullying behaviours in schools.

Keywords: Bullying behaviours, preservice teachers, teacher education.

Homework in The Curricular Area of Mathematics in Primary Education

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Problem Statement

This research aims to understand the perspectives of pupils, of their parents/guardians and of teachers, regarding homework in the curricular area of Mathematics and how they are implemented.

Research Questions

How is homework in the Mathematics curricular area perceived by 4th year pupils, their parents/guardians and teachers, and how is this homework put into practice?

Purpose of the Study

In Portugal, homework is usually present in primary schools, namely in the area of Mathematics. However, there is a lack of consensus regarding its educational value and it is relevant to know the perspective of its protagonists with concern to the contributions and difficulties of this pedagogical strategy.

Research Methods

A comparative study was developed using a descriptive research, resorting to various techniques of data collection: a questionnaire to the pupils, an interview to the parents/guardians and documentary research of teachers' homework records. The study involved fifty students of two 4th grade classes of a Portuguese primary school, four parents/guardians of these students and two teachers.

Findings

Homework is a widespread practice in both classes studied, being part of the daily life of pupils and their families. The type of homework most often requested in the area of Mathematics consists of worksheets that involve algorithmic calculation and problem solving. Parents are actively involved in supporting their children's homework, despite the difficulties they experience in such support.

Conclusions

Homework represents a pedagogical strategy that is quite common, but seldom a target of reflection. It is important for teachers to reflect on the usefulness, type and extent of homework requested, as well as on student queries and parents' difficulties in supporting its fulfilment, so that it can be a true complement to classroom learning for all pupils.

Keywords: Homework, primary education, mathematics.

Actors Of Promoting The Nonlinear Model Of Higher Education In Russian Universities

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Problem Statement

Nowadays in modern Russia, as in many different countries, the system of higher education is actively transforming. In Russia education system's management is centralized. Reforming policy is formed by the government in accordance with all the global trends. Educational communities' potential is not always concerned in the university management - lecturers', students' and scientists' wishes, intentions and opportunities to transform the rules, the terms, the conditions and the results of their activity in the university are not often taken into account.

Research Questions

Is the stimulated academic heartland analyzed in this research?

Purpose of the Study

The main aim of this research is to characterize those actors and representatives of an academic community from the universities of the Ural macroregion who are able to perceive the transformations and to participate in them.

Research Methods

The report represents the results of a mass survey of the professors (N-810, 2017) in the Ural macroregion where 51 universities are functioning. Respondents from 17 Universities participated in the survey. Quota sampling was formed on the basis of statistical data in 4 regions. Quotas are allocated by specialization of teachers (engineering, science, humanitarian, social and economic direction).

Findings

Professors of the Ural universities who are ready to take part in the institutional management differ from those who are not ready to do so. Who are ready to participate in university management differ from those who are not ready to join the management of their institution in various types of professional activity and social participation.

Conclusions

Teachers and researchers of the Ural universities who are ready to participate in university management are oriented to public forms of discussion of managerial problems at their university. Willingness to participate in university management is interlinked with the personal interest of teachers in networking with colleagues from other universities of the macroregion.

Keywords: University reform higher education university management.

Volunteering of Students As A Resource For The Development of Higher Education

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²Moscow State University, Russia

Problem Statement

Russian universities are not social oriented now. At the same time, active company for the popularization of volunteerism is taking place throughout the country. The focus is on the youth

Research Questions

How volunteering activity of the students can be useful for University development?

Purpose of the Study

The purpose of this article is to assess the impact of volunteerism on the professional, scientific and social activity of Russian university students and their innovative potential.

Research Methods

The report presents the data of a survey of students (No. 1860, 2017) of the Urals Federal District. The quota sample was formed on the basis of statistical data on the students of 51 universities of the region. At the second stage of sampling quotas were made in the areas of training. The method of correlation analysis is applied.

Findings

The research solves such tasks as the evaluation of dependence of the self-assessment of innovative culture on the degree of the Ural students' involvement in volunteering. The specificity of the involvement of student volunteers in the innovative and scientific activity of the university is determined; The correlation between students' involvement in volunteerism and their participation in management is revealed.

Conclusions

Universities are guided by innovation, commercialization of scientific research. The initiative of teachers and students is gaining value. The article proves that the involvement in volunteering affects the involvement of students in innovative projects of the University. The students who are engaged in volunteering more often participate in University management

Keywords: Volunteering, youth activity, university management.

Cognitive And Motivacional Constructs In Young Portuguese And Chinese People - An Comparative Case Study

PhD Graduated Cristina Pereira^{1}*

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Problem Statement

Considering ever-increasing globalization, the need of cross-cultural studies is vital for understanding changes in cultural phenomena and their relationship with cognitive and motivational constructs.

Research Questions

- Can the cultural differences between young Chinese and Portuguese people, attending two education courses in IPCB, Portugal, influence their conceptions about life projects, valuation of academic education, locus of control and satisfaction with life?

Purpose of the Study

- Compare the results in some cognitive and motivacional variables between the two groups of our sample (19 Portuguese and 21 Chinese attending two education courses in IPCB, Portugal ;
- Identify and analyse the relationships between “Locus of Control” and “Satisfaction with Live”.

Research Methods

The study is organized as an exploratory and comparative case study using quantitative techniques for data collection: - Questionnaire Life Projects and Valuation of Academic Education in Young People in Higher Education (Pereira, 2017); -Locus of Control Scale (Levenson, 1974); - SWLS - Satisfaction with life scale (Pavot & Diener, 1993);

Findings

Preliminary results indicate that there are no significant differences between the two groups of the sample in the variables "future projects" and "valuation of academic training". The results obtained in the Locus of Control Scale indicate the presence of higher levels of external locus of control in young Chinese when compared to the young Portuguese. The results obtained in the variable "satisfaction with life" are still in the process of analysis.

Conclusions

The preliminary analysis indicates for the absence of significant differences in the two groups of the sample. Although this study integrates a convenience sample limited to a small number of Portuguese and Chinese young people, we hypothesized that the recent socioeconomics changes in Chinese society and ever-increasing globalization contribute to a gradual convergence in cognitive and motivational constructs.

Keywords: Projects of future, Locus of Control, Satisfaction with Live, Young Portuguese and Chinese people.

Creativity Of Preschool Children With Different Ability To Detect Contradictions

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¹ Don State Technical University, Russia

Problem Statement

J. Guilford, E. Torrens singled out the factors characterizing creativity: flexibility, fluency, originality, elaboration. N. Veraksa, J. Piaget emphasize the relationship of creativity with the ability to detect contradictions.

Research Questions

How does creativity differ in preschoolers with different ability to detect contradictions and is there a correlation between creativity and the ability to detect contradictions in preschoolers?

Purpose of the Study

We believe that the ability to detect contradictions underlies the initiation of thinking and includes creativity that manifests itself in a palette of possible solutions. The aim of the study was to study the creativity of preschool children with different ability to detect contradictions and study their interrelationships.

Research Methods

We used: the technique of P. Torrens; V. Klochko's method for determining the ability to detect contradictions; methods: "What is superfluous?" and "Classification by a given principle" - to study logical thinking. Three groups of children in terms of the level of development of the ability to detect contradictions were identified: with high, medium and low levels.

Findings

Preschoolers with the highest level of development of the ability to detect contradictions are ahead of other children in terms of creativity and logical thinking (significant differences according to Kraskel-Wallace criterion). The ability to detect contradictions has direct links with the indicator of logical thinking, with indicators of creativity - originality, fluency, flexibility, elaboration.

Conclusions

The ability to detect contradictions is considered as the moment of initiation of thinking, which underlies the cognitive component of giftedness, ie, aspirations to solve problems and transform the world, developing themselves. The parallel development of creativity, logical thinking, the ability to detect contradictions can speak of the dominance of creative, initiative components of the preschooler's thinking.

Keywords: Creativity, contradiction, thinking, giftedness, preschoolers.

The story of Raven Mother in FLT

PhD Graduated Nadezda Heinrichova^{1}*

¹University of Hradec Kralove, Czech Republic

Problem Statement

The literature plays very important role in FLT. The story of raven mother is an interesting story, which provides "emotional sustenance" and helps teachers to develop the language skills.

Research Questions

Why is the topic still relevant, what lessons can be drawn from them, how can we use this topic in FLT?

Purpose of the Study

The aim is to give the skills to read literature as a way to understand the life after the II World War and learn about how other people experience emotional issues. To learn reading and writing.

Research Methods

Qualitative analysis Evaluation of answers in the questionnaire, which was completed by students majoring in teaching of German as foreign language The reading approach Interpreting German Literature of the 21st Century

Findings

Literature is a resource for understanding historical change. The objective is firstly to give the skills to read literature as a resource for understanding historical change about how other people experience emotional issues; secondly to give the students an outline of the life and youth in 20st century; thirdly to teach reading and writing.

Conclusions

The story of raven mother in FLT wakes up emotions and interest, develops student's thinking, their flexibility, creativity evolve, improve their language competence an language areas during presentations, discussions and working on writing. The author present in practical examples, how teacher can enrich the foreign language lessons with literary text.

Keywords: German prose after 2000, raven mother, FLT.

Attitudes Of Students Of Grammar School To Selected Risk Factors Of Lifestyle

Assistant Professor Dr Marie Chrásková^{1}*

¹Palacký University Olomouc, Czech Republic

Problem Statement

Forming attitudes to the lifestyle in a holistic way is part of all levels of education. It is the reason why we were interested in these indicators of future students

Research Questions

Do lifestyle and stressful attitudes develop among students of grammar school during their studies, is this development towards negative and positive determinants influenced by the gender of students?

Purpose of the Study

The aim of the research was to identify attitudes of grammar school students towards concepts related to the bio-psycho-social aspects of lifestyle. Students who were chosen are preparing to study at university. There will be higher cognitive, performance and emotional demands.

Research Methods

A modified two-factor semantic differential - ATER (supplemented by a questionnaire) was chosen as a specific tool for measuring student attitudes. Students were presented with concepts associated with positive and negative aspects of lifestyle, self-esteem and social relationships. Differences between groups of respondents were further compared using Student t-test and scattering analysis.

Findings

The results show that the attitudes of students correspond to aspects of optimal lifestyle. A further comparison of attitudes, depending on the year of study and the gender of the students, showed differences only in some terms. There was a significant difference between the concept of mental stress, which is badly evaluated by students and is also energy-intensive for them

Conclusions

The results of our research show that the attitudes of the students of grammar school are in line with the theoretical knowledge and the profile of the graduate. They correspond to the educational content taught in this area to pupils at elementary and secondary schools according to curricular documents in the Czech Republic.

Keywords: Lifestyle, risk factors, students, semantic differential.

Factors influencing the level of reading strategies of fifteen-years-old pupils

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Problem Statement

Description and analysis of pedagogical practice focused on development of reading strategies of fifteen-years-old pupils in Moravian-Silesian region in the Czech Republic. Description of their level of reading strategies.

Research Questions

Which teaching methods, forms, information sources, types of texts, reading activities influence development of reading strategies of fifteen-years-old pupils in Moravian-Silesian region in relation to research outcomes of PISA.

Purpose of the Study

The purpose of this article is to find out what is the level of reading strategies of fifteen-years-old pupils in Moravian-Silesian region from the perspective of a pupil.

Research Methods

Structured interview with 306 fifteen-years-old pupils. The structured interview consisted of 28 questions of dichotomical nature that were divided into 4 categories.

Findings

The majority of asked pupils: - reads for the joy of reading; - has a reading example at home or at school; - reads more than 3 books a year; - does not go to library; - focuses on the main thought of the text; - uses quiet reading during lessons; - consider themselves as reading literate; - other findings.

Conclusions

Pupils do not distinguish words reading literacy and reading strategies. The development of reading strategies in the classes of the Czech language in the Moravian-Silesian region in the Czech Republic is not complex and activating. A reading example is an important factor for the pupil. Many pupils do not discuss the read texts with anyone.

Keywords: Communication, reading literacy, reading strategies, understanding.

Learning History Through Stories About East Germany

PhD Graduated Nadezda Heinrichova^{1}*

¹University of Hradec Kralove, Czech Republic

Problem Statement

The literature plays very important role in FLT. The story of raven mother is an interesting story, which provides "emotional sustenance" and helps teachers to develop the language skills.

Research Questions

Why is the topic still relevant, what lessons can be drawn from them, how can we use this topic in FLT?

Purpose of the Study

The aim is to give the skills to read literature as a way to understand the life after the II World War and learn about how other people experience emotional issues. To learn reading and writing.

Research Methods

Qualitative analysis Evaluation of answers in the questionnaire, which was completed by students majoring in teaching of German as foreign language The reading approach Interpreting German Literature of the 21st Century

Findings

Literature is a resource for understanding historical change. The objective is firstly to give the skills to read literature as a resource for understanding historical change about how other people experience emotional issues; secondly to give the students an outline of the life and youth in 20st century; thirdly to teach reading and writing.

Conclusions

The story of raven mother in FLT wakes up emotions and interest, develops student's thinking, their flexibility, creativity evolve, improve their language competence an language areas during presentations, discussions and working on writing. The author present in practical examples, how teacher can enrich the foreign language lessons with literary text.

Keywords: German prose after 2000, East Germany, FLT.

The Anatomical Foundations of Music Perception By Non/Foreign Language Learners

Associate Professor Dr Petra, Besedova^{1}*

¹University of Hradec Kralove, Czech Republic

Problem Statement

Recent research has shown that the morphology of certain brain regions can actually correlate with a range of cognitive abilities such as musicality or speech ability.

Research Questions

Does the person use the identical brain centers to perceive music as well as foreign languages?

Purpose of the Study

The main aim of this paper is investigate to what extent foreign language proficiency is influenced by the morphology of musical abilities. The article presents the results of the EEG study. Its main aim was to identify the different brain reactions among the non/foreign language learners to coming stimuli.

Research Methods

Method of questionnaire, EEG, Factorial ANOVA, MANOVA, logistic regression, deep learning, support vector machine

Findings

We surveyed four groups of participants in our study, which is our first hypothesis that there will be no clear confirmation of any significant differences in foreign language suggestions between musicians and non-musicians.

