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CRITICAL THINKING IN TEACHING MACEDONIAN LANGUAGE IN HIGHER EDUCATION

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2nd INTERNATIONAL CONFERENCE

EDUCATION ACROSS BORDERS “CRITICAL THINKING IN EDUCATION”

31 October – 1 November 2014

KORÇË

**University “Fan S. Noli”, Faculty of Education and Philology, Korçë,
Albania, Shëtitore “Rilindasit”**

Titulli : 2nd International conference Education Across Borders
“Critical Thinking in Education”

Edited by: Doc. Vasilika Pojani, Msc. Alda Cicko, Dr. Erinda Papa,
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This international conference is organized in the framework of implementing the tripartite agreement among the Faculty of Education and Philology, Korçë, the Faculty of Education, Florina and the Faculty of Education, Bitola.

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PROGRAM

Friday October 31, 2014
17.00 – 19.30

1-Welcome and registration of participants: 17.00 - 18.00

PLENARY SESSION: 18.00 – 19.30

Amphitheatre of Faculty, Nr.310

1. Opening speech, Prof. dr. Ali JASHARI, Dean of the Faculty of Education and Philology, “Fan S.Noli” University of Korça
2. Welcoming speech, Prof. as. dr. Gjergji MERO, Rector of “Fan S. Noli” University of Korça
3. Welcoming speech, Prof. Petros KARIOTOGLOU, Dean of the Faculty of Education, UOWM, Florina
4. Welcoming speech, Full professor Jove Dimitrija TALEVSKI - Dean of the Faculty of Education, University “St. Kliment Ohridski”, Bitola
5. Greetings by authorities

Keynote Speakers:

1. Prof. dr. Bardhyl MUSAI, Faculty of Social Sciences, University of Tirana
2. Prof. dr. Andrew GOODSPEED, SEEU University of Tetovo

Dinner: “Kristal” Restaurant Hotel, 20.00

Saturday November 1, 2014

Session I

Nr.	<p style="text-align: center;">9.00-11.00</p> <p>Room: Library Nr. 311</p> <p>LANGUAGE & LITERATURE</p> <p>Chair: Daniela Stoica Eleni Griva Lulzim Ademi</p>	<p style="text-align: center;">9.00-11.00</p> <p>Room: Amphitheatre, Nr.310</p> <p>PEDAGOGY</p> <p>Chair: Aleksandra Piluri Petros Kariotoglou Dean Iliev</p>	<p style="text-align: center;">9.00-11.00</p> <p>Room: Qendra e Ekselencës Nr. 334</p> <p>PSYCOLOGY</p> <p>Chair: Athina Karamanidou Marieta Petrova Anjeza Vila</p>
1	<p>Creative teaching of English</p> <p>BISERA KOSTADINOVSKA</p>	<p>The creative activities at the beginning of class hours</p> <p>ADELINA HAJRULLAHU</p>	<p>Choice as an aspect of critical thinking for students with intellectual disabilities</p> <p>ANASTASIA ALEVRIADOU</p>
2	<p>The critical thinking in the mother language education in the elementary grades of primary school</p> <p>BLAGICA PETKOVSKA</p>	<p>Learning methods and their importance in teaching</p> <p>AGIM SALLMANI EMIRA LAMA</p>	<p>The impact of teacher personal/professional formation, on preschoolers' development, in Albania</p> <p>ANJEZA VILA</p>
3	<p>Applying key concepts to psychoanalytical and feminist criticism within the process of reading and teaching Kate Chopin's the awakening. A case study.</p> <p>DANIELA STOICA</p>	<p>Bloom's taxonomy and the didactic apparatus in the Macedonian language textbooks – (the condition in the Republic of Macedonia)</p> <p>ANITA STERJOSKA</p>	<p>The development of critical thought to students with learning difficulties</p> <p>ARJAN KAMBURI ILIA BELLO</p>
4	<p>CLIL program, as part of higher education in Albania</p> <p>ELIDA BEGAJ</p>	<p>Educating pre-school student teachers to instructional design: aims and activities</p> <p>ANTONIS STRANGAS NIKOS KOLEDINIS PINELOPI PAPADOPOULOU PETROS KARIOTOGLOU</p>	<p>The effect of the intuitive belief bias on solving deductive syllogisms: a developmental approach</p> <p>DIMITRIOS PNEVMATIKOS ATHINA KARAMANIDOU</p>
5	<p>Moving students to critical thinking</p> <p>ELIONA NAQO</p>	<p>Rewriting skills in students of preschool and primary school program</p> <p>ARDITA DEVOLLI BEHLUL BRESTOVCI</p>	<p>The digitalization of the human mind</p> <p>DRITA MEHMEDI</p>

6	Vocabulary and language thinking in elementary education ELIZABETA RALPOVSKA	The effect of attitudes and self-efficacy in mathematical problem solving CHARALAMBOS LEMONIDIS STAMATINA RAPTI	Critical thinking in depressive and anxiety disorders: distinctive and overlapping features ELDA PANARITI (NUNI) EDA STASA ROLANDI LALAJ ÇILJETA SIMAKU
7	Critical reading of a dissident author - “Odin Mondvalse” or the overthrow of false beliefs ERIS RUSI	“Travelling and contacting different cultures”: a game based project for developing critical multicultural awareness CHRYSSA MARKOU ELENI GRIVA KLIO SEMOGLU	Attachment types and the importance throughout the life cycle LORENA PRIFTI
8	Analysis (interpretation) of a text in class teaching (interpretation) IRENA KITANOVA	Critical thinking as a philosophical view in higher education European area DALINA JASHARI	Enriching the brain and critical thinking in education MARIETA PETROVA
9	Encouraging students’ critical thinking in the interpretation of the Albanian literary works of tradition JONELA SPAHO	Critical research paradigm in function of critical thinking in learning and teaching DEAN ILIEV TATJANA ATANASOSKA BILJANA CVETKOVA DIMOV NATASHA ILIEVA	Identification and treatment of children with speech and language disorders SHQIPE KUKAJ ARDITA DEVOLLI
10	Teaching idioms through critical thinking in the Albanian context LORENA ROBO	The inclusion of the pupils with education special needs in normal classes DONIKA DARDHA MARIELA BURDA ALEKSANDRA PILURI	Aristotelian rhetoric as tool of development of critical thinking in education SOTIRIA, A. TRIANTARI IOANNIS NOITSIS

11.00- 11.30

Coffee break

Parallel Session (I)

Nr	<p style="text-align: center;">9.00-11.00</p> <p>Room: Nr. 321 SOCIAL SCIENCES</p> <p>Chair: Anna Spyrrou Bujar Saiti Ermira Jashiku</p>	<p style="text-align: center;">9.00-11.00</p> <p>Room: 325 SCIENCE, MATHS. ICT</p> <p>Chair: Kalliopi Vrinoti Valentina Gulevska Eda Stasa</p>	<p style="text-align: center;">9.00-11.00</p> <p>Room: 327 PEDAGOGY</p> <p>Chair: Lena Damovska Juliana Çyfeku Kostas Dinas</p>
1	<p>Science-technology-society-environment approach: promoting critical thinking to primary student teachers by developing out-of-school activities</p> <p>ANTONIA KARAGIANNIDOU; ANNA SPYRTOU</p>	<p>The importance of teaching critical thinking to nurse students</p> <p>ADELINA NICOLETA GALICA</p>	<p>Promoting cultural diversity by developing critical cultural awareness: A CLIL project for young learners</p> <p>DORA CHOSTELIDOU; ELENI GRIVA</p>
2	<p>Greek-Albanian cooperation for the establishment of a new approach in history teaching</p> <p>ATHANASE GOTOVOS</p>	<p>Mathematical games with letters of Albanian and Greek languages</p> <p>ARTO ADILI; LORENA MARGO; ELJONA MILO</p>	<p>Teaching critical thinking to young English learners in grades 3 – 6 Four lesson plans</p> <p>DORELA KAÇAUNI; EDLIRA XEGA</p>
3	<p>Some attitudes and opinions of students of faculty of pedagogy in Skopje on the work of class teachers on the subject of physical education gained during their practice in schools</p> <p>BUJAR SAITI</p>	<p>Science and technology education. Teachers' perceptions for teaching science and technology</p> <p>ATHINA K. TESTEMPASSI; TIMOLEON ANTONELIS</p>	<p>Obstacles in implementing critical pedagogy</p> <p>ELISAVET CHLAPOUTAKI; KOSTAS D. DINAS</p>
4	<p>The role of critical thinking strategies in school principal's job strains management</p> <p>EDIT LEZHA</p>	<p>Critical thinking applied in nursing</p> <p>EDA STASA; ELDA PANARITI (NUNI)</p>	<p>The role of critical thinking in communication and interactive teaching in primary education</p> <p>EVIONDA PYLLI</p>
5	<p>Critical thinking and the use of visual tools in the discipline of geography teaching</p> <p>ERMIRA JASHIKU</p>	<p>Teachers' beliefs for the emotions experienced by children in their class</p> <p>IOANNIS TRIKKLIOTIS; DIMITRIOS PNEVMATIKOS</p>	<p>Aspects of planning the teaching based on critical thinking</p> <p>FLORINA SHEHU</p>
6	<p>The Greek educational policy model towards the reinforcement of democracy: from the marginalized citizen to the active political individual</p> <p>EVAGGELIA KALERANTE</p>	<p>Pre-and primary school teacher's views on children's learning: a critical appraisal</p> <p>KALLIOPI P. VRINIOTI; IOANNIS D. THOIDIS</p>	<p>Greek student-teachers' willingness and confidence to teach sustainability issues in primary school</p> <p>GEORGIOS MALANDRAKIS; E. TANKOU</p>