Conclusions

There was no evidence for the hypothesized foreign language suggestions between musicians and non-musicians, which fits with the mixed findings in the literature. To use a more objective measure of foreign language suggestions between musicians and non-musicians, we excluded the “native language” variable from the remainder of our analyses and focused on music and foreign language only.

Keywords: Second-language proficiency, music, EEG, L2.

Using Music In Foreign Language Lessons Not Only To Motivate The Learners

Associate Professor Dr Petra Besedova^{1}*

¹University of Hradec Kralove, Czech Republic

Problem Statement

Using music as a teaching tool could accelerate FLT. One of the most important role of using music in FLT is the practice of correct pronunciation.

Research Questions

What are the possibilities to use music in foreign language teaching?

Purpose of the Study

The main objective of this study is to outline the various possibilities of using music in foreign language teaching. The reality of the Czech primary and secondary schools will be outlined based on the evaluation of questionnaires which were conducted by foreign language teachers.

Research Methods

Method of Questionnaire for learners, method of Questionnaire for teachers, Method of research literature analysis

Findings

The instrument was designed to discover what the music is used for in FLT. The foreign language teacher use the music only to motivate the learners or to relax. The other more important possibilities such as pronunciation practise stay in the background. Regarding participants was found that there are differences among the foreign language teachers.

Conclusions

The reviewed findings have practical implications for music teaching and foreign learning teaching. They suggest that music play a significant role in foreign language development by aiding a number and cognitive processes required for foreign language acquisition. Thus, integrating music into foreign language lessons can potentially improve pronunciation, receptive phonology and hearing skills in the foreign languages.

Keywords: Second-language, FLT, music, teaching methods.

Description Of Knowledge About Puberty Among Primary School Pupils In Selected Countries

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¹Palacký University Olomouc, Czech Republic

Problem Statement

Puberty is a significant element of sex education as global dimension. Children need to be prepared for puberty in time. This should include all related associations and contexts.

Research Questions

The aim is to identify and describe the level of knowledge about puberty among primary school pupils in the Czech Republic, China and Spain in the comparison.

Purpose of the Study

Children need to be prepared for puberty in time and in an appropriate manner; this should include all related associations and contexts. The purpose of the study is to describe, what children know about this period in the internatinal context.

Research Methods

The research method was the test. The knowledge was tested by 9 items with open-ended answers. The content: concept of puberty; definition of puberty; puberty age range; knowledge about physical changes in boys and girls; knowledge about other changes that puberty induces; significance of puberty in human life. The data were described by the statistical procedures and descriptive statistics.

Findings

We presented the partial results about cognitive and informative level of knowledge about puberty among primary school pupils in the context of the Czech Republic and China. Now we have another results in the comparison with Spain.

Conclusions

The research was realized by the project at Palacký University Olomouc, the Czech Republic.

Keywords: Puberty, pupils, knowledge, testing, results.

Teaching Intercultural Communication To Students Of Russian Universities

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²Philological Faculty of Lomonosov Moscow State University, Russian Federation

Problem Statement

One of the tasks of higher professional education is the introduction of a competence-oriented model of education, in which teaching intercultural communication is one of the priorities.

Research Questions

An important role in the process of expanding interaction between representatives of different cultures is given to intercultural communication.

Purpose of the Study

In order to be able to effectively realise themselves, and to be ready to solve problem situations in the process of intercultural interaction, students should be trained based on the following methodological approaches: culturological, systematic, integrative, personally-active and competent.

Research Methods

The framework of studies is developed on the base of scientific works in the following spheres: theoretical and practical problems of formation communicative competence in the second foreign language; interrelation between competence-based, communicative and active approaches in teaching foreign languages; theoretical and practical problems of formation cross-cultural competence in the context of linguistic education.

Findings

Teaching a foreign language to students cannot be effective unless there is a unity of language and culture. The foreign language class is a crossroads of cultures and practice of intercultural communication, as each foreign word reflects the foreign world and culture. It is necessary to go through acculturation.

Conclusions

When teaching intercultural communication, an intensive formation of a secondary cultural and linguistic personality takes place, which, by reflecting its own and foreign cultures, is capable of preventing intercultural barriers and finding a rapid and adequate solution for overcoming them.

Keywords: Intercultural communication, acculturation, knowledge, national mentality.

Helping Students Overcome Self-Limiting Viewpoints Via Learner/Stress Mindset Teaching Interventions

*Master Graduated, Jason Gold¹**

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Problem Statement

Students may unknowingly have self-limiting Mindsets regarding intelligence, learning and stress, which can negatively influence not only their success in and out of school, but also their health/happiness.

Research Questions

To what extent do Japanese university students have self-limiting viewpoints regarding learning and stress; Are brief Mindset interventions/lessons effective in helping students realize and overcome such self-limiting viewpoints?

Purpose of the Study

This study seeks to ascertain whether university students' Mindsets regarding intelligence, learning and stress are enhancing or self-limiting. Afterwards, will classroom Mindset interventions/lessons throughout a semester be effective in helping students overcome self-limiting viewpoints and realizing that the Mindset they hold is important for their academic/lifelong learning and success.

Research Methods

This study utilized mixed methods of data collection among sixty participants. Initially (to establish a baseline of student reasoning) and again at the end of the semester (to measure change) quantitative data collection via questionnaires were employed. Furthermore, qualitative data analysis was conducted during and at the end of the semester using student reflection writings.

Findings

Baseline questionnaires showed a significant percent of students initially had limiting viewpoints regarding learning, intelligence, and stress. Throughout the semester, via short mindset teaching-modules and assignments, students learned the different effects of enhancing vs. limiting Mindsets. End of the semester questionnaires and reflection writings showed a shift in student awareness and desire to utilize enhancing Mindsets in their lives.

Conclusions

I initiated this study to discover to what extent Japanese university students hold self-limiting Mindsets related to (their) intelligence, learning and stress. Explicitly teaching students about enhancing-Mindsets during a semester helped them become cognizant of their importance, and led to a desire to utilize them more in their lives. I content this study shows the need for further inquiry.

Keywords: Mindset, academic tenacity, learning, intervention, stress.

Spontaneous Play As An Indicator Of Children's School Readiness In Social Skills

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¹ Faculty of Education, Palacký University Olomouc, Czech Republic

Problem Statement

Recent studies published by the Czech School Inspectorate emphasise a problem with children's social skills and the teacher's inability to use spontaneous play in accordance with the preschool curriculum.

Research Questions

What are the features of spontaneous play of children in the context with curriculum, which indicators of social skills can be identified through an analysis of children's spontaneous play?

Purpose of the Study

Through an analysis of video recordings, to describe and characterize children's spontaneous play in kindergarten. To analyse and assess the main areas and indicators of children's spontaneous play with a focus on social skills. To identify and assess social skills in relation to children's readiness for compulsory education.

Research Methods

Qualitative research design, indirect observation, analysis of video-studied of spontaneous children's play in the last year of preschool education, interview with teachers as a complementary method.

Findings

Social competences represent an important area of school readiness. Preschool education should provide varied situations for children's development. Spontaneous play, which was analysed in the present study, has a great potential in this respect. The study suggests certain reserves in the area of children's self-regulation, communication and pro-social behaviour.

Conclusions

It appears necessary to place a greater emphasis on the development of children's social skills in mainstream kindergartens and to use the methods of educational diagnostics. Another important aspect is cooperation with the parents.

Keywords: Preschool children, spontaneous play, social skills.

School Principals' Attitude toward Music Education in Lithuania

Associate Professor Dr Rasa Kirliauskiene^{1}, Associate Professor Dr Jolanta Abramauskiene¹*

¹Lithuanian University Of Educational Sciences, Lithuania

Problem Statement

The possibilities of music education activities are very often unexpended in general education schools and there is not enough continuous research to disclose the problematic musical aspects.

Research Questions

What is the school principals' attitude to conditions created in general education schools for the improvement of musical skills? Does the school create conditions for ensuring music teachers' responsibility?

Purpose of the Study

To disclose the principals' of general education schools attitude towards the certain aspects of music education in Lithuania.

Research Methods

The analysis of scientific and methodological literature; school principals' survey (focus group), using the questionnaire method; quantitative data analysis. 160 principals from Lithuania and 7 from the USA have participated in the research. The data were processed using SPSS (Statistical Package for Social Sciences) software package.

Findings

It can be stated that the financial base of the general education schools is similar: the insignificant abundance of instrument choice, of course, the greater choice of instruments and their quality enables students to achieve better results and strengthens their motivation in the field of musicianship rather than devoting most of the funds for the implementation of technological innovations.

Conclusions

The research has disclosed the conditions, which are provided for the improvement of learners' musical skills in curriculum activities. During the research, it was found that school's administration promotes and financially supports the music teacher's initiatives in organizing the school's musical life and conditions created in the school ensure the responsibility of teachers for the quality of music education.

Keywords: Music education, school principals, Lithuania.

The Factors that Influence the Choice of Music Teacher's Profession

Associate Professor Dr Jolanta Abramauskiene^{1}, Associate Professor Dr Rasa Kirliauskiene¹*

¹Lithuanian University Of Educational Sciences, Lithuania

Problem Statement

Research on the choice of the factors, it is important to investigate students' views on music teacher's profession and possible changes in them in the years of study.

Research Questions

What are the factors that influence the choice of music teacher profession?

Purpose of the Study

To investigate the factors that influence the choice of music teacher's profession.

Research Methods

Analysis of research literature sources, LUES students' questionnaire testing, quantity and quality research data analysis. A special questionnaire was made for the research dealing with the questions on the importance of motives in choosing music education studies.

Findings

The research analysis shows that a greater number of the students have well considered the choice of their profession. The choice was influenced much more by inner motives - desire to gain knowledge, by aspire a higher education, enjoy musical activity and also by musical abilities and interests.

Conclusions

LUES music students choice their profession paying great significance to educational motives: desire to study music as a subject, desire to indulge in musical activity, wish to gain more music teaching professional competence purposefulness are also important musical abilities and skills, enjoyment of working with children. More of the respondents found aspiration for a higher education of great importance.

Keywords: Professional choice, music teacher, factors.

Professional Self-concept of Students within Final Pedagogical Practice

Assistant Professor Dr Yveta Pohnětalová^{1}, Master Student Denisa Kubová¹, Master Student Radka Bečková¹*

¹University of Hradec Králové, Czech Republic

Problem Statement

Topic of the paper is research of professional self-concept of students within final practice in teaching fields. We have examined self-reflexion of students throughout evaluation sheets and their trainers.

Research Questions

What is students' professional self-concept within final pedagogical practice and what is the reflection between self-reflexion of students and professional evaluation of teacher trainers?

Purpose of the Study

The aim of the search survey is to map professional self-concept of students during their final pedagogical practice according to their professional skills and to compare it with professional evaluation of teacher trainers. Ability of students to adequately reflect their work belongs to basic competences.

Research Methods

It was represented by a quantitative research survey where the research tool was an evaluation sheet with ten scale items for students and for teacher trainers. Evaluation sheet was made in order to represent required professional competences (e.g. didactic, communicative and professional).

Findings

Teachers and students showed a level, in the evaluation sheet, that has relevant survey data, i.e., transformed their feeling onto a ten point scale without the requirement of word formulation. From the total amount of results is clear that self-evaluation of student is lower than evaluation by teachers.

Conclusions

Even though the results of the students' self-reflection show a slight underestimation in comparison with teacher trainers mainly in items considering preparation and professional knowledge, students feel a good ability of self-reflection. It is evident, that work teachers of practice brings rewards and helps students to consider their pedagogical work and leads them to professional competences' improvement.

Keywords: Self-concept, pedagogical practice, professional competences.

Analysis of Pedagogical Practice in Teaching Fields

Assistant Professor Dr Yveta Pohnětalová^{1}*

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Problem Statement

The paper contains state and development analysis of pedagogical practice at the Faculty of Education in Hradec Králové (CZ), focusing on decisive factors in the effectiveness of pedagogical practices.

Research Questions

What are the determinants of the effectiveness of pedagogical practices and what possibilities and limits are there to lead to pedagogical practices' improvement?

Purpose of the Study

The aim of the paper is to analyse the state and development of pedagogical practice in the context of interdependent factors: macro-determinants and micro-determinants. The analysis provides interesting feedback, which can become a stepping stone for practice improvement.

Research Methods

It is a study which maps throughout the analysis of pedagogical practice at the Faculty of Education in Hradec Králové, Czech Republic, and the structure of practice and compares it with successful foreign teaching programmes. As a result, it focuses on determinants of the practices' effectiveness, identifies the limits and looks for possibilities for improvements.

Findings

Pedagogical practice in teaching fields at the Faculty of Education in Hradec Králové is included every term. Structure and also the practices' content have gone through a certain development not only towards increase of practices' time subsidy, but also to significant interconnection of practices with professional subjects, which has led to increase of students' abilities adequately reflect their pedagogical practice.

Conclusions

The study provides a detailed analysis of pedagogical practice at the Faculty of Education in Hradec Králové in terms of the content of interdependent factors and presents interesting feedback, which can become a stepping stone for improvement of practices in teaching fields.

Keywords: Pedagogical practice, determinants, possibilities, limits.

The Typology Of Modern Students' Family Self-Determination

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Problem Statement

In psychological theory and practice there is an urgent need to create a holistic scientifically based approach to the development of the concept of family self-determination at youthful age.

Research Questions

What types of family self-determination exist?

Purpose of the Study

The goal of the research is to construct a model of family self-determination and to receive the empirical typology of respondents.

Research Methods

To achieve the goal we used a set of complementary research methods: theoretical and methodological literature analysis; a questionnaire survey, psychodiagnostic tests; mathematical-statistical methods of data analysis, including calculating descriptive statistics, factor analysis by the means of Principal components method, reliability analysis, k-means cluster analysis.

Findings

The two-factorial model of young men and women's family self-determination is represented. The family image is considered as a function of three components: my family, my future family, ideal family. We identify typology groups of respondents that vary in the extent of emotional appeal and dynamism, influence of ideas about a family and marriage.