7	The need for didactics of philosophy GJERGJI PENDAVINJI	An inquiry approach for teaching sound in primary school with the use of educational robotics construction technology MARIA-RAFAELA TZIOUVARA; ANNA SPYRTOU	Contemporary strategies for the development of critical thinking in the first cycle of primary education LENA DAMOVSKA; ALMA TASEVSKA
8	Teaching and learning under the prism of the systemic approach: questions for the development of critical thinking KONSTANTINOS NIKOLANTONAKIS	Problem solving scientific modes used when doing word problems MARZANNA SEWERYN-KUZMANOVSKA; TATJANA ATANASOVA-PACHEMSKA ; SONIA CHALAMANI;	A view of classroom activities in secondary EFL course books related to thinking skills LINDITA KAÇANI; JULIANA ÇYFEKU
9	Who's afraid of critical thinking in history?: the case of Greek primary education KOSTAS KASVIKIS	Measuring source diversity in WSN. MARSEL KOTORI ELSON AGASTRA	Homework in the classroom: Perceptions and practices of teachers MAGDALINI PAPAZOGLOU; NIKOLAOS CHANIOTAKIS
10	Intellectual capital management in European universities in times of changes: an IC maturity model KONSTANTINOS KALEMIS	Comparative analysis of the existing mathematics curricula for elementary education in our region, advantages – disadvantages METODI GLAVCHE	The challenges of modern education SABIT VEJSELI MUAMER ALA

11.00- 11.30
Coffee break

Poster presentation

Nr	11.00-11.30 Room: First Floor Hall	
1	Young scientists' in the area of Florina: a board game of electricity, mixtures and local history	ANDRIKOU ASIMINA DARATZI PASXALIA
2	Strategy based instruction; a tool to enhance critical thinking of learners of English as a foreign language.	BENITA STAVRE PAVLLO CICKO ANXHELA PASHKO
3	Students evaluation, a challenge between objectivity and subjectivity	BLENDI BAZE ANXHELA FRASHËRI
4	Usage of social media and critical thinking	BUJANË TOPALLI
5	Stimulating critical thinking through reading strategies employed by ELT learners at the advanced level	ERINDA PAPA VASILIKA POJANI
6	Sustainability of local communities: design and development a 'scientific' kit for primary students	EVANGELIA- ZOI BARA
7	The Process of Individuation in Max Frisch's 'Homo Faber' (a myth criticism approach)	DANIELA STOICA
8	'Electricians' game: electricity corner construction through a science project in a foreign language	SOUDI ANTONIA
9	A view on some microsoft excel add-ins at linear algebra	SHKELQIM KUKA & TEUTA MYFTIU
10	Students and teachers' perceptions of EFL learning and teaching style. A case study of EFL Albanian students and teachers at "Fan S. Noli" University of Korça	VASILIKA POJANI ERINDA PAPA DONIKA DARDHA
11	Design and development 'scientific' kits by primary students for participating in science festival: the case of a train kit.	VASILOUDI ANGELIKI & GEORGE KOTABASIS
12	Four seasons phenomenon: design and development of a 'scientific kit by primary students	STERGIOS GKITSAS
13	Teaching English grammar via deductive and inductive approaches; a case-study with Albanian teachers	SUELA KOÇA ROBERT STRATOBËRDHA

Saturday November 1, 2014

Session II

Nr	11.30-13.30 Room: Amphitheatre, Nr.310 SOCIAL SCIENCES Chair: Maya Raunik Kirkov ; Ifigeneia Vamvakido; Metin Venxha	11.30-13.30 Room: Library, Nr.311 LANGUAGE & LITERATURE Chair: Benita Stavre Violeta Januševa ; Spyros Gogolos Suela Koça	11.30-13.30 Room: Nr. 321 SCIENCE, MATHS. ICT Chair: Charalambos Lemonidis ; Metodi Glavche; Snezana Jovanova-Mitkovska
1	Basic parameters for development of mobility in running disciplines in the physical education classes MALCEV MARJAN	The role of critical thinking and ethnic, linguistic, religious tolerance in Albanian Literature EMINE SHABANI	In-service primary teachers' views and practices for promoting innovative teaching-learning environments about science CATHERINE DIMITRIADOU ANNA SPYRTOU
2	The efficiency of learning English language through painting MARIJANA DIMITROVA KROTEVA	Possibility of using the techniques of critical thinking in Albanian language classes in the lower grades of primary school in the FYROM LULZIM ADEMI	In-service secondary teachers' ideas and practices about teaching and learning in science education G. MALANDRAKIS A. GKIGKOPOULOU A. ZOUPIDIS
3	Hellas-Albania: collaborating with critical thinking of challenging personalities MARTHA G. PAPADOPOULOU	Assessment in teaching and learning Albanian language LULZIM ALIU	Teachers' beliefs and practices regarding science teaching and learning in early childhood education S. AVGITIDOU; P. PAPADOPOULOU V. ALEXIOU
4	Critical thinking: a missing piece in school music education MAY KOKKIDOU IFIGENEIA VAMVAKIDOU	The two-way street between critical thinking and literature MANJOLA NASI MARIANA FILIPI	In-service teachers' professional development on science education: designing principles of a research project P. KARIOTOGLOU; D. PNEVMATIKOS; M. KARNEZOU
5	Critical thinking skills in visual art education MAYA RAUNIK KIRKOV	The concept of verb valence - an analogical argument between generativism and the traditional, as an undertaking towards critical thinking MIGENA RIZA	Setting a festival environment for promoting critical thinking in primary science education PANAGIOTA ZACHOU; ANNA SPYRTOU

6	The study of the 20 th century history: the new history-graphic viewpoint on the history's objectives and goals at studying the past METIN VENXHA ORJON AGO	In the slogans of the "indignants" movement in Greece: a critical reading NIKOLETTA TSITSANOUDIS; SPYROS GOGOLOS; ANTONIOS MALLIDIS	Let's define the standards of critical digital pedagogy in school classes of the 21 st century KONSTANTINOS KALEMIS
7	Songs and traditions of eminent MYJESER ILJAZI	Critical thinking issues in designing of Albanian language textbooks OLGER BRAME EDIOLA NASE	How preschool children learn math? SNEZANA JOVANOVA-MITKOVSKA
8	The local history of Korça and the critical-creative thinking as a tool of explanation and understanding of its multicultural society today NIKOLAS SOUTOPOULOS; DION TUSHI ERIKETA KOÇOLLARI	The essay, an authentic material that enhances the level of an interactive teaching and learning RRIOLLZA AGOLLI	Physics interaction with dialectical materialism THOMA LICE; ARDIAN MATKA
9	Interculturalism -multiculturalism: critical review of the educational reality in the Greek example PANAGIOTIS PAPAKONSTANTINO	From functional literacy to critical literacy: a comparative account of the Greek language curricula for primary education SPYROS BOURAS; KOSTAS DINAS; ELENI GRIVA	The effects of "information revolution" upon the critical thinking and values in education VALENTINA GULEVSKA
10	School culture and human resource management communication in education and administration SYMEON KOTSOU IOANNIS MISKAS	Critical thinking in teaching the Macedonian language in higher education VIOLETA JANUŠEVA	Raising parents' awareness to develop a more critical attitude towards the applications concerning internet communication. A case study VASILEIOS SOTIROUDAS; MARKOS KOUNDOUROUS IOANNIS GARITSIS
11	Critical thinking in education: the contribution of the teaching of history VENETIA KATSIFI		Music in the inclusive education process VLADIMIR TALEVSKI
12			Can ICT promote critical thinking at primary school? KONSTANTINOS KALEMIS

PLENARY SESSION

13.30- 14-00

Closing the conference, conclusions and certificate delivery

14.00

COCKTAIL FOR PARTICIPANTS

Prof. dr. Bardhyl MUSAI

Critical thinking is a learned skill that requires instruction and practice. Teachers at school and university teachers at Higher education institutions can enhance students' critical thinking skills by using instructional strategies that actively engage them in the learning process rather than relying on lecture and rote memorization; focusing instruction on the process of learning rather than solely on the content, and using assessment techniques that provide students with an intellectual challenge rather than memory recall. To think critically means to be curious, and to use strategies of inquiry: framing questions and searching systematically for answers. The critical thinker thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences, and communicates effectively with others in figuring out solutions to complex problems. Critical thinking is "deeper" than memorization and recall of factual information. When students think critically, they think deeply; they not only know the facts, but they take the additional step of going beyond the facts to do something with them. Critical thinking works on many levels, not only settling for facts, but pursuing the causes for and the implications of facts. Critical thinking means to use polite skepticism, to posit alternatives to stated positions; to ask "what if...?" Critical thinking means to reach a position on an

issue and to defend it rationally. It means to consider carefully the arguments of others, and to examine the logic of those arguments. If the base line is a traditional passive-learning classroom, then the kind of active learning that results from the traditions resulted for the old model of teaching: teacher centered. Critical thinking implies that students sometimes go beyond the active search for information and do something more: associate what they have learned with their own experience, compare it to other works, question its veracity or authority, examine the logic of its argument, derive implications from it, construct new examples of it, imagine solutions to problems it poses, examine the causes and effects it demonstrates, and so on. Students in a critical thinking environment, after communicating their ideas, either orally via group discussions or in writing via minute papers, the teacher periodically ask them to reflect on what type of critical thinking his or her question was designed to promote and whether they think they demonstrated that critical thinking in their response. The teacher typically ask them to record their personal reflections in writing, either working individually or in pairs; in the latter case, their task is to listen and record the reflections shared by their partner.

Prof. dr. Andrew Goodspeed

‘...live honorably’

The quotation, of course, is from Immanuel Kant. He stated that it was not necessary to live happily, but that it was absolutely necessary to live honorably. Similarly, he argued that with any lie, one ‘annihilates’ one’s own dignity.

These quotations form the basis of the argument proposed in this address. It is that the premier challenge in higher education is to produce not necessarily knowledge or vocational skill, but instead to foster habits of thought that are self-critical. This, however, must first begin with the instructor questioning himself or herself, and encouraging students to differ, disagree, and dissent. Pedagogically, this proves easy to state, but more difficult to implement. It certainly requires the relinquishing of some forms of professorial authority and control, most notably in assessment (grading).

This lecture argues that it is by collegial approaches to the structuring of student development, particularly in terms of lecturing and assessment, a collective approach among colleagues produces far superior development of critical thinking skills than does the eclipsed models of individualized lecturing and grading

LANGUAGE & LITERATURE

**STRATEGY BASED INSTRUCTION;
A TOOL TO ENHANCE CRITICAL THINKING
OF LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE**

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Abstract

Strategy Based Instruction (SBI) is a term that is being mentioned often in the literature of TEFL. Researchers have drawn the attention of teachers, learners, but most importantly of curriculum makers about the urgent need there is to include the learning strategies into the daily lesson plan and the text books of the EFL. The aim is not merely to help the students learn a new language in a foreign context; in fact, lately introduced textbooks have been trying to set up learning environments similar to the natural acquisition context. SBI aims to make the teachers aware that the more learning strategies they introduce in the classroom, the more likely it is for their students to think critically about their learning needs, the tools available for them to acquire the new language skills and the ability they should train on their own to use the language in the appropriate context. This paper will try to explain why teachers should not consider SBI as an extra burden of their daily work in the classroom; what forms are there to introduce it as a normal activity in their lesson plan; how should this be facilitated by the use of the textbooks which already introduce activities that enhance critical thinking through the space they give to the language learning strategies. If up to now there has been much talk on the learner centered classes, it is high time teachers started to handle their classroom management so as to create more space for analytical language students.

Key words: *Strategy Based Instruction, language learning strategies, critical thinking activities*

CREATIVE TEACHING OF ENGLISH

BISERA KOSTADINOVSKA

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Abstract

With the English language being a lingua franca, the teaching of the language has become more and more challenging for teachers. Regardless of whether it is teaching of English as a second or as a foreign language, the challenge remains. The already established methods proved to be fruitful but when used in isolation, they may not give the expected results. Nowadays, it is necessary that teachers try using materials as teaching resources. In order to encourage students to concentrate and participate in the class, teachers need to be creative and innovative. A wide variety of materials and methods of teaching should be explored as students come in different packages with different learning styles and capabilities. The innovative teacher can extract information from texts, audio and visual sources of information for teaching purposes. A creative teaching follows the creative process which involves: preparation, incubation, illumination, elaboration, and verification. And the teacher, who prefers creativity in teaching, plays the role of an explorer, an artist, a judge, and a warrior in the creative process.

The aim of this paper is firstly to present some of the most common creative teaching techniques. After having said them, the paper will go on to show one particular method used in one of the English Drama lessons, The Storyline method.

What is expected to happen and for the paper to show, is that these techniques can be as productive as the already existing ones and that, what is more important, they develop a pleasant classroom climate for both students and teachers. The paper will show that, although it is a relatively new teaching method, it fosters learning on all levels: linguistic, literature, and even more, psychological and social.

Key words: *Creative teaching, methods, EFL/ESL, classroom climat*

CRITICAL THINKING IN THE NATIVE LANGUAGE EDUCATION IN THE ELEMENTARY GRADES OF PRIMARY SCHOOL

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Abstract

Language and thinking are integrally related. Creative thinking is one of the most important abilities that should characterize a human being, The mother tongue is both a means and content of the subject native language, and without a doubt gives the greatest contribution for the development of thinking in students.

The modern instruction of this subject should develop the critical and creative thinking through efficient education. The theory of this education should give priority to the organization of the cognitive process, i.e. the way new knowledge is acquired, which is important for the development of the personality. Hence, the nature of the cognitive process and the activities of the students in the process should be taken as criteria to determine the instructional methods, strategies, techniques, and graphical organizers.

The role of the teachers is to organize creative activities on the basis of the creative abilities of the students, to point out the contradictions and create discussions, conflict situations, and to encourage the research work.

Literacy, and especially reading, should be understood as means of the critical thinking. Many reading and writing techniques can be applied in the elementary grades of primary school, as well.

Key words: *critical thinking, language, cognition process, education.*

**APPLYING KEY CONCEPTS TO PSYCHOANALYTICAL AND
FEMINIST CRITICISM WITHIN THE PROCESS OF READING AND
TEACHING KATE CHOPIN'S THE AWAKENING. A CASE STUDY**

DANIELA-CARMEN STOICA

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Abstract

The present article aims at analyzing and measuring the undergraduate students' capacity to apply some of the main concepts in psychoanalytical and feminist criticism during the process of reading closely Kate Chopin's 'The Awakening', as part of the American Literature Course Syllable. The analysis and measuring have been done by means of assessing students' seminar portfolio, containing their written papers analyzing the above mentioned novel and dealing with topics such as: pleasure and death drives (Eros and Thanatos), double, schizoid personality, daydreams and their connection to the unconscious (within the psychoanalytical frame of thinking), as well as feminine writing (l'écriture féminine) and the female body, a Creole woman's novel as a subversive critique of patriarchal power in the 19th American society (within the feminist frame of thinking).

The results of the analysis have shown that most students demonstrated a better understanding and handling of the psychoanalytical concepts, mainly because they had previously been trained in this type of critical approach to literature, already having a strong theoretical support. Feminist criticism to them was roughly confined to the critique of the patriarchal power, being somehow disconnected from psychoanalysis. The application of such theoretical frames to the analysis of literature in general and not only clearly contributes to students' and instructors' continuous shaping and reshaping of their critical thinking.

Key words: *theoretical approach, close reading, psychoanalysis, feminism*

THE PROCESS OF INDIVIDUATION IN MAX FRISCH'S 'HOMO FABER' (A MYTH CRITICISM APPROACH)

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Abstract

The aim of this article is to provide a model to undergraduate students from the second and third year, having English as their major, for analysing and interpreting a novel from the perspective of myth criticism. We have started with a short theoretical presentation of the main concepts in archetypal criticism: collective unconscious vs. personal unconscious, archetypes (anima, persona, shadow etc.), the process of individuation, the self (das Selbst), as discussed by Jung in 'The Archetypes and the Collective Unconscious' (1953), and continuing with their application to the novel 'Homo Faber' (1957) by Max Frisch. What we hope to achieve by this analysis is that in the seminars of literature, students having English as their major, but not only, will be provided with a critical apparatus, which will enable them to analyse certain pieces of fiction within a certain critical framework, avoiding thus impressionistic criticism. For this reason, besides the theoretical introduction, we have also added an appendix with the main Jungian terms.

Key words: archetypes, individuation process, anima, identity

CLIL PROGRAM, AS PART OF HIGHER EDUCATION IN ALBANIA

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Abstract

What is CLIL? "Content and Language Integrated learning in which pupils learn a subject through the medium of a foreign language. The dual focus of CLIL. Through CLIL-type practice, one learns [subject] content whilst at the same time learning a foreign language. The 'dual-focused' objective would imply that CLIL kills two birds with one stone. The origin of CLIL. Piloting CLIL in Albanian Bilingual Sector, Albanian-German in 'Sami Frashëri' high school in Tirana, Albania. Piloting CLIL in primary education like 'German as foreign language and in higher education continues not only as a second language, but as intercultural skills, priorities and problems.

Key words: *CLIL, primary education, foreign language, intercultural skills*

MOVING STUDENTS TO CRITICAL THINKING

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Abstract

Critical thinking is defined as a reflective and reasonable thought process embodying depth, accuracy, and astute judgment to determine the merit of a decision, an object, or a theory (Alwehaibi, 2012). Creative thinking involves analysis, evaluation, and a synthesizing of facts, ideas, opinions, and theories. Possessing the capacity to logically and creatively exercise in-depth judgment and reflection to work effectively in the realm of complex ideas exemplifies a critical thinker (Carmichael & Farrell, 2012). More thinking might lead a student to engage in offering personal opinions or life experiences to address a topic, yet the challenge for an instructor is to move students beyond offering personal opinions. Gaining additional thinking skills prompts a student to research the existing body of topical knowledge and respond by repeating the ideas and theories of experts in the subject matter. Quoting scholarly authors is a step above proffering personal beliefs and perceptions, yet regurgitating the thoughts of others does not equate to critical thinking. As teachers or instructors, the goal should be to create a learning environment that causes students to engage in critical reflection and evaluation of the existing literature to render judgment based on a compilation of synthesized evidence. Although a student's opinion might be relevant and provide a bridge for additional discussion, the challenge is to prompt students to provide justifications and founded explanations of their views. What does a student learn if the only critters for the assignment are to read the textbook and tell to the teacher, or to the classroom, what the author said? An effective method for beginning to teach the critical thinking process is for the instructor to respond to students with research-supported replies. By the instructor setting the example, students at least have the opportunity to view a reflective, evaluative response.

Key words: *students, teachers, critical thinking, practice, theories*

VOCABULARY AND LANGUAGE THINKING IN ELEMENTARY EDUCATION

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Abstract

Language and thinking as two interrelated notions, together with speech form one inseparable unit, whose adoption is of exceptional value, both in terms of the theoretical and practical aspect of the subject Mother language. These three notions occur parallel in the consciousness of the human beings. They complement and do not contradict each other. The development of thinking inevitably requires language development and expression through clear speech with the use of coded signs, i.e. words. Three stages are important in the realization of this process: forming of the notion in the consciousness of the human being, relating it to a concrete image from reality and expression through an adequate language mark, i.e. word. The objective of our paper is to demonstrate the importance of this language mechanism in the instruction of the subject Mother language, bearing in mind that the language occurs simultaneously as a means and a content of the instruction and to analyze how much the adoption of the content aspect of the language contributes for proper acquisition of the words by the children and for the enrichment of their vocabulary, knowing that the modern creative instruction should encourage and develop the critical thinking of the students.