Conclusions

The article represents the two-factorial model of young men and women's family self-determination. We describe the types (predetermined, declared, diffusive, realized and reached types) and psychological mechanisms of family self-determination of students' youth. The obtained findings will be useful on implementing a psychological and pedagogical model of targeted development of youth's family self-determination within the educational university environment.

Keywords: Family self-determination, student's youth.

Students' Social-Emotional Competency and Mathematics Academic Development: A Cluster Analysis on China

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¹ China

Problem Statement

More and more countries and regions are concerned about social-emotional competency (SEC) which can help students establish good relationships and develop positive self-emotion to promote academic and social development.

Research Questions

What kinds of profiles do students be divided according to mathematics anxiety, self-efficacy and social-emotional competency, and whether self-confidence and other variables are significantly different across different clusters?

Purpose of the Study

This paper sought to understand the learner profiles in terms of varying capabilities for mathematics anxiety, mathematics self-efficacy and social-emotional competency's four sub-dimensions. The main goal of the present study was to uncover an in-depth and meaningful understanding of different students' social-emotional competency and mathematics academic development.

Research Methods

Data were collected from 6949 pupils in western China. The cluster analysis revealed four distinct profiles by mathematics anxiety, self-efficacy and social-emotional competency's four sub-dimensions which measured by the Chinese version of Delaware Social-Emotional Competency Scale (DSECS-SCV). MANOVA was conducted to test whether self-confidence, learning interest, teacher support, achievement, teacher-student relationship, and peer relationships significantly differed across the clusters.

Findings

The cluster analysis revealed four distinct profiles: low, high, good and poor. The good profile represented scores high in self-efficacy and social-emotional competency's four sub-dimensions, but low in anxiety. And statically significant differences existed for self-confidence, learning interest and teacher support across all clusters. Homogeneity in achievement and teacher-student relationship was also observed in both low and poor clusters.

Conclusions

This study enables teachers to have better understanding of their students' social-emotional competence and the relationship between social-emotional competence and mathematics academic development, so that they can apply appropriate teaching strategies to different types students in practical teaching and social emotional learning programs to promote students' academic and social development effectively.

Keywords: Cluster analysis, social-emotional competency.

Student Science Performance and Teaching Practices across EU countries: Evidence from PISA 2015

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Problem Statement

Teaching practices are the most significant factors in explaining academic outcomes (Caro et.al.2016). They vary across countries and their effectiveness depend on the composition of other factors.

Research Questions

How differ and what is the differential effectiveness of teaching practices across EU countries?

Purpose of the Study

This study investigates the effects of students' perceived teaching practices related with science teaching and learning (enquiry-based science teaching practices, adaption of instruction, teacher support and feedback) on student science performance whilst considering student socioeconomic characteristics. Also, we compare these associations across EU learning contexts.

Research Methods

Data from PISA2015 were used. 25 EU education systems were analyzed. Multiple linear regression analyses for each education system was performed with student's science performance as the dependent variable and four students' perceived teaching practices (enquiry -based teaching, adaption of instruction, teacher support and feedback) as independent variables. Student economic, social and cultural status was entered as control variable.

Findings

Tested regression models for all countries were statistically significant and explained 14%-25% variance of student science performance. Adaption of instruction was positively and perceived feedback negatively associated with performance in all countries. The association of enquiry-based teaching with performance was negative in 17 countries. Teacher support was positively related to performance in 8 and negatively in 3 countries.

Conclusions

The patterns of association between adaption of instruction, perceived feedback, enquiry-based teaching and student's science performance are similar across EU countries. However, teacher support does not work equally across the countries. This confirms different effectiveness of teaching practices in EU learning contexts.

Keywords: Teaching practices, student performance, PISA 2015.

Possibilities Of Extension Of The Algorithmization And Programming Teaching At Primary Schools

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Problem Statement

The teaching of algorithmization and programming is currently at the forefront of the interest of many professionals involved in the innovation of educational content within IT subjects.

Research Questions

Research was primarily focused on the area of acceptance of possible changes in the educational content towards a substantial extension of the teaching of algorithmization and programming.

Purpose of the Study

For this reason, we conducted a research survey focused on the issue of acceptance of possible changes in the educational content of IT subjects towards a substantial extension of the teaching of algorithmization and programming from the point of view of pupils of the 9th year of primary school.

Research Methods

A questionnaire was used as the basic means of obtaining the data needed to conduct a research survey. The questionnaire contained both closed questions with the answer offered, semi-closed questions with a range of answers (using the four-step scale), but also open questions, in which the respondents could record the varied status of the observed phenomena.

Findings

On the basis of the analyses carried out, it can be stated that the predefined research assumption could have been verified and refined in the following way: The pupils of the 9th year of primary school are interested in the teaching of the thematic unit focused on algorithmization and programming.

Conclusions

Based on the obtained results, we can state that the area of algorithmization and programming teaching, although it is one of the typically “non-traditional” IT topics, which is not systematically developed within the FEP for the area of Information and Communication Technologies, is not completely rejected by the pupils of the 9th year of primary school.

Keywords: Algorithmization, programming, educational content, pedagogical research.

Pedagogical Innovation in Science Education: A Case Study of Experiential Learning Course

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Problem Statement

Experiential learning approaches are desirable in higher education for improving students' learning experience. However, the implementation of such an approach effectively applied to an undergraduate science course is challenging.

Research Questions

How do students develop scientific knowledge and skills through planning and implementing innovative activities for the targeted groups, and how the implemented activities empirically contribute to theoretical frameworks?

Purpose of the Study

This paper discusses the design and implementation of an undergraduate experiential learning course for students from diverse science backgrounds. According to Kolb's experiential learning approach, this course creates two major experiences for students: conceptual acquisition, and experience of design and implementation of innovative teaching and learning activities.

Research Methods

A qualitative approach is adopted to analyze the implementation of experiential learning processes. Owing to the specialty and diversity of participants involved, an intrinsic case study is conducted to holistically examine the course with focus on the construction of scientific knowledge and pedagogical issues. Units of analysis involve series of activities embedded into the course.

Findings

Specific domains of pedagogical innovation such as Techno-Pedagogy are premeditated. In addition, research results provide significant evidence showing experiential learning approach allows students to simultaneously develop skills for learning science in their teaching practicum. One of the major findings reveals the development of a didactic protocol framing the experiential learning process associated with emerging innovative teaching components.

Conclusions

This research investigates a science course aiming to develop students' abilities to design and implement innovative activities in classes. In short, it shows that experiential learning approach demonstrates the crucial role of facilitating constructive learning for undergraduate students from various disciplines to develop innovative pedagogical and learning skills.

Keywords: Experiential learning, innovative pedagogy, science education.

Positive Orientation, Hope For Success And Acquiring Bibliotherapeutic Competences

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Problem Statement

The research focuses on determining the importance of positive orientation and hope for success for the acquisition of bibliotherapeutic competences (knowledge, skills, supervision) of special pedagogy students.

Research Questions

Are there any correlations between the positive orientation, the hope of success and the satisfaction of students of special education with substantive preparation, supervision and self-organized bibliotherapeutic workshops ?

Purpose of the Study

The aim of the research is to recognize the level of positive orientation and hope for success in students of special pedagogy and the relationship between these psychological variables and the sense of preparation for conducting bibliotherapy, the level of satisfaction with supervision and satisfaction with self-conducted workshops.

Research Methods

Research carried out in a correlation scheme. Participants: Sixty students of special education (Bachelor level) Tools: Trzy tools were used for the study: Positive Orientation Scale (Łaguna, M., Oleś, P., Filipiuk, D.) Questionnaire of Hope for Success (Łaguna, M., Trzebiński, J., Zięba, M.) Questionnaire of bibliotherapeutic competences (Kuracki, K.)

Findings

The study showed statistically significant correlations between the studied psychological variables and the assessment of the bibliotherapy competences acquired by students

Conclusions

Strengthening the positive orientation and the hope of success is an important element in the process of acquiring bibliotherapeutic skills by students of special education

Keywords: Hope, success, positive orientation, bibliotherapy.

Incorporation Of Complementary And Alternative Medicine In An Undergraduate Pharmacy Curriculum

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Problem Statement

Despite the increasing use of complementary and alternative medicine (CAM) worldwide, little is known about the factors associated with the interest in receiving CAM education among pharmacy undergraduate students.

Research Questions

(a) What proportion of pharmacy students at University of Malaya, Malaysia was interested in CAM education? (b) What factors significantly predicted the interest in CAM education?

Purpose of the Study

The study aimed to describe pharmacy students' interest in CAM education and determine factors, which predicted interest in receiving CAM education.

Research Methods

A cross-sectional survey was conducted among all undergraduate pharmacy students in the University of Malaya, Malaysia using a structured questionnaire and face-to-face interview. A logistic regression analysis was used to predict factors associated with the likelihood that students would report their interest in receiving CAM education.

Findings

About 80% of the total 250 undergraduate pharmacy students wanted CAM to be incorporated into the pharmacy curriculum. Three factors predictive of an interest to receive CAM education were student's year of study, those who perceived CAM to be effective, and those who indicated that CAM should not be restricted to CAM practitioner.

Conclusions

A high proportion of pharmacy students wanted CAM to be incorporated into the curriculum. As the future healthcare professional, the incorporation of CAM education may provide a chance for students to have accurate and impartial information on CAM. Further research into the content and focus of CAM education is necessary to meet the educational needs of the future pharmacists.

Keywords: CAM education, curriculum, logistic regression.

Subjective Evaluation Of Health Education By Czech Students In Context

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Problem Statement

Health education is an established educational field in lower secondary education in the CR. Therefore, emphasis is on researching Health education, including state curriculum, implemented curriculum and achieved curriculum.

Research Questions

Do selected factors of the educational reality of Health education affect the subjective evaluation of the implemented curriculum by students in grade 9 of elementary schools in the Czech Republic

Purpose of the Study

The purpose is to assess whether students of Health education under the leadership of a qualified teacher evaluate this course as more popular, enjoyable and beneficial compared with students without such leadership. Identical effects are also assessed in terms of the real number of lessons and health promotion projects.

Research Methods

The research sample included 755 students in grade 9 from 23 elementary schools in 5 regions of the Czech Republic. The research method was a questionnaire focusing on students' opinions about the implemented curriculum of Health education using numerical scales (1-10). The factors of education reality of health education were investigated by means of a questionnaire for teachers/headteachers.

Findings

Relevant analyses were used to identify the effect or confirm the positive trend of selected factors of educational reality, such as HE teacher qualification, more HE lessons, health promotion projects, in the context of subjective evaluation of Health education curriculum especially in terms of the popularity and benefits of Health education for the students' personal lives.

Conclusions

The selected factors of educational reality have an effect on subjective evaluation of Health education by students at the end of compulsory education in the Czech Republic. Practical recommendations: Health education should be taught by a qualified teacher using an adequate number of lessons (ideally 4 lessons per week in 4 grades), and health promotion projects should be implemented.

Keywords: Health education, evaluation, effects of education.

Individual Planning as the Application of the Recovery Concept for Homeless People

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Problem Statement

Each social service should be provided on the basis of the individually defined needs of each client. The mapping of needs is therefore a never-ending cycle in the service.

Research Questions

What kind of areas of individual planning exist and what is the implication potential of it?

Purpose of the Study

The article aims to map out individual planning areas for the homeless using different foreign sources and to suggest implications for education in social work with this target group in the context of the recovery concept.

Research Methods

Authors use the content analysis of professional resources to achieve their goal, namely the thematic analysis of foreign texts.

Findings

As part of the thematic categorization of individual articles, separate categories have been derived, which can be applied to the individual planning process in shelters for the homeless. These are the following categories: retaining housing, managing finances, health, the existence of support networks, a meaningful use of leisure time, self-efficacy, control of substance abuse, and self-image.

Conclusions

As part of the findings resulting from the analysis, the authors formulated recommendations for the future social workers education.

Keywords: Individual planning, shelter, homelessness, recovery.

German as a Second Foreign Language at Czech Schools

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Problem Statement

German as a foreign language at Czech schools brings unexpected problems at the present time - on the part of the pupils and on the part of the teachers.

Research Questions

What are the current problems faced by teachers who teach German language as another foreign language at Czech schools?

Purpose of the Study

The importance of knowledge of the German in the Czech Republic has increased in recent years after a certain stagnation. However, the quality of his teaching and the quality of German knowledge among pupils in Czech schools is questionable. What are the reasons for such a situation?

Research Methods

As a method of research, a questionnaire survey was carried out which was implemented at Czech schools among pupils and teachers of German language and semi-open interviews with teachers of the German language

Findings

Teachers perceive really big problems in the system of teaching another foreign language. Besides not enough time being devoted for teaching of the second foreign language, there is also a struggle with the considerable lack of interest of the pupils. On the other hand, pupils are still very much influenced by prejudices about German and Germans.

Conclusions

There is a need to modernize the way in which future German teachers are being prepared, to improve and systematize further teacher education, and to teach not only language education, but also the issues of general pupil development and perception of foreign cultures and nations.

Keywords: Second foreign language, teaching, learning, improving.

Need for Complementary and Alternative Medicine (CAM) Education among pharmacists

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Problem Statement

Patients are more likely to ask pharmacists than other healthcare professionals for advice about Complementary and Alternative Medicine (CAM) therapy. Yet, little is known about pharmacists' CAM education needs.

Research Questions

(a) What proportion of pharmacists supported CAM education to be incorporated into the pharmacy curriculum (b) what were their perceived barriers to incorporation of CAM education in pharmacy curriculum?

Purpose of the Study

To describe pharmacists' view about the need to incorporate CAM education into the undergraduate pharmacy programme and to identify perceived barriers and mode of delivery for integration of CAM education. The findings of this study will be used to review and improve the curriculum of the undergraduate pharmacy programme.

Research Methods

For this cross-sectional survey, pharmacists who graduated from the University of Malaya were identified from the alumni database. Only practicing pharmacists were contacted via an email and asked to respond to a structured self-administered questionnaire. The primary outcome measures were whether the respondents supported the incorporation of CAM into pharmacy curriculum and their perceived barriers to the CAM incorporation.