Key words: language, cognition, notion, education.

THE ROLE OF CRITICAL THINKING AND ETHNIC, LINGUISTIC, RELIGIOUS TOLERANCE IN ALBANIAN LITERATURE

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Abstract

In turbulent times and tense political situations, writers are those, who with their works carried strong and important messages for national, linguistic, religious tolerance, cosmopolitanism etc. Their mission is worth mentioning especially for its role in the National Renaissance and later with its political and social views and some objectives conclusions that derive from their creation.

In many European countries, social circumstances were key to enormous changes in arts and sciences and vice-versa. One must consider what was the inspiration of the French Revolution, without doubt Victor Hugo, with his literary work. Likewise the Albanian renaissance writers with their works paved the way for change and prosperity in the Albanian society.

In this study I will apply two research strategies

Firstly: the analysis and critical thinking of philosophical-political treaties and the views of many Albanian writers and thinkers concerning changes in the Albanian society of the time.

Secondly: artistic creations in the Albanian literature that impacted the intellectuals and the masses the most.

This study challenges the argument that literature does not have influence in creating a new mentality and new historic, social and political circumstances.

This study takes a look at the influences of social, political, and cultural movements in Albanian life through a detailed research from the National Renaissance until this day. Taking this historically important issue into consideration I have explained the process of how the literature of the time influenced the cultural, educational, economical, moral and political transformations

Key words: *critical thinking, new Balkan circumstances, new ideals, conservatism, tolerance, independence, monarchy, social-political reality, despotism, sacrifices, wars etc.*

CRITICAL READING OF A DISSIDENT AUTHOR - “ODIN MONDVALSEN” OR THE OVERTHROW OF FLASE BELIEFS

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Abstract

The research focuses on the critical reading of Kasem Trebeshina’s novel “Odin Mondvalsen”. After the 90s, Albanian literature’s interest took shape outside the Socialist Realism schemes. During this period, critics start to be interested in Trebeshina’s literature which seemed significant and beyond the schematic limits of the period. “Philosophers, the natural enemies of poets and the fixed representatives of critical thinking, claim that poetry and all the other arts, as well as the other work of nature, do not change. All this, a futile illusion...” stated the poet Salvatore Quasimodo. However, if it happens, how long is it necessary for the critics of a literary work or author to be transformed?

The reading itself could be qualified as “critical” when it provokes to the reader the expression of a judgment of verity, credibility or value on what is read. Trebeshina’s literature poses this provocation, for example:

Critical reading of the novel, since the writing of the literary work till its publishing (37 years). Settling of an evaluative code on the role of critical thinking over the work’s reading and interpretation. Allegoric outlook of the literary work and the nuances of modern surrealism.

The novel takes the status of a representative literary work of the dissident school, as long as the author presents the tragedy of the regime and all the dictatorial persecution in the realm of the speech. The doubt raised in the literary work is the basic element of its critical reading. The questions that would take an answer in the research are:

Does created doubt breed irritation to the reader and if this is a cause to establish a credibility situation? Does the battle begin with doubt and end with its disappearance? Is critical thinking transformed to a rationale and is it possible to “truthfully” read without thinking per se?

All these questions pretend to find answers throughout the research work, attempting to give its full shape to the novel’s critical reading.

Key words: literature, critical reading, novel, interpretation, Trebeshina

ANALYSIS (INTERPRETATION) OF A TEXT IN CLASS TEACHING (INTERPRETATION)

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Abstract

The level of analysis of a literary work in the lower grades depends on the physical, mental, and intellectual abilities of students. It must be neither too studious and highly scientific, nor too simplified. It is better for a literary text to remain as an aesthetic creation in a student's mind at their level of experience, rather than be trivialized with bad and incorrect analytical procedures. Analytical requirements in grade I and II are much lower than in III, IV and V grade where they can be extensive and studious.

The greatest portion of time should be devoted to the analysis phase because students' understanding of a literary work depends on it. This is often overused, so the entire lesson turns into a lesson in education, which suppresses the artistic spirit of the work. By means of analysis we reveal the artistic values of a text - and this should be the ultimate goal, and we should afterwards realize the objectives related to the educational part of class.

We conditionally distinguish four types of analysis/interpretation of an artistic text from the theoretical-methodological aspect:

- Content Analysis
- Conceptual Analysis
- Ethical Analysis
- Psychological Analysis

Some methodologies define analysis as absorption in the content and the notional character of the text. Despite the different views and opinions, for analysis as a phase it is common to analyze the content and the reproduction of facts and occurrences, and to reveal the underlying concept of the writer, i.e. of the idea or the message of the literary text.

Key words: *analysis, text, practical work, lesson realization.*

ENCOURAGING STUDENTS' CRITICAL THINKING IN THE INTERPRETATION OF THE ALBANIAN LITERARY WORKS OF TRADITION

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Abstract

One of the teaching competences is the stimulation of students' critical thinking and creativity in the respective curricula. Not only knowledge delivery but its evaluation and selection are of great importance in the modern world of technology. Critical thinking is a skill which needs to be encouraged and learned. It is the highest ability of the process of thinking that represents the sophisticated thought, which people try to defend by using different arguments and reasoning. Of course, critical thinking in exact sciences requires high scientific accuracy based on the principles of the respective sciences, but in the subjects of human education, because of their nature, critical thinking has a wider scope of interpretation and reasoning. Specifically, in the subject of literature the analysis of literary works naturally requires students' thoughts and their different interpretation not only as students of literature but as readers too. This article aims to bring in focus, through concrete examples the necessity and stimulation of students' creative critical thinking in the subject of Albanian literature of tradition through some teaching methods such as discussions, debates, selection and elaboration of the information, recommendation of additional literature, course projects, essay writing, and finally, the reflection of the results in the teaching and learning process in order to encourage students' creative and critical thinking in this subject.

Key words: *critical thinking, Albanian literary, encourage, interpretation*

TEACHING IDIOMS THROUGH CRITICAL THINKING IN THE ALBANIAN CONTEXT

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Abstract

The aim of this article is to present the way how Albanian students acquire idioms through critical thinking. The process of idiom acquisition has been a long, difficult and a challenging one through cultures and nations. The importance of the paper stands in teaching students how to make them think critically in class. The purpose of this study is also to analyze English textbooks of the low secondary level in Albanian schools and the way how critical thinking is promoted in students while learning idioms through book activities.

The study incorporates a contrastive analysis of four English textbooks Access 2, Access 3, Access 4 and Click on 3 taught respectively in grade 6th, 7th, 8th, and 9th in Albanian schools. The methods used in critical thinking for the acquisition of idioms in class are also presented in this study. The paper outlines the most effective strategies used in teaching, to promote critical thinking based on some theories and criteria of linguists in different subjects. These theories are given to shape the notion of critical thinking and enrich the study with theoretical and practical assumptions.

Key words: *critical thinking, methods, contrastive analysis, idiom acquisition, strategies*

POSSIBILITY OF USING THE TECHNIQUES OF CRITICAL THINKING IN ALBANIAN LANGUAGE CLASSES IN THE LOWER GRADES OF PRIMARY SCHOOL IN THE FYROM

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Abstract

Educational systems nowadays are distinguished in that which forms methods and ways used to achieve certain goals. Continuous changes in the educational process are caused by contemporary trends and movements that consistently present new models for the acquisition of knowledge, which enable the development of capabilities and skills of those who teach. In this sense, in the world there are different theories and concepts that come from theories of learning, which lately looks for its modernization and upgrading, combining the benefits determined by them. For this purpose the teaching process more and more changes its original form, by including modern learning techniques in order to improve the effects of the acquisition of content during the class.

The use of modern techniques for the acquisition of content basically means changing their role as teachers and role of students in the teaching process. Teachers and students become active participants in the process and they should be in constant interaction.

Methods and techniques that promote critical thinking in Macedonia first began to be used within the project "Development of critical thinking in reading and writing" implemented by the Foundation Open Society Institute Macedonia. These methods and techniques can be used successfully in the Albanian language classes in the lower grades in the different stages of a lesson by ERR framework of learning and teaching (evocation, understanding the meaning and reflection). This is especially important, because teaching Albanian language in lower grades of primary education in Republic of Macedonia incorporates dialectical related areas of language, literature and culture media, and these techniques, despite the development of cognitive skills in students, can contribute to the development of social skills.

Key words: *critical thinking, techniques, schools, Albanian language*

ASSESSMENT IN TEACHING AND LEARNING ALBANIAN LANGUAGE

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Abstract

Assessment is not simply a means of control, but a genuine psycho-pedagogical aspect related to psychology laws, especially with learning ones. In any kind of learning process the subject should be familiar with the results that he achieves.

Assessment is the process that provides teachers complete information about the level of objectives implementation and strategies that he should build on future lessons to make them interesting and effective. During the planning and selection of assessment methods, it is important that the teacher take in consideration aspects, such as: information which he wants to get through the evaluation; assessment methods comply with the working style and easy to implement; The awareness of the students on what the teacher wants to know, information that he takes from the assessment; students to be free to express their achievements; when is possible the usage of information and communication technology that makes students feel better.

The teacher has a duty to assess: the curriculum, textbook, his daily preparation and concrete activities in class, the whole teaching lesson and in detail, the class as a whole and every student as an object of special subject.