Findings

Almost all of the respondents (98%) supported the incorporation of CAM education into the pharmacy curriculum. Among factors associated with the support were fields of their practice, their belief that CAM was effective and their willingness to receive CAM training. Meanwhile perceived barriers to CAM incorporation were lack of reliable sources of CAM information and trained CAM educators.

Conclusions

The majority of the pharmacist supported the incorporation of CAM education into the pharmacy curriculum. As a healthcare professional, the CAM education received may provide the pharmacist with accurate and impartial information on CAM for better patients' care. Further research into the content and focus of CAM education is necessary to meet the educational needs of pharmacists.

Keywords: CAM education, pharmacists, curriculum, pharmacy, barriers.

Innovative Study Method Adaptation: The Power Of An Innovative Teacher

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Problem Statement

What are teachers' activities in ISM adaptation in order this process would be effective?

Research Questions

What are the fundamental teachers' characteristics that play a pivotal role in an ISM adaptation process; What teachers' activities should be performed, in order ISM adaptation would be effective?

Purpose of the Study

The purpose of this study is to detail the innovative study method (ISM) adaptation process at university, revealing the most significant teachers' characteristics that affect it.

Research Methods

This is a conceptual framework, which is based on the scientific literature analysis and theoretical modeling. The theory of adaptation, which is customized to the university context, is used to construct a theoretical model. Adaptation of ISM is one stage of innovative decision process. This paper expose innovation process and innovation decision process through teacher and student interaction.

Findings

The research revealed that educational, technological and social competences, teacher innovativeness and empathy, attitudes and the past experience of ISM adaptation are common characteristics that arose in all interviews. Key activities of ISM adaptation include identification of the elements, their modification, and consultations with ISM developers about adapted elements, testing and analysis of adapted elements.

Conclusions

1) Teacher's competence, personality traits, attitudes, and the past experience of ISM adaptation play a pivotal role in an innovative study method adaptation process. 2) Key activities of ISM adaptation include identification of the elements, their modification, and consultations with ISM developers about adapted elements, testing and analysis of

Keywords: Adaptation, innovative study method, teacher activities.

A Research Of Pupil's Questions In Relation To Teachers Approach In Teaching

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Problem Statement

Pupils' inquisitiveness at the beginning of their school attendance is reflected by the nature of the questions they ask.

Research Questions

The aim is to theoretically examine lesson content from the perspective of pupils' questions and to identify types of pupils' questions.

Purpose of the Study

Summarise the theoretical knowledge about the pupil question, in what pedagogical researches the pupil question was the subject of research. The second part of the text focuses on the status of the pupil question in the dialogue and specifies its position in the dialogical teaching.

Research Methods

The research sample for the pre-research observation method was a collection of available observation which were used by us for analysing the nature of pupils' questions identified there.

Findings

The results show the crucial information that, depending on the pupil's interaction and participation in teaching and his questions, it is possible to carry out research only in lessons based on a dialogue model of teaching or a model that will provide the pupil with involved constructive knowledge and create space for his speech.

Conclusions

The interpretation of the collected results of observations will be the starting point for the selection of research strategies in the next research stages concerning pupils' questions in the future and this is to identify learning tasks in teaching mathematics that lead to the formation of pupil question.

Keywords: Pupil questions; dialogical teaching, pre-research strategy.

Czech Primary Pupils' Special-Interest Preferences In Context Of Learning Aspirations

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Problem Statement

The formation of learning aspirations of primary school pupils are influenced by parents, school environment, also with the pupil's goals vision wanted to achieve in learning and special-interest activities.

Research Questions

What are the primary school pupils' interest preferences and what factors influence the pupils learning aspirations?

Purpose of the Study

The aim was to find out the pupils' special-interest preferences in the context of the approach to learning. The purpose is to find out the links between the popularity of subjects and special-interest activities that pupils choose from similar or related fields.

Research Methods

The primary school pupils (N = 332) distributed a 5 scale questionnaire with 27 items validated by factor analysis with a load of 6 factors with a total reliability of 0.8.

Findings

Cluster analysis showed that pupils are divided into two groups, active, who declared different interest preferences, most sports (61.3%) and passive (M = 19.5%) non-interested in informal learning, preferring mobile, tablet and computer games (=%) or did not respond at all.

Conclusions

The analysis of the obtained data confirmed that pupils have the personal motivation for learning and it is important for them to achieve the best results at school. Not only the pupil's own attitude but also support by special-interest activities contributes to the pupil's activation and the efforts to achieve good results in school and in leisure activities.

Keywords: Learning aspiration, special-interest activities, pupil.

Characteristics Of Emerging Adulthood Through The Prism Of Parenting Styles, Gender-Role Orientations And Romantic Beliefs And Experience Among Bulgarian Students

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Problem Statement

This paper traces out a problem not well analysed in the literature, namely, the relationship between parenting styles, gender-role orientations and romantic beliefs among Bulgarian students in emerging adulthood.

Research Questions

To develop a profile of young people regarding these constructs, and to trace the correlation between them.

Purpose of the Study

The purpose of this article is to explore the relationship between perceived parenting styles, gender-role orientations and romantic experience and beliefs in emerging adulthood among the 18-29 year olds.

Research Methods

Bulgarian students in the 18-29 age group were surveyed during seminars in the period September - November 2015 (N = 255; Mage = 22.86, SD = 3.86). The following questionnaire were applied: Parenting Style Questionnaire (Robinson et al., 1995); Bem Sex-Role Inventory (Bem, 1979); Romantic Beliefs Scale (Sprecher & Metts, 1989), Relational Experience Scale (Costigan, 2006).

Findings

The most preferred parenting style of the students is the authoritative one. The presence of romantic experience brings moderate satisfaction. Emerging adults prefer the feminine gender-role orientation in the highest degree, which is most likely due to the specifics of the Bulgarian culture. Romantic beliefs are less associated with the authoritative parenting style with all three gender-role orientations.

Conclusions

The present study focuses on the romantic beliefs among Bulgarian emerging adults. We have tried to make a profile of Bulgarian youth in three dimensions: gender-role orientations, adopted parenting style and romantic beliefs and experience. The findings generally confirm the assumption of a specific, age-bound relationship between the three measured constructs - parenting styles, gender-role orientations, and romantic beliefs.

Keywords: Parenting styles, gender-role orientations, romantic beliefs.

University Music Educators Creating Piano-Learning Environments In Finnish Primary School Teacher Education

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Problem Statement

Developments in the 21st century challenge teacher educators for offering effective and supportive learning environments. In this field the topics concerning music, especially piano-learning environments have not been widely studied.

Research Questions

How do university music educators comprehend piano teaching practices in Helsinki and Lapland Universities? What are the main possibilities and limitations in creating supportive piano-learning environments for primary school teacher education?

Purpose of the Study

The aim of the study is to map the main problems and find possible solutions for developing supportive piano-learning environments in Finnish primary school teacher education.

Research Methods

The data for carrying out the qualitative study were collected by making semi-structured interviews with 4 university music educators and comparing content of the curricula; the results were analysed by using qualitative content analysis.

Findings

The results of the current article allow to offer suggestions for developing supportive learning environments for piano teaching in Finnish primary school teacher education.

Conclusions

The main task for teacher educators' is creating the opportunity to acquire piano playing skills in supportive learning environments and through learning strategies that are personalized and adapted to the learner's own learning styles and preferences within the limits of educational institutions.

Keywords: Piano-learning environments; primary school teacher education.

Preschool Age Children´s Game and Its Pitfall

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Problem Statement

Find out if there is over-organized educational programme in kindergartens, which could hinder free play of children and communication of pedagogues with parents during every day education.

Research Questions

How to appreciate a play in a kindergarten? What do parents need to appreciate playing?

Purpose of the Study

Research aim is to find out persisting organizational forms, communication and educational methods for kindergarten children and to reveal causes, which impede to create suitable conditions in preschool education for greater use and a free game creation of children and its appreciation both at pedagogues and parents.

Research Methods

The research brings a qualitative comparative survey where a structured questionnaire for pedagogues and parents of children in kindergartens was created. Obtained figures and data from the measurement have been processed by descriptive methods and correlations and compared in both groups of respondents – pedagogues and parents.

Findings

The research study has brought results which have shown existence of excessive organization of educational programme and a persisting offer of club activities, which hinder a greater realization of children game. The comparison points out to significant results, which signal parents' interest in communication with school. However there are still reserves in terms of kindergartens' options.

Conclusions

The research pointed to the underestimation of free play in preschool education according to persistently greater representation of managed activities. Research comparison of both groups has brought impulses for change in preschool education towards more intense communication of pedagogues with parents. The research study can support cooperation and appreciate free play as an indispensable activity of preschool children.

Keywords: Game, children, preschool education, pedagogue, research.

Financing Of Regional Education From The Perspective Of Secondary Schools

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Problem Statement

Schools are forced to seek financing resources other than those provided by the law. In addition to school activities and complementary activities, schools may use grants and fundraising resources.

Research Questions

What experience do schools have with using fundraising and which fundraising resources do they use most often?

Purpose of the Study

The main objective is to define possible resources of financing secondary schools and to analyse specific use of these resources. Partial objectives are to examine whether and which specific financing resources are used most often, to identify their amount, and to compare these funding resources between schools.

Research Methods

Regarding the objectives of the study, qualitative research methods will be used. Particularly, the triangulation method will be used in combination with an analysis of school documents relating to economic management. This method will be further specified and complemented by means of interviews with secondary school headteachers.

Findings

The research suggests that secondary schools use fundraising resources as a complement to the income from the state budget based on their material, technical and primarily staff capacities. The use of fundraising resources is also influenced by the respective school authority. However, the results can be used to assess the possibilities of using fundraising activities to support the school budget.

Conclusions

The conclusions of the paper highlight the needs of schools in the area of financing and present various financing resources and their practical use. The Czech system of education is awaiting a reform of regional education financing, which should introduce a new system of redistribution of state budget funding.

Keywords: Financing, education, funded organization, fundraising.

The Contexts Of Organ Performance Education In Selected European Countries

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Problem Statement

Education in organ performance is defined by curricular documents that indicate its educational content, aims and methods. These reflect specific sociocultural contexts that are unique for specific countries.

Research Questions

What sociocultural contexts surround contemporary organ performance curricula in the Czech Republic, France, Germany? How is the Czech model similar to other European ones and how is it unique

Purpose of the Study

Our aim is to delineate the sociocultural contexts that have had and still have influence on the contemporary form of organ performance studies. We must name the typical elements of educational tendencies of each national curriculum in the two European “organ powers” (France, Germany) and in the Czech Republic.

Research Methods

Our research uses several sources, coming from thematic analysis of undergraduate and graduate organ performance programs' curricular documents in those countries compared. We observe both the frequency and intensity of lessons and educational content, methods and aims. Interviews with organists (performer-professors) provide another source, alongside documents describing the recent past and current state of education, acknowledging cultural context.

Findings

Despite similarities throughout the European countries, features of organ education typical of specific countries were found in those studied. The historical and social memory of each nation goes some way towards defining these. “Kirchenmusik” and “historische Aufführungspraxis” phenomena exist in Germany; France has the symphony organ and the “ordinary instrument”; the Czech Republic has organs outside churches, in secular halls

Conclusions

In Europe, organ performance at the tertiary education level is currently taught in undergraduate and graduate study programs. Even though there are similar tendencies among them (stylistically sensitive interpretation and an emphasis on the individuality of the instrument and the performer), it is possible to capture essential accents of specific national schools.

Keywords: Organ performance Curriculum Tertiary education.

Creativity Development of Kindergarten Teachers

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Problem Statement

Discover the development of teachers' creativity in kindergartens and compare results of creativity at selected groups.

Research Questions

Are there differences in creativity of teachers? Will the difference be proved in the test?

Purpose of the Study

The goal of the research is to find development of creative thinking at kindergarten teachers, who apply their creative methods intensively and methods of creative drama in education and to compare it with educators who do not use creative methods.

Research Methods

Research brings a qualitative comparative survey where Torrance test of creative thinking for kindergarten educators had been used. Obtained data from the measurement have been processed with the help of descriptive methods and correlations and compared with experimental and control groups of educators.

Findings

Research study shows results in kindergarten teachers' development of creativity based on the creative thinking test. It has shown results between development of creativity at teachers in an experimental and a control group, where there were educators educated in creative drama or not. The comparison has brought results which notify possibilities of further education in creativity of preschool educators.

Conclusions

Research proves comparison of creative tests results at preschool educators, where higher results have been shown in creativity at experimental group in comparison with a control group. The research can influence education of kindergarten teachers in creative disciplines and increase creative education. It will also contribute to appreciation of creative drama for development of creativity not only of educators.

Keywords: Creativity, educator, research, kindergarten, test.

The Relationship Between Personality Traits and Anxiousness in Czech University Students

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Problem Statement

Anxiety negatively affects students' academic performance. Among the factors influencing the anxiety belong personality traits. This issue has not been sufficiently explored in the context of Czech universities.

Research Questions

What are the relationships between personality traits and anxiety within a set of university students?

Purpose of the Study

The aim of the study is to verify the relationship between anxiety as a personality predisposition and personality factors in pre-service teachers. The findings should provide information on this issue in the context of the university environment and define the theoretical background for practical interventions among university students.

Research Methods

The sample consisted of 343 undergraduate students, 41 men and 302 women. Two instruments were used: Ten Item Personality Measure (TIPI, Gosling, Rentfrow, Swann) measuring personality traits and State-Trait Anxiety Inventory Questionnaire, Trait version (STAI-T; Spielberger) measuring individual anxiety disparities as a personality trait.

Findings

The results showed relationship between all personality traits and anxiety. The strongest relationship has shown emotional stability and openness of experience. Men and women differ in the distribution and rate of correlation coefficients; women have shown a relationship of anxiety with more personality traits. On the contrary, men showed stronger influence of selected personality traits on anxiety.

Conclusions

The obtained results point out that certain personality settings predispose students to more general anxiety and increase the risk of anxiety attacks associated with academic demands and disrupt their academic performance. This study greatly enriches the knowledge about the problem of personality and anxiety in the context of Czech universities.