However, we must recognize that the evaluation in the Albanian language and literature must pass through the following components:

- *Assessment through achievement standards,*
- *Continuous assessment of students,*
- *Diagnostic assessment,*
- *Summative assessment,*
- *Assessment of written works,*
- *Final evaluation of the curriculum, made possible by the standards of achievement indicators.*

Assessment is graded, with expressions or points, which are converted to grade according to some predefined criteria (known from students) and aspects related to the theme and treatment of the topic.

Key words: *appreciating; diagnostic and summary evaluation; student's folder.*

THE TWO-WAY STREET BETWEEN CRITICAL THINKING AND LITERATURE

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Abstract

This paper explores the relation between critical thinking and literature, concentrating not only on the ways in which literature can be used to promote and train critical thinking, but also the manner in which the reading experience is altered by the application of a combination of elements of critical thinking onto the literary text. Whether or not the literary text can be fully appreciated without undergoing the tests imposed on it by critical thinking, it will largely depend on reading theories developed either formally or informally through experience, but a literary analysis or the effort to understand the text, especially in a classroom context, will unavoidably involve at least some critical thinking.

On the other hand, the complex amalgamation of form and meaning that can be observed in literature offers an indisputable opportunity for the mind to be trained in critical thinking skills for students of all ages.

Observing various fragments from literary works, the paper will also examine from a practical viewpoint the application of critical thinking skills in the reading process with readers/students of two age groups: 10 – 15 and 18 – 23 year olds, aiming to illustrate the ways in which the techniques can be applied in different contexts.

Key words: *Critical thinking, literature, text analysis, reading.*

**THE CONCEPT OF VERB VALENCE - AN ANALOGICAL ARGUMENT
BETWEEN GENERATIVISM AND THE TRADITIONAL, AS AN
UNDERTAKING TOWARDS CRITICAL THINKING**

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Abstract

The issue of the valence of words is an issue still to be discussed further ahead in relation to some of its main aspects, which have already been treated not only as regards the theoretical framework of generative grammar, but also in regard to an undertaking considered by a comparative viewpoint based on as much rational criteria as possible. Based on the generativist tendencies, aiming at a comparative approach in relation to the concepts of traditional grammar, we will take verb valence into special consideration in order to better understand where these two theories mix and where they differ regarding this aspect. The generative conceptions of the verb valence are likened to the traditional conceptions and often they are in complete compliance, but at times, in partial compliance. Thus, based on this starting point, the analogical argument has served as the main pivot of this paper, through which we aim at presenting the verb valence as much reasonably as possible, in light of generativism and the traditional viewpoint. This comparing and analytical approach has served as an incentive in order to present a paper, which aims at drawing two parallels, facing each-other as regards the two different linguistic trends. Critical thinking, as a rational and systematic process has drawn us into a furrow and the two clashing theories are appreciated and exemplified by concrete facts taken from the traditional grammar of the Albanian language and generative syntax. This paper aims primarily at developing critical thinking not only in the framework of school pedagogy, but also as an approach out of which different linguistic issues come into being thanks to active thinking. The main goal of this explication of a linguistic nature is that acquisition of the results be based on well argued criteria and facts, legitimized by active thinking only.

Key words: *critical thinking, analogical argument, verb valence, generative syntax, traditional syntax*

THE USE OF "TABOO LANGUAGE" AND MARGIN DIALECT IN THE SLOGANS OF THE "INDIGNANTS" MOVEMENT IN GREECE: A CRITICAL READING

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Abstract

This paper presents the uses and functions of language, which reflect and represent the reactions of the so-called "movement of indignant" citizens that appeared in Greece after mid-May 2011, more specifically, the study focuses on slogans against political corruption, economic recession and the implementation of the "Memorandum of Understanding" and the "Medium-Term Program", emerging through this movement.

In order to capture the linguistic representations of both wrath and indignation of the citizens, we gathered 212 textual fragments, 2.136 words in total. The slogans were derived from both conventional media and alternative sources of information, as well as social media. The research approach was based on the principles of Critical Discourse Analysis.

As observed, the use of taboo language is characteristic, with elements that typically fall in the level of vulgar style. We can also identify elements of folk style, with phrases and words from the so-called "slang" or margin dialect. The use of these linguistic codes reveals a jeering and insulting taunting mood, on the part of the language generators/ carriers.

The effects of hard economic measures imposed, in conjunction with the recession, are worded via texts of slogans, in a way, not only imaginative, but also dramatic. Dramatization in realization becomes clear due to the use of intense and emotionally charged words and phrases. Moreover, it appears that in the slogans of the "Square movement", the use of elements of the so-called private language is extensive. The element of emotion is captured intensively in the aforementioned language, given the interface between language and emotion.

As we finally assume, the use of degraded social varieties and that of "taboo language", as well as the various deviations from the standard and official language, act as a direct or indirect promise of participatory and collaborative relationships in a more cooperative society, which is one of the visions and the key demands of the "Indignants".

Key words: *critical analysis, slogans, taboo language, private language*

CRITICAL THINKING ISSUES IN DESIGNING OF ALBANIAN LANGUAGE TEXTBOOKS

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Abstract

The new curriculum in pre - university education is oriented towards a new approach, that is based on competences. One of the main elements of this approach remains the textbook designing as an important part of the implementation of the learning process at school.

According to UNESCO, textbooks should encourage every element of the learning process and their role is not limited only to the learning of factual knowledge, like quality that actively encourages students to the process of building knowledge, skills and attitudes necessary to be help them become responsible citizens in the community.

To accomplish this, it is important that the implementation of critical thinking techniques and strategies should have the primary role for texts designing.

Our paper aims to highlight some elements related to the implementation of critical thinking in curriculum and Albanian language textbooks in grades 6-9 designing in pre- university education, mainly in the construction of questions, tasks and exercises for pupils envisaged in check-up tasks.

Questions regarding this issue are:

-Are the texts conceptualized in such a way that enhance students' abilities to think critically?

- Are students involved in critical reflection of what is learned?

-Do the text create opportunities for teaching to implement practical techniques that promote critical thinking?

Key words: *curriculum, the text of the Albanian language, conception, critical thinking, pedagogical tasks.*

THE ESSAY, AN AUTHENTIC MATERIAL THAT ENHANCES THE LEVEL OF AN INTERACTIVE TEACHING AND LEARNING

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Abstract

As much as societies struggle with temporary status to a market economy and democratic social order, a central question that educators have to do is: "How can we train students for a democratic life and economic productivity in the XXI century." The central task is to teach students how to learn in an effective manner and how to think critically. Learning and critical thinking expand when students have the opportunity to apply new learning in real tasks. Teaching for critical thinking is not a simple task, or a task that can be performed in a certain class and then forgotten. Spoken language is inseparable from the written one, so the development of one of them is also the development of the other one. So they enrich each other and forms of communication. Writing is one of the key skills that can be learned, but cannot be taught. Writing is very complex and requires a fair grasp of achieving more sophisticated human mind, language. Given the current practices of Albanian schools, it is very important to recognize that the student essay carries over from one task, through which he sought to reproduce facts and phenomena, in writing, through which students express personal opinions, reflect and estimate about the subject they write. The essay encourages students not only to think differently, but also to promote perspective thinking to the key problem, gathering many ideas and relate them to each other.

Key words: *critical thought, essay, information, multicultural education, faultfinding, logical training, intellectual, linguistic*

‘FROM FUNCTIONAL LITERACY TO CRITICAL LITERACY’: A COMPARATIVE ACCOUNT OF THE GREEK LANGUAGE CURRICULA FOR PRIMARY EDUCATION

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Abstract

Since the educational reforms being established are normally reflected on an effort to reform the National curricula, the recent educational reform in Greek Language Curriculum, has included the overall philosophy and principles of “critical literacy”. Critical literacy focuses on developing critically literate individuals to meet the challenges of the 21st century. In other words, it aims at developing readers and writers as active participants in the reading and writing process. As a result, the communicative-genre based approach is ineffective to fully meet that demand.

This paper examines the "transition" from the communicative approach and functional literacy to critical literacy in the curricula for primary education and its impact on language teaching in Primary Education. The starting point of this investigation is the so-called "reform Arseni" namely the three successive versions of the curricula of 1999, 2001 to 2003(the Cross-thematic Curriculum framework),which are compared with the reformed pilot curriculum of the New School (2011).Through a comparative analysis of basic aspects of these curricula, the study aims at investigating how the principles of functional and critical literacy are presented in the Cross-thematic Curriculum framework (2003) and the Curriculum of the New School (2011), in an attempt to identify the innovative characteristics of the latter curriculum. Furthermore, an attempt was made to map the aspects of convergence and divergence, and to pinpoint the rate of exploiting the theoretical principles in the language teaching practice. The comparative study indicated the innovative aspects of the Curriculum of New School, which focuses on developing relationships between language and social practices, and enhancing reflection, communication, and critical awareness, as well as it promotes the use of multi-media and multi-modality literacy in the classroom.

Key words: *functional literacy, critical literacy, Language Curricula, communicative / genre based approach, primary education*

TEACHING ENGLISH GRAMMAR VIA DEDUCTIVE AND INDUCTIVE APPROACHES; A CASE-STUDY WITH ALBANIAN TEACHERS

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Abstract

The aim of this paper is to discover the attitude of the Albanian teachers towards the application of deductive and inductive approaches in teaching English grammar to Albanian students. The paper consist of two parts. The first part is a theoretical introduction on both approaches and the advantages and disadvantages of each. In this second part, the results of the survey that we conducted will be presented. Albanian teachers of English (14) were given an inventory about the approaches they use while teaching English grammar to their learners (either students or pupils). They were also asked about the advantages and disadvantages of each approach and which of them works better with their learners. At the same time, they were asked about how appropriate the textbooks they are actually using respond to these approaches. Most of the teachers are teaching young learners up to 13-14 years old. But there are others who also teach students (at university level) and sometimes more adult learners (especially in private schools).

Key words: *English grammar, deductive, inductive, approaches, Albanian teachers, learners*

CRITICAL THINKING IN TEACHING MACEDONIAN LANGUAGE IN HIGHER EDUCATION

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Abstract

The system of higher education in RM is based upon interactive approaches. It is connected with the global integrative processes to constitute solid bases for linking the educational services with the labor market. It aims at educating students into people who need knowledge, competences and skills to face the challenges of the new age and to succeed in life. Therefore, in the teaching practice, the teacher should not only give information and content, but s/he should also promote the procedural knowledge, e.g. the competences and skills for critical and creative thinking, solving problems etc. It is also stressed out the actualization of the curriculum dimension where facts on the development of these competences and skills are favored instead.

The paper describes and analyzes the conception of textbooks which are used in teaching Macedonian language in higher education. Besides, it shows their in/coherence for development and promotion of students' critical thinking with the given conception. When teaching grammatical content, in the first instance, the content is directed towards adoption of facts. Basically, the paper analyzes the grammatical content in the textbooks, especially taking into consideration the essence of the grammatical content and the activities that the teacher may undertake when teaching grammatical content regarding development and promotion of students' critical thinking in teaching Macedonian language in higher education.

Key words: *textbooks, grammatical content, critical thinking*

PEDAGOGY

THE CREATIVE ACTIVITIES AT THE BEGINNING OF CLASS HOURS

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Abstract

Teaching as a proces, entails many factors. Among them it is worth mentioning its organizing a lesson or teaching activities. Today worldwide there are new teaching strategies, strategies that are acceptable for the teachers of the University of Pristina, especially teachers of the Faculty of Education.

Creative activities, are part of every contemporary strategy, but these ideas to us are unacceptable to all. However creative activities, as the beginning of the class to “warm head” are present.

Initiate activities like “heating of the head” or go straight to the topic, might help or not the students in achieving their learning goals and present some of the dilemmas which are examined in the paper.

From this research, data emerged that creative activities resulting in early lesson not only are attractive but they provide helpful in many aspects of teaching.

Key words : *the teaching process, students, creative activities, Faculty of Education, understanding.*

LEARNING METHODS AND THEIR IMPORTANCE IN TEACHING

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Abstract

Learning methods in instruction are used and classified according to the underpinnings and different criteria that are used during the lesson. Therefore, on this basis in didactic and methodology learning texts, there are occurred classifications of learning methods made on basis of: the thinking course, the relationship between the totality and its constituent parts, the relation between cause and result, time chronology of the occurrence of relevant methods' affirmation or also the resources of learning acquisition.

The purpose of learning methods is that, every person must be able to learn lifelong and to multiply knowledge, to gain ability and qualification, also to be able to suit to a complex world of reciprocal connections that changes continuously:

-Compilation of preparation for classes/activities, which involves defining the forms, methods, procedures, tools, articulation of oriented classes/activities and the expected results from its implementation;

-Determination of the purpose of classes;

-Advantages of interactive-creative classes;

-Forms of teaching works;

-Types and kinds of classes etc.

In order to have good results in teaching and learning one must work and respect all the methods of learning on the basis of the stages of learning units:

(RIR).

R-Raising

I-Implementation

R-Reflection

In conclusion, every teacher must behave in accordance to the Code of the educational institution during his engagement.

Key words: *Learning methods, teacher, learner, creativity, innovations.*

BLOOM'S TAXONOMY AND THE DIDACTIC APPARATUS IN THE MACEDONIAN LANGUAGE TEXTBOOKS – (THE CONDITION IN THE REPUBLIC OF MACEDONIA)

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Abstract

The defining of the educational objectives in the curricula and syllabi for primary education in Republic of Macedonia is based on the categories from Bloom's taxonomy. The development of knowledge, skills and abilities, which define the taxonomic categories, is conducted through several levels of complexity of the methodological approaches, in which the creativity of the teachers and the quality of the instructional resources are crucial.

In the mother language instruction in the elementary grades, the students acquire the primary skills for coding and decoding information. The extent to which the students will advance and develop abilities for critical approach towards the material they read and write about, depends on the quality of the instructional process, their personal efforts, but it also greatly depends on the texts and the other instructional material used in the course of education.

The effective instruction should offer a diverse methodological curriculum, in which the taxonomic categories will be not only objectives, but also content of the instructional methods. The Readers on the other hand should offer content and practical examples, which encourage different levels of critical thinking by the students.

We conducted analysis of the content of the textbooks used in grades III – V in order to determine the extent to which the existing Readers offer possibilities to conduct instruction in accordance with the taxonomic categories. The content and the existing didactic apparatus in terms of the indicators, which refer to a particular taxonomic category, were subject of our analysis.

The paper elaborates the results regarding the adaptability of the Readers for accomplishing the defined national education objectives.

Key words: *Bloom's taxonomy, taxonomic categories, reader, didactic apparatus.*

EDUCATING PRE-SCHOOL STUDENT TEACHERS TO INSTRUCTIONAL DESIGN: AIMS AND ACTIVITIES

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Abstract

Developing teachers' competencies in instructional design is an essential part of both teachers' initial education and professional development. The starting point of this research is that by educating teachers by practicing instructional design and, particularly, by developing Teaching Learning Sequences (TLS) – a current movement in Science Education - we can contribute substantially in the development of their pedagogical content knowledge (PCK). A second point is that by enhancing some of TLS's characteristics in order to include teaching of science as inquiry as well as the skills of scientific methods, it is truly possible to develop critical thinking skills as well. This study is a part of a project aimed to educate student -preschool teachers in instructional design and developing TLSs. We applied a 14 teaching hours project, during which specific knowledge were discussed, while 21 students in pairs were designing and developing their TLS, in one of the given topics. Many sources of data emerged, like pre-post test and interviews, the corpus of the developed TLS, diaries of 4 selected students and a meta cognitive class discussion. In this study we'll present findings concerning the teaching aims as well as the consistency and coherence between aims and teaching activities in the "water cycle" topic both in pre-test and the final TLS and "day and night alternation" in post-test. In order to have a deep understanding of our data, a well elaborated grid, included predetermined scores, was constructed. The first data analysis shows that student teachers competency in setting teaching aims and objectives is low. A slight improvement has been recorded in post-test, but mainly in the project's final products. A better performance in setting aims concerning content knowledge compared with issues of equal importance was recorded. These results are helpful in reorienting teaching to confront students' real needs in instructional design.

Key words: science instructional design, preschool teachers, PCK, TLS

REWRITING SKILLS IN STUDENTS OF PRESCHOOL AND PRIMARY SCHOOL PROGRAM

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Abstract

Rewriting skills of 236 students of Faculty of Education in Pristine were researched. In this research, students of the third year of studies, respectively 71 students who attend preschool education program and 165 students of primary school program were included. As far as gender is concerned, 224 are girls and 12 boys. In order to assess the rewriting skills were applied the test of rewriting sentence. Initially, frequencies and percentages of results of the tested students were analyzed, then basic statistical parameters: arithmetic mean (\bar{x}), standard deviation (σ), the standard deviation of arithmetic mean ($\bar{x}\sigma$), as well as minimum scores (Min) and maximum scores (Max) were calculated for applied variable in this research. Differences between students of both programs and genders were obtained through the analysis of canonical discrimination and t-test. Statistical data obtained through the analysis of canonical discrimination show that there are significant statistical differences between tested students and genders of the two programs. Results of the t-test prove that there are significant differences in the variable test of rewriting sentence in favor of students of preschool education program. According to genders, results of the t-test also prove that tested girls are more successful compared to the tested boys in this variable. Based on all the results of this research, it is recommended to continue with further research in the area of rewriting skills in order to increase the quality of education in all programs of Faculty of Education in Pristine.

Key words - rewriting skills, reading disorders, writing disorders, success at higher education

THE EFFECT OF ATTITUDES AND SELF-EFFICACY IN MATHEMATICAL PROBLEM SOLVING

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Abstract

Performance in mathematics is not a simple process but a multi-faceted procedure, one that is shaped by many factors. In the present study, we investigate the problem-solving capacity of pupils attending the 5th grade of elementary school in relation to their attitudes and self-efficacy towards mathematics. 85 fifth-grade students from various schools of Florina participated in the survey. Attitudes and self-efficacy towards mathematics were measured with the Attitudes Towards Mathematics Inventory (ATMI) and the Motivated Strategies for Learning Questionnaire (MSLQ) respectively. In addition, in order to measure performance in maths, pupils were presented with a math test consisting of two standard problems. The first was of low difficulty and the second one of average difficulty level for fifth-grade pupils. We expected strong correlation between attitudes and self-efficacy towards mathematics as well as that problem solving performance depends on attitudes and self-efficacy towards mathematics. According to the results yielded by our survey, there is a strong correlation between attitudes and self-efficacy in maths. In addition, pupils' performance in mathematical problem solving seems to depend on their attitudes and self-efficacy towards maths. The results demonstrate the importance of attitudes and self-efficacy in mathematical problem solving and the fact that attention should be drawn to the above factors during teaching procedure.

Key words: *problem solving, performance, attitudes, self-efficacy*

TRAVELLING AND CONTACTING DIFFERENT CULTURES: A GAME BASED PROJECT FOR DEVELOPING CRITICAL MULTICULTURAL AWARENESS

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Abstract

The aim of this project was to develop young students' critical awareness of 'other cultures' and their skills in EFL through their involvement into interactive table games. Taking into consideration the abovementioned advantages, across thematic project (CLIL) was designed and piloted for 18 weeks, in a 6th grade classroom of a primary school, in northern Greece.