Keywords: Personality, anxiety, university students, teaching profession.

Possibilities Of Using Internet Educational Videos For Motivation In Computer Science Education

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Problem Statement

Watching videos on the Internet is a phenomenon of today. The use of educational videos as a motivation in teaching of informatics could positively contribute to the improvement of education

Research Questions

Which internet videos have the motivational potential in teaching of informatics; In which part of teaching of informatics can selected educational videos be used?

Purpose of the Study

The aim of the article is to explore Internet servers for sharing video files and to select the most suitable ones for teaching of informatics, to evaluate their motivation power and to include them in the educational process.

Research Methods

As a research method, we chose the analysis of commonly available video files suitable for teaching of informatics.

Findings

Internet educational videos are available in large quantities. Many of them are aimed at teenagers and serve only to entertain and fill their free time. However, we also found a large number of useful and quality educational videos suited to the teaching of informatics, which, in our opinion, have sufficient motivational power to be used by teachers in their lessons

Conclusions

Based on the results of our survey and our experiences, we believe that the inclusion of the Internet educational videos mentioned in our article can greatly contribute to improving the quality of teaching of informatics, not only in the form of motivation but also as a component supporting the understanding of the educational content.

Keywords: Educational videos, motivation, computer science, education.

Gender Differences in Attitudes to ICT lessons in Czech Primary Schools

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Problem Statement

Current and a future profession requiring great skills with ICT. However, during ICT lessons, pupils acquire this knowledge in general, without taking into account their prerequisites.

Research Questions

Would the boys and girls want to attend ICT lessons separately?

Purpose of the Study

Teaching ICT and ICT skills is very diverse. Current and a future profession requiring great skills with ICT. However, during ICT lessons, pupils acquire this knowledge in general, without taking into account their prerequisites and gender, such as in physical education and work activities.

Research Methods

Non-standardized Questionnaire, Interviews

Findings

Boys are considered more capable of working with ICT, and some girls agree with this statement. Most boys and girls enjoy the ICT lesson. However, they are no longer satisfied with the content of ICT lessons. Boys want deeper knowledge of systems and programming, girls want better communication skills, graphic editors and text documents.

Conclusions

We believe that separately ICT teaching would help eliminate gender prejudices in ICT. The girls would not be afraid to show up, which in the masculine environment is undermined. The themes of lessons would not change, but would be structured otherwise with a different emphasis on the skills that the pupils themselves choose as important for their future profession.

Keywords: ICT lessons, gender, primary schools technology.

Preservice Teachers' Resilience Towards School Children's Problems In Remote Areas

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Problem Statement

As compulsory part of education program, Indonesian preservice teachers have to do a year's training remotely. To date, research into transformative learning benefits of remote teacher training is scarce.

Research Questions

How do preservice teachers experience remote training as part of their compulsory teacher education program, more specifically, how school children's problems in remote areas trigger preservice teachers' transformative learning?

Purpose of the Study

The aim of the study was to investigate (1) preservice teachers' teaching transformative learning experiences in remote areas, and (2) school children's problems in stimulating preservice teachers' transformative learning process.

Research Methods

This study used a qualitative approach by conducting in-depth interviews with 41 teachers from three universities in Indonesia following a preservice teacher education program. After spending one year of their training in a remote Indonesian area, they were questioned about their teaching experiences gained during that specific training period. The data were analysed using NVIVO 11.

Findings

The findings showed that preservice teachers experienced transformative learning outcomes while teaching remotely. School children's lack of study motivation and their low ability to understand the lesson triggered preservice teachers to engage in a transformational learning process through which their resilience improved.

Conclusions

Preservice teachers perceive school children's problems in remote areas rather an opportunity than a threat. The transformative learning framework of this study assists in explaining successes for their resilience improvement. Becoming resilient can encourage teacher to stay longer in teaching profession. Therefore, teacher education programs can consider teaching in remote areas as a valuable contribution to their professional development.

Keywords: Transformative learning, preservice teachers' resilience.

Application of Current Trends in Finnish Music Education within Czech Music Education

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Problem Statement

Internationally speaking, the current Finnish educational system has been showing remarkable results for a long time. It is a suitable inspiration for optimising music education in the Czech Republic.

Research Questions

Are there any effective methods used in the Finnish educational system that can be successfully applied in music education at Czech basic schools?

Purpose of the Study

The present study aims to describe effective methods of Finnish music education, and consider its possible application in Czech music education. It describes basic differences between Finnish and Czech basic music education. It focuses on curricular documents, teacher competence, methods and forms of education, evaluation methods, etc.

Research Methods

Finnish and Czech curricular documents analysis, observation of music education classes at the East Helsinki Music Institute, analysis of video recorded lessons, interviews with teachers and pupils, questionnaires (335 pupils, 15 teachers), comparative method.

Findings

As opposed to Czech education, Finnish music education emphasizes an individual approach to pupils and social development of an individual through aesthetic education. There are apparent differences in both the pedagogical work and pupils' motivation for their own education. Methods and forms of work, evaluation of pupils, spatial and material conditions differ as well.

Conclusions

There is a major difference between Finnish and Czech basic education. Well-functioning music education in Finland can be an inspiration source for Czech teachers. This applies, for example, to the realisation of music activities at Czech basic schools through methods used by Finnish teachers. The follow-up survey showed that these methods can be effectively applied in Czech music education.

Keywords: Music, basic school, Finland, Czech Republic.

The Perspectives Of Teachers And Mothers On Peer Relations Of Preschoolers

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Problem Statement

Views about peer relations of preschoolers may determine teachers' and parents' practices concerning the current phenomenon. Therefore, understanding the perspectives of those agents is important in providing appropriate education.

Research Questions

What are the views of parents and mothers regarding the factors, responsible agents and challenges/concerns related with peer relations of preschoolers?

Purpose of the Study

This study aimed to compare the views of preschool teachers against those of mothers' towards the peer relations of preschoolers to determine the similarities and differences.

Research Methods

The research employed a design of basic qualitative research in order to understand the particular viewpoint. Through basic qualitative research design, researchers can understand the interpretations of experiences of people, their construction of the world around them and meaning making processes (Merriam, 2009). Interviews were used to learn about participants' viewpoints, experiences and meaning making about the current phenomenon.

Findings

While mothers view teachers as the first responsible agent for supporting peer relations , teachers also considered families as the most responsible agent. Teachers mostly mentioned about family and child oriented factors related with peer relations while mothers reflected teacher, child and peer oriented factors. Lastly, teachers and mothers reflected their views on challenges/concerns related with peer relations.

Conclusions

Teachers need to use family as a source of knowledge about children and study with them collaboratively and consistently to create mutual ways of supporting children's peer relations, which will contribute to children's long-term development and learning. Furthermore, teachers need to be in consistent contact with the parents of children to support preschoolers' peer relations.

Keywords: Peer relations, early childhood, teacher, mother.

Teachers Qualifications In The Sphere Of E-Learning In An Alternative Discourse

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Problem Statement

Teacher training in Russia is regulated by two alternative regulations: Federal educational standards and professional standards. They are based on different approaches and cause inconsistencies in teacher training strategies.

Research Questions

The idea is that on the semantic markers reflecting separate points of information and communication technologies to establish representation of these positions in texts of professional and educational standards

Purpose of the Study

On the basis information on competences, knowledge, abilities, labor functions and also system requirements to organizational and methodical conditions of obtaining qualification "teacher" will be possible to draw a conclusion on compliance of requirements of educational standards to the requirements shown to professional functions and knowledge of professional standards.

Research Methods

Theoretical methods were used such as the analysis, the comparative analysis, interpretation, the cluster analysis, the semantic analysis of concepts and terms, and the content analysis. When carrying out the content analysis the concept "learning technology" was semantic category, a tally unit – the terms which are indicators to the systems of electronic and distance learning to information technologies.

Findings

In the text of professional standard ten professional functions are distinguished. For two of them – "Organizational and pedagogical escort of group of students according to programs of higher education" and "Carrying out professional guidance with school students and their parents" – the professional standard doesn't demand mastering information technologies. Requirements to mastering technologies distant and e-learning don't dominate.

Conclusions

The research showed that labor and educational spheres in the Russian Federation are regulated by different laws and labour standards. Within these laws regulations are developed and in the form of professional and educational standards which have different structure work and are not agreed with each other regarding training of specialists to execution of labor functions.

Keywords: E-learning, law, professional standard.

Direct Bullying at School and Depressive Risk in Early Adolescence

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Problem Statement

Studies show that being bullied during the developmental age is associated with a risk of depression; however, little research has focussed on the link between direct bullying and depressive risk

Research Questions

Our research questions concern the differences, regarding direct bullying and depressive risk, between boys and girls living in high-risk communities and the relationship between female direct bullying and depressive risk

Purpose of the Study

This study aims to explore, in a suburban area, the differences between girls and boys in verbal and physical bullying and the differences in the depressive risk. This study also aims to explore whether there is a link between direct female bullying and depressive risk.

Research Methods

Three-hundred Italians in early adolescence, selected within a high-risk community, completed the Peer-Victimisation Scale, the Bullying-Behaviour Scale and the Kovacs Children's Depression Inventory. We used the variance analysis to test for differences between girls and boys regarding depressive risk and verbal and physical bullying. Finally, we used multiple linear regression analysis to identify the predictors of depressive risk.

Findings

Results show that the risk of depression among girls is significantly higher than boys. There were no significant differences between boys and girls with regard to verbal bullying, while physical bullying continues to be higher among boys. The regression analysis has shown that bullying, and not only victimization, can be predictive of depression risk among girls, but not among boys

Conclusions

Collected data offers empirical evidences to devise interventions based on gender differences to prevent the occurrences of bullying, victimization and the risk of depression during the developmental stage of early adolescence. These results transcend the common stereotype that bullies are exclusively antisocial and offer empirical evidence to devise interventions based on gender differences.

Keywords: Bullying, victimization, depressive risk, adolescence.

Achievement Motivation and Regulatory Emotional Self-efficacy in University Students

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Problem Statement

Several studies examined students' motivation in school context, however little research has focussed on the link between achievement motivation and emotional self-efficacy in university students at risk for dropping out

Research Questions

Some research questions still persist about the differences between regular and non-regular students regarding their achievement motivation (McClelland, 1985) and their regulatory emotional self-efficacy (Bandura et al. 2003)

Purpose of the Study

This study aims to analyse the differences between regular and non-regular university students regarding their orientation to objective (Borgogni, Petitta & Barbaranelli, 2004) and their regulatory emotional self-efficacy (Bandura et al. 2003). This study also aims to explore whether self-efficacy in regulating emotions is a significant predictor of achievement motivation

Research Methods

One-hundred university students completed the emotional self-efficacy scales (Caprara & Gerbino, 2001) and the achievement motivation scale (Borgogni et al. 2004). We used the analysis of variance to explore the differences between regular and non-regular students. Then we used the linear multiple regression analysis to verify if self-efficacy competencies in regulating emotions were significant predictors of the achievement motivation.

Findings

Results show that achievement motivation and self-efficacy in regulating negative emotions are significantly higher in regular students than non-regular. The regression analysis has shown that self-efficacy in negative-emotions regulation and academic self-efficacy can be predictive of achievement motivation.

Conclusions

These findings suggest the importance of developing students' awareness of emotional self-efficacy and self-regulation in order to improve their motivation to successful goals. This is important not only at school, but also at university, to implement interventions more focused on the motivational and emotional dimensions of learning.

Keywords: Achievement motivation, self-efficacy, emotions.

The Role Of Cultural Studies In Contemporary Arts Education

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Problem Statement

Information technologies have defined a new development of cultural studies that contribute to the development of the artist's erudition, the ability to formulate aesthetic concepts are of great importance.

Research Questions

The unity of scientific and artistic ways of knowing the general world processes as a necessary basis for the artist's profession.

Purpose of the Study

The identification of cultural studies in the process of forming a professional artist, which is included in the open communication space. The discovery of a new understanding of the phenomenon of "artist", in demand by modern culture, as well as incorporating the immanently artistic and meta-artistic aspects of the profession

Research Methods

The structural-analytical and comparative methods of the analysis of the concepts "art" and "science" make it possible to determine the similarities and differences of the scientific and artistic types of consciousness. As a result of the application of these methods, hermeneutic codes for the formation of a new type of professionalism in art have been discovered.

Findings

Modern art education should be aimed at the formation of a new type of artist, which has a set of the following qualities: - artistic erudition, which involves awareness of the history of art - possession of art "craft" and equipment with new media technologies - open ability to understand the actual goals and objectives of the profession "artist".

Conclusions

The radical change in the artistic picture of the world, which occurred under the influence of multimedia technologies, changes the role of cultural studies in art education. Cultural studies are able to develop the communicative qualities of a student of an art University and are a fundamental moment on the way of his professional self-determination.

Keywords: Art, science, professional artist, cultural studies.

Does Gamification of Learning Increase Student Engagement? A School Consultation Approach

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Problem Statement

Student reduced motivation has been a chronic concern. The use of game elements (gamification) could increase engagement in the learning process and make it more attractive to learners.

Research Questions

The present study investigates whether student engagement will increase after gamification in the subject of geography in two classes of a Greek middle school.

Purpose of the Study

The aim of the study was to show that gamification of learning can increase student engagement in young students following teachers' appropriate training through school consultation. The use of digital and game elements is becoming progressively more important, due to the growth of digital technology use by students.

Research Methods

Two teachers (consultees) were asked to evaluate student engagement in a first and a second junior high school class before gamification using the Teacher Engagement Report Form - New (TERF-N) questionnaire. The teachers gamified their lessons by means of two electronic platforms, Kahoot! and ClassDojo, following appropriate training. After gamification, teachers evaluated student engagement again with TERF-N.

Findings

The results showed that gamification improved significantly all aspects of student engagement (behavioral, emotional and cognitive) in one class (class A), but not in the other (class B). Although there was a tendency for higher engagement in class B, it did not reach statistical significance.