The objectives of the project were the following: a) developing students' skills in the target language (EFL), b) enhancing their knowledge in cultures of other countries and c) developing their critical multicultural awareness. A main table game and some other constructions were constructed, including exploration, mystery and adventure. Students had the opportunity to interact in the target language (EFL) and gain knowledge of different cultures and aspects of geography, by travelling to and through various countries. Students assumed roles of a 'detective' searching for the 'suspect', each time travelling in various countries in a different continent. Within a communicative context, the students had the opportunity to 'meet' other cultures and to compare aspects of different cultures with their own culture, while interacting and communicating in the target language.

In order to estimate the effectiveness and feasibility of the project, the following instruments were employed: a) A pre-test and a post-test were administered to the experimental class; b) journals were kept by the researcher; c) satisfaction questionnaires were filled in by the students, at the end of the project. The results indicated the positive effect of the project on children's communicative strategies in the target language and the advantageous impact on their development of (multi)cultural critical awareness, while solving problems and making decisions.

Key words: *critical cultural awareness, game-based project, EFL, primary school students*

CRITICAL THINKING AS A PHILOSOPHICAL VIEW IN HIGHER EDUCATION EUROPEAN AREA

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Abstract

Critical thinking strategies have been so far considered of specific importance in most of the fundamental European Area Higher Education documents. These methods and strategies have constituted basic concepts and standards in all levels of education and have been reflected in Higher Education Law, National Strategies of Higher Education(2007-2013), National Qualitative Standards, embracing both theoretical and practical applications. More specifically, the goal of this paper is the treatment of the critical thinking strategies as a philosophy in concrete developing aspects in higher education. Generally speaking this paper treats the value and importance of critical thinking methods in nowadays education studies especially in knowledge testing level of the students and more importantly in valuable and concrete current applications of these methods namely in students' texts implementations and in teaching and learning processes. As the critical thinking thesis is universally taken for granted as a worldwide philosophical and practical strategy we aim to make some concrete proposals regarding the recognition and evaluation of this thesis.

Key words: *critical thinking, higher education, law, strategy, quality standards.*

CRITICAL RESEARCH PARADIGM IN FUNCTION OF CRITICAL THINKING IN LEARNING AND TEACHING

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Abstract

The paper belongs to the theoretical group of papers and it is divided in three structural parts: Research paradigm as a base for learning and teaching, Critical paradigm for pupil's critical thinking and Critical paradigm for teacher's critical thinking.

In the first part: "Research paradigm as a base for learning and teaching", the focus of the authors is to elaborate the paradigms in the light of methodology of learning and teaching process.

The second part: "Critical paradigm for pupil's critical thinking", stresses the active position of the pupils in the process of their maturation and personal development.

"Critical paradigm for teacher's critical thinking", as a third part of the paper covers the aspect of learning of the teachers about critical paradigm, thinking about critical paradigm and practicing critical research paradigm in the methodological aspect of teaching.

Key words: *Research paradigm, Critical paradigm, pupils critical thinking, teachers critical thinking*

THE INCLUSION OF THE PUPILS WITH EDUCATION SPECIAL NEEDS IN NORMAL CLASSES

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Abstract

The focus of the study is in the values of the comprehensive education, the inclusion of the pupils with special needs in education in normal classes, the role and support of school policies, practices and culture in the achievement of this decision making.

These results of this study are part of a deeper analysis realized with 780 subjects (263 teachers, 261 pupils, 256 parents), in the Region of Korça. The study has evidenced the achievements, priorities but also the problems and difficulties of knowing, understanding and effectuating comprehensive education.

This part of the study treats the attitudes of the people questioned about the role of the school's organization and management in support of the pupils with special needs in education. From the statistical analysis of the data it is evidenced a series of problems that have to do with: the cognitive, emotional and social performance of pupils with SNE; the inadequate psycho-pedagogical competences of the teachers; the lack of teacher-parent partnership; a dissatisfactory level of interaction in class among peers.

However, the results of the assertions analyzed, testify the benefit of the inclusion of these pupils in normal classes, in the social and emotional aspect. They feel better with the others, interact more, are happier and go to school on time. Furthermore, from the academic point of view, the results are positive when compared with the previous state.

Key words: *education, comprehension, pupils with special needs in education (SNE), school policies, practices, culture, individual plan.*

**PROMOTING CULTURAL DIVERSITY BY DEVELOPING CRITICAL
CULTURAL AWARENESS:
A CLIL PROJECT FOR YOUNG LEARNERS**

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Abstract

In today's globalized world exposure to cultural learning can be regarded as highly beneficial for language and content development, as well as raising intercultural awareness. It is with this purpose that the present CLIL (Content and Language Integrated Learning) project was designed and piloted for 14 weeks with 6th grade students of a primary school, in northern Greece. The CLIL project was designed to help the young learners understand the diversity of the cultures of their classmates, and develop aspects such as awareness of self and other and citizenship, leading to intercultural competence and critical cultural awareness and preparing the students to effectively participate in the multilingual, multicultural world.

The Project 'our culture, your culture, their culture' was aimed to unfold the different countries and diverse cultural contexts of the students in the multilingual and multicultural classroom and build bridges across languages, cultures, and countries, while different teaching modes were adopted and every effort was made so that the teaching strategies employed were tailored to the students' needs and interests. Games and stories were used to support the cultural component, highlight the relationships between the students' own and other cultures, and raise their interest in 'otherness' (Byram et al., 2002) and build multicultural awareness.

The effectiveness and feasibility of the project were estimated by using pre- and post-interviews along with the researcher's journal. The results indicated the positive effect of the CLIL approach on the students' skills in the target language along with the students' considerable familiarization with the target cultures. Concluding, it was identified that efficient CLIL projects need to integrate content and language within a framework of developing principles of cultural as well as reflective pedagogy, which fosters cultural awareness and critical thinking.

Key words: *critical cultural awareness, CLIL, cultural diversity, young learners*

**TEACHING CRITICAL THINKING TO YOUNG ENGLISH LEARNERS IN
GRADES 3 – 6.
FOUR LESSON PLANS**

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Abstract

Critical thinking is often defined using several adjectives and adverbs as being able to think or reason analytically, deductively, rationally, logically, independently, strategically, reflectively and creatively.

But how shall we teach young English learners to think critically? This may be a challenge for many teachers and they need more information how to insert critical thinking in their English teaching, especially with young learners. They are in their first steps of learning a foreign language such as English and they need to know how to address to different issues, answer complex questions, solve problems and make decisions.

So it is teachers' job to guide students toward critical thinking appropriately and they need to come into the classroom with a well-thought and structured plan with activities adapted to their age and linguistic competence.

By trying to answer the following questions, we would like to come out with concrete ideas useful to teachers and students at the same time:

Why is the lesson planning important for the teacher and for the learners?

What components are there in a lesson planning?

Which are the techniques that develop critical thinking in young English learners in a lesson plan?

There are also presented four lesson plans for the teachers in Korça, Albania, who use the below English textbooks: English Zone 1 and 2 in the grades 3 and 4; Access 1 and 2 in the grade 5 and 6. The aim of this practical part is to see which techniques are incorporated in these lesson plans to develop critical thinking.

Key words: *critical thinking, young learners, lesson plan, critical thinking techniques*

OBSTACLES IN IMPLEMENTING CRITICAL PEDAGOGY

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Abstract

Critical pedagogy is considered quite challenging to be enacted both for academicians and professionals in education. This paper focuses on the exploration of the obstacles educators have faced in their efforts toward implementing a critical pedagogy in different educational settings. After reviewing the relevant critical literacy literature, suggestions to overcome the obstacles are made. In our view, this study is contributing to the discussion concerning the update of curricula and teaching practices by embedding a critical perspective.

Key words: *critical pedagogy, critical literacy, obstacles*

STIMULATING CRITICAL THINKING THROUGH READING STRATEGIES EMPLOYED BY ELT LEARNERS AT THE ADVANCED LEVEL

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Abstract

The goal of the paper is to present possible use of EPE videos in different phases of a learning and teaching process. The paper is based on an evaluation of EPE (easy production educational) videos. The evaluation framework used in this study, divides the teaching and learning process into four main phases: 1) The preparation phase, 2) The learning activities, 3) Follow up work and 4) Assessment. The evaluation of 132 EPE videos shows that the videos mainly are used in the preparation phase and/or as part of the learning activities. Videos used as part of formative or summative assessment are rare. The paper presents an illustration, which provides an overview of pedagogical use of educational videos, based on the four learning phases. Our findings show that all pedagogical opportunities concerning EPE videos still are not extensively used.

Key words : *Educational video, evaluation framework*

THE ROLE OF CRITICAL THINKING IN COMMUNICATION AND INTERACTIVE TEACHING IN PRIMARY EDUCATION

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Abstract

"The spirit of a child is absorbent, it has the total creative and active choice, to draw to himself the elements that are necessary and useful for him, to adopt, and to make them its own flesh and blood, its own subject of life".

Maria Montessori, (Great Lecturers, 339).

The thinking process happens all the time and unconsciously. For this reason different researchers say that there exist multiple definitions. But at certain moments we became responsible and realize this activity consciously. School is the place where thinking is systematic and oriented. But however powerful it may be alone it is not enough to promote its development which in this case is defined as critical thinking. Critical thinking should include all the disciplines and professions, but its implementation in the classroom environment is of paramount importance.

Today many pieces of literature provide guidance for a quality and successful teaching. The latter forms the basis for the development of creative thinking among students. Increasingly, it is strengthened the belief that students should not simply reproduce the total information transmitted by the teacher. They should be creative as well as reproductive to any information offered in the classroom environment, but not only. The conditions required to realize the purpose of this process effectively are connected with the active learning, a process that requires the quality of teacher-student collaboration, where the teacher remains the pioneer, the inspirer and the promoter.