Conclusions

The discrepancy in the results could be owed to confounding variables, such as the possibility of diverse student profiles in class B and the fact that the increase of student engagement was only assessed by means of teacher's evaluation. There are indications that gamification could increase student engagement, but further research is necessary.

Keywords: Student engagement, student motivation, gamification.

The Relationships Between Social Competence And Coping Strategies In Czech University Students

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Problem Statement

Social competence and preferences of coping strategies affect daily functioning and handling of demanding, stressful life situations, both in general and in the context of the university studies.

Research Questions

What are the relationships between the social competence and preference of different types of coping strategies?

Purpose of the Study

The purpose of the study is to assess the relationships between social competence and preference of coping strategies in university students and to find out, if and to what extent the ways of coping with life and study demands can be shaped by nurturing of university students' social competence.

Research Methods

The data were obtained by means of two questionnaires: Strategies of Coping (SVF-78, Erdman et al.) and Social Competence Inventory (SCI-S; Kanning).

Findings

The results showed significant correlations between individual coping strategies and social competence scales, ranging from $r = -.467$ to $.426$ (explaining up to 22 % of shared variance). Higher social competence generally increase the preference of avoidance and active control strategies and decrease the escape strategies. Gender related correlations revealed some differences in strength and direction of these relationships.

Conclusions

Social competence generally correlates with preference of coping strategies. Male's preferences are affected mainly by the level of perceived masculinity, while female's preferences are more likely affected by their sensitivity to interpersonal functioning. The results implicate that interventions aimed on development of social competence can positively affect the preference and use of more desirable and effective coping strategies.

Keywords: Social competence, coping strategies, university students.

Perspectives Of Educational Psychology Distance Course For Pre-Service English Teachers

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Problem Statement

Distance course of Educational Psychology could be effective in the terms of pre-service teachers' education

Research Questions

What conditions should be taken into consideration while maintaining the course; what content is needed for pre-service English Teachers?

Purpose of the Study

The purpose of the study is to examine the efficiency of the distance course of Educational Psychology for pre-service English teachers in terms of long-life learning including the study of the conditions of successful integration of distance learning in teacher education.

Research Methods

Among the research methods in the study there were used the following ones: before and after surveys, questionnaires to analyze pre-service teachers' perception of distance form of the Educational Psychology course, comparative method, case study and the experiment conducted throughout four academic years.

Findings

The findings show that distance form of teacher education in terms of the course is considered as the effective one, in particular for those who reside far away from the educative centre (49%). Moreover, basing on pre-service teachers' answers and case studies we have identified the most actual topics and areas that need to be covered during teacher education.

Conclusions

In conclusion, it should be noted the distance form of the course helps pre-service English teachers not only enlarge their knowledge and skills in terms of Educational psychology but also benefit from observing how different ICT can be used in educational process. Finally, it encourages head teacher to constantly improve the efficiency of the Educational Psychology course.

Keywords: Teacher education, educational psychology, distance learning.

Experimental Use Of Electromagnetic Articulography In A Person With Myofunctional Disorder

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Problem Statement

Using articulography, we can analyze the digital recording of movements and positions of articulation organs (tongue, lips and mandible) during speech production and synchronize them with the acoustic signal.

Research Questions

Does the quality of lip and tongue movements change in an individual with a myofunctional disorder and in a control person?

Purpose of the Study

The objective of the research is to measure the significant differences in articulation movements in person with myofunctional disorder compared to the control person by means of a three-dimensional measurement of speech movements through the AG501 articulograph.

Research Methods

The research method is an experiment. Due to the difficulty of data measuring and processing, it is a small research sample, chosen by the method of deliberate selection. . The VisArtico programme was used for qualitative evaluation and visualization of the results.

Findings

By qualitative evaluation of the results and visualizations, we have found that the extent of the movement of the lips in the protrusion is smaller in the individual with the myofunctional disorder than in the control person. The movements of the tongue were equally fast in both people, but they varied with the way and the manner of articulation.

Conclusions

The biggest difference we have seen in the quality of the movements of the lips and articulation of sounds [s] and [r]. The rate of movement of the tongue was not significantly different, but the difference was noted at the place and the manner of articulation. We would like to compare these findings with other respondents.

Keywords: Electromagnetic articulography, myofunctional disorder, experimental study.

Preliminary Model of the Social Situation of Social Adjustment of Homeless Children

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Problem Statement

Social adjustment of minor homeless children (in shelters and hostels) in the city of Ostrava (the region with the highest number of people excluded from the housing, including children).

Research Questions

The main research question is as follows: How functioning the mechanisms of social adjustment of the homeless children in shelters and hostels in Ostrava?

Purpose of the Study

The aim of the presented study was understand and describe the mechanisms of social adjustment functioning of homeless children (in shelters and hostels) in the city of Ostrava.

Research Methods

Based on the findings of current research and researcher's pre-understanding of the social reality the preliminary situational map was created which will serve as a reference point for researchers (according to Clarke, 2015).

Findings

Social adaptation disorders represent a number of disruptions to the child's development. They represent a response to negative living conditions or a specific stress factor, and are a manifestation of impaired ability to maintain balance. Factors that lead to disruption of social adaptation include e.g. disrupted parenting, physical attacks, frequent childhood migrations, or growing in a disadvantaged environment.

Conclusions

There are two characteristics of resources, which influence social adjustment, they are (1) external and (2) internal. External and internal resources work in a certain social context (situation) which can increase or reduce their effect.

Keywords: Homeless children, social adjustment, resources.

Response to an Ambiguous Stimulus and its Cultural Aspects

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Problem Statement

The purpose of the study is to demonstrate the specific cultural differences during the use of art therapy procedures in the field of education, specifically during work with creativity.

Research Questions

How is the testing of the potential for the use of the method of an ambiguous impulse during the description of the creativity of an individual.

Purpose of the Study

The target group for the research consisted of university students from Poland, the Czech Republic, Catalonia, and the Chinese People's Republic. The students were all presented with the same ambiguous impulse, to which they were to respond artistically.

Research Methods

A creative task was chosen as the research tool, developed in accordance with the principles of Artphiletics, and also according to the principles of the Torrance test of creative thinking . About 600 responses have been collected and recorded, processed using the grounded theory method to create content categories and subsequently other categories were developed.

Findings

As stated above, we have worked with ambiguous impulses in the Czech Republic since 2005. The quantity (over 600) of artistic responses enabled the creation of categories of responses which are now stable. In the case of the responses from the People's Republic of China, Catalonia, and Poland, they were initially classified into the "Czech categories".

Conclusions

There are cultural differences in responses to an ambiguous stimulus, between Asian and European environments, also within the European area. It can be stated that the major differences are related to the educational process. In both Spain and Poland a clearly more pronounced tendency towards fantasy and play was recorded. Striving to "perform the task correctly" was in China.

Keywords: Stimulus, education, culture, artphiletic.

Quality Of Infant Sleep, Electronic Devices And Bullying Behaviors In Schools

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Problem Statement

This research investigates the relationship between the quality of infant sleep, the use of electronic devices and videogames before bedtime and bullying behaviors in school context.

Research Questions

Is the quality of infant sleep and the use of electronic devices at bedtime related to bullying?
The use of electronic devices before bedtime affects sleep duration and latency?

Purpose of the Study

To analyze the relationship between the use of electronic devices before bed and the sleep infant quality. As well as, the relation between the quality of the children sleep duration, children' sleep latency, use of electronic devices, videogames in a daily basis, and bullying behaviors in school context.

Research Methods

Participants are divided into two groups; one of these groups consists of the children who responded to the Pittsburgh Sleep Quality Index and the Children's Sleep Habits Questionnaire (CSHQ-PT), totalling 860. The other group had a sample of 51 children, the Sociodemographic Questionnaire and the Children's Sleep Habits Questionnaire (CSHQ-PT) were applied.

Findings

A statistically significant relationship was found between sleep quality and use of electronic devices before bed, with the exception of television. As a relationship between sleep quality and bullying behaviors, and also between using electronic gadgets before bedtime and bullying behaviors just for listening to music. Considering the sleep latency, a negative correlation was found with daily videogames use.

Conclusions

There seems to be a relationship between sleep quality and bullying behaviors in school, and between the use of electronic devices and sleep quality. Also listening to music at bedtime is positively related to bullying behaviors. On the other hand, the videogames daily use before bedtime affects in a significant manner the children' sleep latency (and the sleep REM).

Keywords: Children, bullying, sleep disturbance, sleep latency.

The Discourse Of Professional Identity Construction Of Beginning Teachers

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Problem Statement

Research focuses on the process of designing teachers' professional identity. The main objective is to carry out an in-depth description of the stages of the process of constructing a professional identity.

Research Questions

The main focus is on the abilities and constructs of personality which is formatting during studies at the university.

Purpose of the Study

Analysis of the basic factors of teacher's professional identity formation, including partition characteristics that greatly influence the formation of the teacher's identity in relation to his / her profession and beyond.

Research Methods

Mind mapping, narrative analysis, semi-structured interview, open coding, analysis of the statements, discourse.

Findings

The concept and creation of the discourse, structures, and semi-structures of the self-identity development and professional self-concept.

Conclusions

Reconstruction and construction of the discourse of the subjective conceptualization of the teachers' profession perception. Based on the discourse analysis creation of the conceptual apparatus in theory of teachers education.

Keywords: Discourse, teacher, higher education, self-identity.

Student Evaluation Of International Interaction And Communication Opportunities At University

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Problem Statement

This paper addresses international interaction and communication at universities through the eyes of local and international students.

Research Questions

The research aims to determine which factors influence students' quality perceptions of opportunities for international interaction and communication at university and how these factors affect student evaluations.

Purpose of the Study

The purpose of the study is to explore how students evaluate international interaction and communication at university. The study aims to develop and test a measurement scale to assess the quality of international interaction and communication opportunities in higher education.

Research Methods

The research is based on a quantitative survey of 200 students. Respondents are mainly from Nordic countries and Russia and represent both domestic and international student perspectives. The study uses statistical methods for data analysis, including item-by-item, factor and multiple regression analysis.

Findings

Multicultural interaction and local community engagement are important driving factors of student quality evaluation of international interaction and communication. Multicultural interaction and worldview perspective exchanges in class and ease of making friends with local students and international students had significant impacts on quality perception of international interaction and communication for both international and local students.

Conclusions

In order to improve students' opportunities for international interaction and communication, universities should provide students with regular opportunities to interact with one another during social campus events, clubs, and committees as well as extracurricular multicultural events.

Keywords: International interaction and communication, student engagement.

Networked Learning in Storyworlds: An Alternative Approach to Online Learning

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Problem Statement

Despite the advances in technology, passive information transfer remains at the core of online course design which results in lower student engagement and instructional effectiveness.

Research Questions

What would be the impact on student engagement and instructional effectiveness in an online course designed under the networked learning approach and framed within a distributed storyworld?

Purpose of the Study

This study focuses on the design, implementation and delivery of an online learning experience that combines the creation of a storyworld based on an ubiquitous computing framework, supported by the epistemic, set and social aspects of networked learning. Our aim is to analyze the experience dynamics and learning strategies.

Research Methods

Action research has been chosen as our preferred methodology since we are interested in improving the course as information emerges. The Community of Inquiry framework, which has been extensively validated, is being used to analyze course dynamics. Data mining and sequence analysis is also applied in order to identify patterns in students' trajectories within the network.

Findings

At this time the critical incident interaction is being analyzed. The critical incident triggers the course project and introduces the students to the scenario. Text analysis is being carried out in order to compare previous courses that used forums against WhatsApp conversations. The Community of Inquiry coding scheme is used to identify important themes.

Conclusions

This study is in progress but the analysis of the initial storyworld interaction and response to the critical incident shows that student engagement is significantly higher when compared to traditional forums. We have identified strong cognitive and social presence, as well as a role evolution for the teacher shifting from authority to leader of the experience.

Keywords: Distance learning, networked learning, storyworlds.

Designing and Implementing Mixed-Mode (Blended) Learning for College Students: A Case Study

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Problem Statement

The challenges in the information age include restructuring the teaching and learning process—changing the role of higher education teachers from presenters of prefabricated facts to facilitators of active learning.

Research Questions

Is designing for a mixed-mode course different than designing for a stand-alone course, and how do students respond to mixed-mode learning, if it is offered as a college course?

Purpose of the Study

This case study provides a detailed description of the design, development, and implementation of a mixed-mode education research course for student centered learning approaches: showing why learning activities and assessments are so closely intertwined that it is impossible to discuss one without the other, in optimal blended coursework.

Research Methods

This study is a real-life application involving two procedures. First, four methodical processes of constructing mixed-mode instruction was described: (a) designing a mixed-mode course; (b) creating an effective course syllabus; (c) aligning assessments with learning objectives; and (d) implementing the course. Second, after the initial course offering, students completed an opinion survey essay about the impacts of their participation.

Findings

Factors contributing to student satisfaction in mixed-mode learning are strongly associated with the instructor's feedback to students (using formative assessment). Students could play an important role in the learning and assessment process through self-evaluation (they learn most when they accept responsibility for their own learning). Technology allowed the instructor to promote student centered learning, rather than curriculum centered learning.

Conclusions

Although both summative and formative assessments were linked with instructional practices in the newly developed mixed-mode course, this study indicated that formative assessments are effective to modify “pedagogical” methods of the course and to facilitate active learning. Future research should include content and methods of delivery that promote the mixed-mode learning environment, while engaging a diverse student population.

Keywords: Mixed-mode learning, student centered learning.

Future Learning In Music

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Problem Statement

Modern mobile music technology, e.g. Apple iPad, inspire new creative musical practises and new ways to learn music.

Research Questions

What kind of musical learning experiences is constructed through the use of mobile music devices?

Purpose of the Study

Purpose of the study was to investigate user experience with mobile music devices and gather study participants ideas and opinions of how to utilize mobile devices in music education.

Research Methods

Participants were experimenting, playing and learning music with various mobile music devices and applications in the workshop by the authors. Data were gathered after the workshop with semi-structured group interview.

Findings

Participants experiences with mobile music technology were mainly positive. Beginner-friendly applications enabled easy access to collaborative music-making. Personal devices supported the personalized learning.

Conclusions

Mobile music technology enhances and diversify music education. "New media musicianship" (Ruthmann 2014) is a broad collection of creative and experimental musical practises, where digital and tangible media is used at the medium of musical learning and expression.

Keywords: Music technology, music education, musicianship.

Typology of Czech University Students by their Addiction to Computer Games

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Problem Statement

Currently, the daily use of ICT for university students is an absolute necessity, even in their free time. Unfortunately, students often play computer games and show signs of addictive behavior.

Research Questions

What is the level of addictive behaviour of university students in connection with computer games, there is typically a group of university students according to their addictive behaviour?

Purpose of the Study

The paper aims to identify the risks posed by the increasing use of information and communication technologies (ICT) in everyday university students' life. Specifically, the paper focuses on the negatives associated with playing computer games.

Research Methods

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. The data collected from the questionnaire will be subject to statistical processing using a cluster analysis.

Findings

We will identify possible groups of university students according to their addictive behaviour.

Conclusions

Research was carried out on the negative risks of computer games on a representative 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.

Keywords: Computer games, addiction, students, questionnaire, cluster.

Arts as Pedagogical Tool in Education

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Problem Statement

This workshop offers some insight into interdisciplinary learning in the arts as a tool in education.

Research Questions

How learning through the arts can be promoted in education?

Purpose of the Study

In the workshop we integrate music and visual art in practical examples and present some cases from Finnish teacher education.

Research Methods

Method is active design learning.

Findings

We introduce some research and case studies concerning the holistic and integrative arts education.

Conclusions

Workshop and review of introduced cases promotes holistic learning through the arts.

Keywords: Holistic arts education, design learning.

A Critical Review on Image of Teachers Presented in Educational Policy

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Problem Statement

Recent educational policies require teachers to be change agents. In order to make teachers real change agents, diverse context affecting achievement of teacher agency need to be discussed.

Research Questions

What are the teachers' images in a slogan, 'teachers as change agents' and what are the social and cultural messages affecting teachers' practices in the political text?

Purpose of the Study

In the context of school reform, recent educational policies require teachers to be change agents. Korea also highlights teachers' role as change agents through various policies. This study is to critically analyze images of teachers as change agents that are generated from political texts regarding school reform.

Research Methods

The research method utilized in this study is document analysis. This study collected and systematically analyzed major political texts regarding school reform that the Korean government announced after 2000s.

Findings

First, 'teachers as change agents' presented in political texts mainly indicated teachers who actively practice changes that the government pursues. Second, political texts emphasized teachers' autonomy, and at the same time considerably required their accountability on students' academic achievement.

Conclusions

'Teachers as change agents' produced by political texts usually portrays the teachers as those who actively practice changes pursued by the national policy. However this image excludes teachers' practices that can raise questions to the national policy. In addition, since social structure that teachers belong to influences achievement of teacher agency, these contextual conditions need to be studied further.

Keywords: Change, teacher agency, educational policy.

The Finish General Upper Secondary School Diplomas

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Problem Statement

The presentation focuses on the development and present day practises of Finnish General Upper Secondary School Diplomas, which can be performed in various Arts and Skills subjects.

Research Questions

How the concept of the Diplomas has developed and what are the future challenges?

Purpose of the Study

The purpose is to redesign the Finnish General Upper Secondary School Diplomas for the needs of the 21st Century Skills, worklife competencies and entering into the further studies of the related field.

Research Methods

This is a qualitative approach. Data consists of related archive materials and three expert interviews. The interview data has been analysed by using qualitative content analysis.

Findings

Diplomas have been developed by benchmarking other diplomas. Although, in Finland the Arts and Skills subject area is wider than in many other countries. Main challenge is that the diplomas lack national high stakes status and evaluation model as “academic” school subjects within matriculation examination. This effects the usefulness of the diplomas in the entrance exams of future studies.

Conclusions

The Finnish General Upper Secondary School Diplomas needs to be redesigned and developed to establish their status and meaning as a part of young people’s career and study paths.

Keywords: Upper secondary school diplomas, arts education.

Appraising the Core Communication Proficiencies Of Professionals

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Problem Statement

The employees in most organizations are unaware of the assessment criteria used for quality assurance and compensation, and lack up-to-the-mark competence, specially in fields like internal and external interpersonal communication

Research Questions

Can sharing the assessment model used for quality assurance in a telecommunication setup help to identify errors in interpersonal communication and how can these errors be removed?

Purpose of the Study

To be able to improve the internal and external communication skills of these employees, other employees in the same organization and other employees in other similar telecommunication setups.

Research Methods

A random sample of sixty-four professionals was constituted in a telecommunication setup. They were given a mock scenario with role-play opportunities and their communication was measured through an evaluation questionnaire assessed by their peers during the simulation based on the corporate competency model. The data was analyzed using the quantitative research method, 'image and self-concept measurement: semantic differential scale'

Findings

The results showed that the employees were not fully in line with the competency components stated in the evaluation model used by their organization. The results also showed where they stood with reference to their communication proficiency based on the evaluation model used for this purpose. The results also identified the areas which needed improvement with reference to interpersonal communication

Conclusions

Valuable information was found through this exercise. Each employee was given a specific feedback for improvement at an individual level. At the organizational level, this information may be useful for improving the internal and external communication of these employees, other employees in the same organization and other employees in other similar telecommunication setups.

Keywords: Core Communication Proficiencies, assessment, competency model.

Towards Meaningful Reflection: Creating A Reflection Framework In Teacher Education

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Problem Statement

Different theoretical frameworks developed for reflection often are inadequate in relation to teacher professional development. Knowledge of the supervisor's role in supporting reflection on teacher identity remains scarce.

Research Questions

How can the use of video enhance student teachers' meaning-oriented reflections?

Purpose of the Study

The recent study aims to identify how primary student teachers' meaning-oriented reflection can be enhanced by using videos of their teaching. The study aims to examine student teachers' and faculty practice supervisors' perceptions of the reflection procedure and the contents of supervisory discussions, especially on identity-related reflection.

Research Methods

Data was gathered through focus group interviews and voice-recordings of supervisory discussions. The interviews of the students and supervisors were separately analyzed using the principles of content analysis and phenomenographic analysis. Supervisory discussions were analyzed using data-driven content analysis and theory-driven content analysis based on the six stages of the onion model suggested by Korthagen.

Findings

The VEO app worked well in fostering the student teachers' self- and peer-reflections. The videos were essential tools for practice supervision. In supervisory discussions, the student teachers' reflection mainly focused on environment. Faculty supervisor played an essential role in guiding the students' reflection. Identity-related reflection focused on six categories, which were used as the basis for a reflection framework.

Conclusions

According to the results, the reflection procedure based on videos has the potential to enhance the reflection process on the complex aspects of teacher development. The framework developed during this study, which was based on identity-related reflection, can presumably work as a theoretical tool for reflection.

Keywords: Teacher education, reflective practice, video-elicited reflection

Mastering Yeager: A quasi-experimental analysis of faculty-student bonding among university students

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Problem Statement

The study examined the impact of faculty-student bonding among rural university students in Indiana.

Research Questions

The theoretical framework for this study was developed from work published by David Yeager who found that university students, who had strong interpersonal bonds with their faculty, typically had higher grades. According to David Yeager's research the assumption that a trust bond is the crucial component for successfully delivering critical feedback.

Purpose of the Study

Conviction that the parties in an exchange are acting in good faith creates a cognitive context for viewing feedback in a positive light. Establishing the trust bond allows students to see feedback in a positive light which in turn helps to improve their grades.

Research Methods

The researchers used a quasi-experimental model to collect data from a sample of 328 students at a university in Indiana.

Findings

Data from the experimental and control groups were analyzed using a Lazarsfeld technique and found that Yeager's bonding theories worked well for Male students ($t = -3.377, p = .001, d = .559$) who were traditional aged college students ($t = -2.663, p = .008, d = .409$) and taking classes online ($t = -3.413, p = .001, d = .478$).

Conclusions

The findings suggest that there needs to be additional analyses conducted on faculty-student bonding in order to further determine which populations of students are best served by Yeager's Theories.

Keywords: Faculty-student bonding, higher education, rural students.

Effects Of Cognitive Training On The Attention Of The Elderly People

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Problem Statement

Studies indicate that the aging process is often associated with cognitive decline and that cognitive stimulation can improve and maintain the performance of cognitive abilities in the elderly.

Research Questions

Considering the possible cultural divergences and specificities of the elderly, what are the benefits of a cognitive training program on the attention and mood of a group of elderly people?

Purpose of the Study

The present study aims to evaluate the effect of a cognitive training program on the attention and mood of the elderly.

Research Methods

The elderly, enrolled in senior citizens center in the city of Paranavaí, state of Paraná, Brazil, received twelve sessions of cognitive training lasting 1h30 each. The elderly were evaluated before and after the training with the instruments: sociodemographic questionnaire, Mini Mental State Examination (MMSE), Addenbrooke's Cognitive Examination Revised (ACE-R) and Geriatric Depression Scale (GDS-15).

Findings

The sample consisted of 14 elderly people, 12 women and 2 men. The mean age was 70.57 years. There was an improvement in cognitive performance (ACE-R) among participants, specifically in the attention area, as well as a decrease in depressive symptoms (EDG-15) and in the frequency of memory complaints.

Conclusions

The results suggest that the intervention with proposed cognitive training is a useful strategy in improving the cognitive and mood performance of Brazilian elderly without dementia and / or depression. This kind of group work could be replicated in primary care as a measure of health promotion with a view to cognitive preservation and the consequent maintenance of autonomy.

Keywords: Aging, cognitive stimulation, health education.

Integrated Internal Action Frameworks for Classroom Identity Development towards self-regulating Learners

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Problem Statement

Within the current 21st century landscape students often have their role within classrooms laid out to reflect restrictive value-based set-social-practices significantly restricting the development of integrated identity development.

Research Questions

My Study was designed to answer the following research question: How well are students able to understand and use Integrated Internal Action Frameworks to develop self-regulation in experiential learning.

Purpose of the Study

The purpose of this study is to investigate the synergy between (1) L2 Identity Development, (2) Experiential Learning, (3) Transformative Team-based Learning, and (4) multi-modal curriculum construction towards the development of self-regulating learners through a coordinated set of Integrated Internal Action Frameworks (IIAF).

Research Methods

In my Advanced Learning Seminar Course at a Japanese National University, a total of 25 participants were part of this study. However, I report on only three students using qualitative maximum variation strategy; a method that allows the researcher through purposeful sampling to focus in on 2-3 very different participants amongst the sample.

Findings

Through the use of interview, reflective essay writing analysis, and classroom observations that charted progress through 3 course assessments, this study found a combined effect between levels of (1) Identity Development, (2) Experiential Learning development, (3) Transformative Team-based Learning, and (4) multi-modal curriculum construction. These 4 elements were considered to be part of the process of self-regulated learning.

Conclusions

I initiated this project to test the success of Integrated Internal Action frameworks on the development of self-regulating learners and in particular the (1) Identity Development, (2) Experiential Learning Development, (3) Transformative Team-based Learning Development, and (4) the integrated role of Multi-modal Curriculum Construction by the instructor. I contend this study shows the need for further inquiry.

Keywords: Integrated-internal-action-frameworks, lifelong-learning, self-regulation, experiential-learning, identity.

The Loss and Reconstruction of Teacher Authority in Contemporary China

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Problem Statement

Modern China has witnessed the fading of the tradition of teachers being endowed with institutional and hierarchical authority, which resulted in educational and social problems.

Research Questions

Losing traditional directive authority, what happens to teachers; what should be done to show necessary respect to teachers while advocating democracy and equality in classroom?

Purpose of the Study

To describe how traditional directive authority had faded, and what it brought about in contemporary China; To discuss if a teacher needs a new pedagogical authority in the given modern conditions; To attempt to develop a new conception of teacher's authority.

Research Methods

Qualitative approach research was used as method model, assisting in understanding and interpreting the traditional and modern teacher authority; Case study and interview analysis was applied to reveal what the loss of teacher authority had led, and how it should be reconstruct.

Findings

The culture and institution in the ancient China showed great respect to the teachers and accordingly, expected much more out of their authoritative role, to the extent of treating them like sages. The traditional teacher authority should be displaced in the modern era.

Conclusions

The pedagogical authority, which results in universal respect for teachers, is indispensable to education. In ancient China, it had been given to all of teachers or master since they occupied the position of cultivating the social core values. Today it could be built on teachers' professionalism and moral character with institutional support.

Keywords: Teacher Authority, respect, social transformation.

Student Teachers And Teacher Educators Implementing Working Life And Entrepreneurialism In Piano-Studies

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Problem Statement

Teachers in Finland should also facilitate their pupils' transversal competencies, for example Working life and entrepreneurship. During teacher education, the students should achieve knowledge about the competences through experiences.

Research Questions

How the transversal competence "Working life and entrepreneurship" appears in Finnish primary school teacher education piano-studies?

Purpose of the Study

The study considers if it is possible to facilitate student teachers' transversal competences when studying the contents of the subjects: case music through the lens of Working life and entrepreneurship. The findings enable educators to develop learning environments to strengthen possibilities to implement transversal competences while studying the subjects.

Research Methods

In present action research study, the data including self-assessments and interviews are analyzed using theory-guided content analysis. The theory comes from the previous research of working life and entrepreneurship education. The findings are considered both the view of the students and the educators responsible for organizing the learning environments.

Findings

The preliminary findings show, that working life (teacher's work) and entrepreneurial approach are able to be noticed and experience in piano-studies. The question is, if the participants are aware of this approach and able to use and develop the opportunities.

Conclusions

The findings show, that there are opportunities to teach and learn the transversal competences while studying the subjects at school, but they should be focused on, noticed and developed.

Keywords: Teacher education, piano-studies, working life, entrepreneurialism.

Teaching Academic Writing As A Cross-Curricular Competency In The Disciplines

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Problem Statement

Plagiarism is a problem in universities. Teachers, of all disciplines, need to help their students develop their academic writing, since poor writing skills are often responsible for plagiarism.

Research Questions

We wish to examine the perceptions of university students and their teachers about the development of academic writing skills in the disciplines.

Purpose of the Study

This study aims to identify the potential of teaching academic writing and digital scrapbooking strategies as a preventative measure for plagiarism. The purpose of this study is to examine what students expect to learn about writing strategies during their studies and what their disciplinary teachers actually teach them.

Research Methods

Questionnaires about writing were administered in six universities to 950 students and 280 professors. Group interviews (n=32) were conducted with students while 50 teachers were seen in individual interviews. The semi-structured interviews questioned the participants on their perceptions of their needs for further training or teaching.

Findings

Our analysis led us to a categorization of teachers for academic writing training. Some are disengaged while others believe it is their role to train students in academic writing, regardless of the discipline. On the other hand, students report that they do not receive much help from their teachers when it comes to academic writing in the disciplines.

Conclusions

Writing skills are transversal skills needed in all disciplines at the university level. Students should develop these skills throughout their training. Consequently, all faculty members should share this responsibility. Recommendations will be put forward to address how this could be done

Keywords: Writing skills, university, transversal competency.

An Canonical Correlation Analysis On Influence Factors Of Quality Of Life In Patients With Head And Neck Cancer Based On Qlicp-Hn Questionnaire

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Problem Statement

The quality of life in patients with head and neck cancer is now concerned worldwide, but no reports on its clinical influence factors are available.

Research Questions

What is the status of quality of life and its clinical influence factors in patients with head and neck cancer?

Purpose of the Study

To investigate the status of quality of life and its clinical influence factors in patients with head and neck cancer.

Research Methods

The Quality of Life Instruments for Cancer patients-Head and Neck cancer questionnaire (QLICP-HN) was used to measure 91 inpatients with head and neck cancer at Yunnan tumor hospital, the clinical objective index and demographic variables data were collected. The t test and factor analysis of variance were used to compare score differences of quality of life over different levels of factors. And the canonical correlation analysis was used to reveal the relationships among them.

Findings

The total score of quality of life in the patients was 64.34 ± 12.70 , and the four domains scores of physical, psychological, social, symptoms and side-effects were 49.88 ± 20.50 , 67.19 ± 15.94 , 64.24 ± 16.26 , 71.78 ± 14.32 and 65.44 ± 14.37 respectively. One canonical variable of the canonical correlation was statistically significant ($P < 0.05$), with canonical coefficients being 0.69, variance percent explained being 23.07, and the levels of education, family economy, serum albumin, total protein, serum potassium, glutamic-oxalacetic transaminase, blood pressure and red blood cell etc. being correlated with quality of life.

Conclusions

The quality of life in head and neck cancer patients was related with some demographic and clinical factors with small explanation contributions. Giving positive attention to these indexes and taking corresponding measures have certain value to improve the quality of life.

Keywords: Head and neck cancer, influence factor, canonical correlation, quality of life.

Influencing Factors of Outpatients' Cognition of the Linkage Mode of Medical Alliance

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Problem Statement

The medical alliance mode between hospitals and community health service (CHS) centers were built in Shenzhen. However, the patients are not familiar with the medical alliance mode.

Research Questions

What are the influencing factors of outpatients' cognition of the linkage mode of medical Alliance?

Purpose of the Study

To investigate the outpatients' cognition to the medical alliance mode between hospitals and community health service (CHS) centers in Shenzhen, to analyze the factors that put impact on the cognitive situation, and to provide the reference and advice for promoting medical alliance mode work.

Research Methods

Questionnaire was designed by the research team. Through stratified random sampling method, a questionnaire survey was conducted among 5 hospitals and 21 CHS centers in Shenzhen for outpatients aged 18 and above. We descriptively analyzed its basic situation. The χ^2 test and binary Logistic regression were used to analyze the influencing factors of patients' cognition.

Findings

The cognition rate of the medical alliance mode in hospitals and CHS centers outpatients were 46.3% and 39.0%, respectively, showing statistical significance ($P < 0.05$). Multifactor Logistic regression analysis showed that age, career, the type of medical insurance, access to health knowledge, referral experience, the awareness of two-way referral were the influential factors of the patients' cognition ($P < 0.05$).

Conclusions

The medical alliance popularity was not balanced and the outpatients' cognition in CHS centers is lower than that in the hospitals. According to the influential factors, it's necessary to construct medical Internet + platform, perfect the family doctor signing system and use various sources to strengthen the publicity, which could be improving the awareness rate of outpatients.

Keywords: Medical alliance, cognition, outpatient.

Influencing Factors of Road Traffic Injuries among Chinese College Students

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Problem Statement

RTIs are the leading cause of death among 15-19-year-olds, and the second leading cause of death among 20-24-years age. However, RTIs are preventable.

Research Questions

What are the influencing factors of road traffic injuries among Chinese college students?

Purpose of the Study

The purpose of this study was to assess the prevalence, demographic characteristics, and behavioral and psychological factors of road traffic injuries (RTIs) among Chinese university students.

Research Methods

A cross-sectional survey with multi-stage systematic sampling process was conducted among 11,770 university students from fifty universities in China. Students were asked to report their RTIs over the past year on a questionnaire. The Chi-square test and multiple logistic regression analysis were utilized to identify factors associated with the injuries.

Findings

An overall RTI prevalence was 12.6% over the past year. According to the univariate analysis, gender, paternal occupation, university location and type were found to be related the prevalence of overall RTI. In addition, the RTI prevalence was found to be higher in those who were smoking, drinking alcohol, sleeping less than 7 hours, and having a mental disorder.

Conclusions

Several key behavioral and psychological factors were associated with road traffic injuries. These findings have implications for the design and implementation of traffic injuries prevention interventions with university students.

Keywords: Road traffic injuries, behavior, stress.

Emotional Components of Religiousness Among Students of Kazakhstan

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Problem Statement

Religiousness is a complicated, integrative social-psychological characteristic. However, the issue of religiousness of students in Kazakhstan and its connection with their emotional state was investigated in our study.

Research Questions

Does religiousness as a socially-psychological virtue influence to the self-attitude and emotional state of the students in Kazakhstan is the main research question of this study.

Purpose of the Study

The present study is based on the idea of Glock and Stark (1965) who have been influential in defining religious orientations, origins, and dimensions. The purpose is to find out whether religiousness among students in Kazakhstan differs in their levels and has an impact on their emotional state.

Research Methods

The following methods were used in the present study: 1. The "Religiousness" test method by O. Suchkova; 2. "The emotional level" questionnaire of V. Suvorova; Sample: 135 Kazakhstan students participated in this research.

Findings

Significant correlation (sig. 0.05*) between religiousness and emotion scales were revealed among students using Kendall coefficient. In addition, religiousness levels differ among students: 3% showed low, 30% in the middle and 67% high levels of religiousness.

Conclusions

Students in Kazakhstan have variety of personality traits, including high level of Religiousness. According to their answers religiousness does not disturb them from their educational process. Also religiousness is significantly connected with the emotional state of the students, which probably confirm the idea of Glock's experiential dimension of religiosity when students focused on the personal faith experience during their lives

Keywords: Emotion, religiousness, students.

Psychological Research of Sleeping Sickness In Kalachi Village

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Problem Statement

The mysterious sleeping sickness, which held in 2013 and its psychological consequences among residents of Kalachi, a small village in Kazakhstan were investigated. When they woke up they remembered nothing

Research Questions

Participants of the present study fell asleep over and over (nonstop) within several months. What is the level of fatigue, aggressiveness and their resistance to stress-are the research questions

Purpose of the Study

The purpose of the study is to evaluate the adaptation potential of the surveyed after getting ill with sleeping sickness. Along with the study of their stress resistance, it has been assumed that patients with sleeping sickness can exhibit anger and hostility as well, therefore the aggressiveness level was investigated

Research Methods

The following methods were used in our research: 1. General fatigue questionnaire 2. Buss - Durkee Hostility Inventory (BDHI) 3. The Holmes and Rahe stress scale test The sample: 70 residents of Kalachi village of Kazakhstan who had slipping sickness.

Findings

At the time of the examination 88 % of participants who have suffered from the sleeping sickness noted overall deterioration of their health condition. Stress resistance questionnaire showed 12% high, 47% threshold and 41% low level of stress resistance. Results of Buss-Durkee Inventory have revealed 93% high level of Aggression compared to 6% of the respondents with low Aggression level

Conclusions

The residents of Kalachi village (Kazakhstan) began to take to their beds with the mysterious sleeping illness. General psychological fatigue, low stress resistance and aggressiveness were revealed among participants of this study. 100% of the surveyed feel Resentment and Suspicion, which can be caused by the disease (feeling of injustice for getting sick with the disease).

Keywords: Slipping sickness, stress resistance, fatigue, aggressiveness

Gamification As A Motivating Strategy For Learning In Higher Education

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Problem Statement

if gamification is not used properly it can reinforce problems such as demotivation, lack of engagement to learn and the search for high scores without meaningful learning and ethical training

Research Questions

How can gamification be used in higher education with or without the use of technology to encourage students in their engagement to learn?

Purpose of the Study

To characterize the gamification, difficulties and challenges in applying the strategy in the context of higher education. In this way, the goal is to recognize how the gamification in the higher education environment demands the engagement of students to learn.

Research Methods

Intervention Field Research developed with students of psychology at a higher education institution in the northwest of the State of Paraná, Brazil.

Findings

It is essential that the teacher knows the environment to which he / she applies gamification and understands that his students will be players in that environment. Collaboration among student-gamers increases the chances of meaningful learning occurring in higher education.

Conclusions

Skilled education provides challenges for the student to engage in meaningful learning in higher education.

Keywords: Gamification in higher education, motivated learning.

Intergenerationality and Sharing of Stories in Inclusive and Digital Contexts

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Problem Statement

Within the framework of the quality of life paradigm, intergenerational and digital activities emerge as a relevant approach to overcoming barriers and enhancing participation and inclusion between generations

Research Questions

What are the relational dynamics between children and seniors in co-constructing narratives about significant places in the community, with the perspective of the subsequent design of a mobile application?

Purpose of the Study

This study is part of a broader line of research, including VIAS - Viseu InterAge Stories, a project whose aim is to promote inclusive and collaborative intergenerational practices, enhancing the support and meaning of belonging to a community that promotes greater well-being and quality of life.

Research Methods

This is an exploratory study designed to be collaborative with intergenerational participation. In this first phase of the project we present the results of an intergenerational workshop, in which 23 children and senior citizens (13 and 10 respectively) participated. The following methods of data collection were used: questionnaire survey (with structured and unstructured questions), naturalistic observation, and participant outputs.

Findings

The observations reveal indicators of involvement (reciprocity in interactions, attention/concentration), increased frequency of oral and graphic narratives; the senior citizens take on the role of storytelling; technologies are less widely used and emerge as support. The stories value well-being, the conviviality and the exchange of experiences, as well as the learning processes between generations (knowledge of places/stories and memories).

Conclusions

These first results (and subsequent workshops) will enable the collaborative intergenerational design of a mobile application. The data refer to strategies of intergenerational involvement that will allow us to design the conceptual model of the application, by creating and sharing collaborative stories about places, (re)creating appropriations and meanings of places in the city.

Keywords: Intergenerationality, technology, city, stories, inclusion.

The Associations Among The Academic Self-Concept Elements Of The Beginning Academic Workers

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Problem Statement

The paper focuses on the associations of the selected elements of academic self-concept of the beginning academic workers which contributes to build their professional self-concept.

Research Questions

Whether exists positive correlation among the selected elements of the academic self-concept regarding the research sample.

Purpose of the Study

The main aim is to analyse associations among motivational beliefs, self-efficacy, metacognitive strategies and meaningfulness of studies as elements influencing the learning autoregulation of respondents and therefore contributing to the development of the academic self-concept

Research Methods

We used the standardized questionnaire DAUS 1 by Hrbáčková (2011) for this purpose. This questionnaire contains 40 items that respondents rate by a seven-point scale, from "1 - I totally disagree" to "7 - I fully agree," with 4 meaning "difficult to decide".

Findings

The results show that there are positive associations among the academic self-concept elements, but these associations differ in terms of particular states.

Conclusions

The strongest correlation is between meaningfulness of studies and motivational beliefs.

Keywords: Beginning academic workers, self-concept, associations.

How Positive Behavioral Supports and Social-Emotional Learning Curriculum Impact Student Learning

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Problem Statement

National studies report student misbehavior disrupts teaching and indicates gaps in student social and emotional ability attributed to adverse childhood trauma manifesting in aggression, misbehavior, and learning/attendance problems.

Research Questions

What is the impact of implementing Positive Behavior Intervention and Supports (PBIS) and Social-Emotional Learning Curriculum (SEL) upon teaching and student learning, school climate, and discipline referrals?

Purpose of the Study

The purpose of this case study is to understand how social emotional learning programs and positive behavior interventions can promote a safe and supportive school climate by working to decrease problem behaviors and increase prosocial behaviors in one Mid-west rural school district of Pre-Kindergarten through fifth grade students.

Research Methods

This study examined the impact of implementing the Second Step Learning Curriculum and Positive Behavioral Supports (PBIS) at Mid-west Elementary School. Qualitative research methods were used to collect data and analyze Disciplinary referrals, In-School and Out-of-School Suspensions, and teacher questionnaires comparatively for three years. Quantitative interviews and questionnaires were used to understand teacher perceptions, staff morale, and school climate.

Findings

The number of total student suspensions decreased from 2015 through 2018, and the average quarterly office disciplinary referrals declined in year three. Qualitative results indicate 85% of teachers perceived students understood the behavior expectations, and that teachers consistently reinforced positive student behavior. Seventy-five percent of staff reported increased positive climate within the school and 60% reported improved staff morale.

Conclusions

Positive staff morale, connectedness, and building climate will continue to increase through ongoing efforts to create a school that is predictable, safe, trusting, routine, and organized. Principals should expect this climate in all teacher classrooms and support teachers in their efforts to improve management skills. Finally, schools should enlist the help of communities and parents for increased successful implementation.

Keywords: Positive behavior intervention, social-emotional learning.

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