Key words: *critical thinking, teaching, creativity, interaction.*

ASPECTS OF PLANNING THE TEACHING BASED ON CRITICAL THINKING

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Abstract

The introduction of modern methods, techniques for teaching in primary and secondary and later (partially) in higher education in the country, based on the development of critical thinking among students since the late 90's of the last century, brought significant movements in education in terms the understanding and realization of the teaching itself.

Having worked (continuously for many years) as a trainer (for primary and secondary education) and co-author of a series of manuals (especially for secondary vocational education) for critical and creative approach to teaching, I gained valuable experience. In fact, reviewing and analyzing a feedback information and answer (in written form-survey questions, evaluation sheets and in verbal form-semi-structured interviews) received from the teachers which participating in the training as well as observation of many specific teaching hours, then in their exchange of experiences (focus groups) is increasingly emerging issues related to planning teaching based on the development of critical thinking among students. Considering the fact that the planning as a basic, conscious, goal-oriented, meaningful and significant activity of the teacher's thought, presents the basis for the introduction, implementation and achievement of critical thinking in education. Planning also is associated with concepts of critical thinking (as theory and practice) and is inevitable part of daily operations, work and being a teacher.

Today the planning the teaching based on critical thinking requires an internal change in the teachers themselves, the revival of new educational philosophies of the profession of teacher, also observing the necessary stages, using of specific tools for planning, planning outside the lesson and courses, subjects, introduction some innovative approaches, strategies, techniques, etc. This approach gives to the planning a new meaning which contributes to the successful introduction and sustainable implementation of teaching based on critical thinking.

Key words: *aspects, stages, tools, approaches to the planning a teaching, critical thinking*

GREEK STUDENT-TEACHERS' WILLINGNESS AND CONFIDENCE TO TEACH SUSTAINABILITY ISSUES IN PRIMARY SCHOOL

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Abstract

This research explores the development of primary student-teachers (STs) ability, willingness and self-confidence to teach sustainability issues. It is carried out during a sustainability-related six-month long academic course, aiming at the understanding of the sustainability concept combined with the familiarization of STs with the project method in order that they become capable of applying similar teaching methods as active teachers. 59 STs from a Department of Primary Education located in northern Greece, participated in the study. All STs were at the 3rd and 4th year of their study and apart from the activities held during the 13, 3-hours long weekly-based meetings, they had to organise and implement group activities regarding several sustainability issues of the town of Florina. Furthermore, a meeting with the Mayor and the Deputy Mayors of Florina took place in order that all students present their queries and suggestions on topics regarding the sustainability of the town (e.g., urban planning, domestic water supply, etc.). The effect of the project was assessed at the end of the semester through a self-reported questionnaire. Both quantitative and qualitative ways of analysis are performed, whilst the emphasis was on participants' justification aiming to reveal the factors which affect them. Results are very encouraging, as STs reported increased improvement in all variables under study. In particular, their expressed ability to teach sustainability was increased by 2.29 points (maximum 4) and especially their ability to organize projects (35%), to collect and elaborate data (13%) and develop their creativity and critical thinking (12%). Self-confidence increased by an average of 2.29 points, mainly due to the activities of the weekly meetings and the group activities. Moreover, willingness improved by 2.59 points as a result, once more, of the weekly meetings, and as a result of the realization of the importance of sustainability in every-day life.

Key words: *Willingness, self-confidence, sustainability, student-teachers.*

CONTEMPORARY STRATEGIES FOR THE DEVELOPMENT OF CRITICAL THINKING IN THE FIRST CYCLE OF PRIMARY EDUCATION

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Abstract

The contemporary strategies in education cannot be fulfilled unless a part of them is based on critical thinking, which is placed at the very top of the pyramidal setting of aims. In this direction, strategies that will awaken the pupils' feelings of critical behavior towards available information should be increasingly implemented. The first cycle of primary education is the most suitable period for intensively stimulating the pupils to think critically since, firstly, the pupils move from the concrete operational stage to the formal operational stage. Secondly, their developmental characteristics provide for the application of different strategies for that purpose. Thirdly and finally, the teaching programs and their content settings, as well as the didactic-methodical organization, offer opportunities for realization based on the critical thinking strategies.

The aim of this research is directed towards three aspects that are fundamental to the implementation of the contemporary critical thinking strategies, and they are: analysis of the teaching plans and programs for the first educational cycle, the didactic-methodical setting, and the activity of play as a contemporary and compatible strategy. The methodology, methods and techniques that were applied during the course of the research were: the method of analysis, comparison and the descriptive method.

On the basis of the received results, it can be concluded that:

The teaching plans and programs offer possibilities and content for implementation of the critical thinking strategies;

The didactic-methodical settings of the first educational cycle, through Bloom's taxonomy, enable critical thinking;

There are numerous critical thinking strategies, but the activity of play inherently incorporates the main characteristics of a contemporary strategy.

Key words: *Contemporary strategies, Development, Critical thinking, First cycle, Primary education*

A VIEW OF CLASSROOM ACTIVITIES IN SECONDARY EFL COURSE BOOKS RELATED TO THINKING SKILLS

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Abstract

To communicate ideas clearly and successfully, it is needed good thinking skills in addition to communicative competence. Since the aim of EFL education program is to learn English for communicative purposes, it is important that course books provide teachers and learners with available practice materials including those that develop the critical thinking skills of students so as to help them in the communicative language teaching and learning process. This research aims to observe some English language textbooks actually used in Albanian secondary schools in order to probe into the activities related to promoting good thinking skills and make practical advice for English language teachers for promoting critical thinking skills and therefore effective language teaching and learning. It is concluded that the selected course books include a variety of activities. The suggested activities constitute other alternatives for use in the classroom for promoting critical thinking skills.

Key words: activities, course book, thinking skills

HOMEWORK IN THE CLASSROOM: PERCEPTIONS AND PRACTICES OF TEACHERS

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Abstract

Assigning homework is an everyday teacher practice as well as an important and controversial pedagogical issue. Nowadays the unconditional value of homework is increasingly questioned both by the educational community and by a significant portion of parents; still the majority of parents are firmly in favor of homework assignment. The bibliographic review showed that there are limited references on teachers' practices of checking, correction and assessment of homework and that feedback on homework is very important for the students' progress. Therefore, we focused in these practices in Greek Primary Schools.

We chose as research tools the observation and interview of primary school teachers in order to select more comprehensive data. The sample of the study comprised of ten primary school teachers. The observations were conducted for almost six teaching hours per teacher in the subjects of Language and Mathematics. The observations were supplemented by interviews with each teacher.

According to the research results the majority of teachers checked if the homework was completed at the time of collection or passing by the desks, but the answers to several tasks were given to the whole class, without any individualized checking taking place. In case of non-completion, most teachers gave a deadline of a couple of days. The correction of the work was carried out by the teacher in the class or at a later time. The assessment of homework was communicated with one-word comments. We noted that several teachers' practices agree with the proposals of the literature, but there are areas where there is not adequate guidance by research on best practices, for example regarding the correction and the evaluation criteria. Therefore, more research in this area is needed.

Key words: *homework, homework assessment, teacher's practices.*

THE CHALLENGES OF MODERN EDUCATION

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Abstract

It is well known that the traditional education does not produce the required results by modern society. The result of this is modern education. Schools need to change, because the world is changing much faster in all domains of life. Furthermore, education needs to change in order to meet the demands of modern life. Modern education is orientated towards the students, and it demands more from both students and teachers. The students need to become more active researchers, and the role of the teachers is to direct the students instead of presenting them with ready-made information.

Teaching methods which help the students to learn faster and, which teach them how to learn during the entire life are used in modern education. The students learn much more when the brain is fully engaged, and when studying is not reduced to remembering facts. The students acquire knowledge, which is dynamic – a type of knowledge, which is natural and spontaneously used in authentic interactions in the real world.

Modern education enables students to be more creative. Creativity is an important characteristic of the well-organized pedagogic work with the students, especially in classes.

Modern education demands modern creative models, strategies, curricula, which enable the students to learn independently, and in this way to acquire the needed knowledge.

Key words: *modern education, teaching process, teaching strategies, creativity, information and communication technology (ICT).*

**STUDENTS AND TEACHERS' PERCEPTIONS OF EFL LEARNING AND
TEACHING STYLE**
**A case study of EFL Albanian students and teachers at "Fan S. Noli" University
of Korça**

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Abstract

This study aimed to identify students and teachers' needs and their perceptions for better EFL learning and teaching at university level. English language university students and teachers were involved in this analysis to discover the best style used by both groups in EFL learning and teaching. By the help of two questionnaires delivered to 70 students and 20 teachers, we tried to reveal their preferred style of English learning and teaching the results of which would help students fulfill their expectations and improve their studying habits on one hand, and help teachers conduct English language teaching in accordance with students' expectations on the other hand. A set of questionnaire items were similar for both students and teachers so that, by the cross analysis, we could detect their insights and needs for better English language learning and teaching.

Key words: *perception of learning, teaching style, expectations, cross analysis, studying habits*

PSYCHOLOGY

CHOICE AS AN ASPECT OF CRITICAL THINKING FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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Abstract

Choice making has been recognized as one of the components of self-determination that improves, among others, the quality of life and the development of critical skills for individuals with mild intellectual disabilities (ID) (Agran et al., 2010; Snell & Brown, 2011; Wehmeyer, 2005). A person who displays the characteristic of self-determination allows him to be the primary acting agent in his/her life. Choice making is recognized as a basic skill that should be incorporated into instructional programs for individuals with ID. Offering more choice making opportunities to individuals with ID has shown to reduce problem behaviors and improve problem-solving and critical skills. The present study aimed to gain an insight into how people with ID who are students at various Centers of Vocational Training for persons with special needs perceive their choices, the barriers they face and the ways these barriers could be lessened or removed. The sample consisted of 8 participants with mild ID who attend a Vocational Day Center in Western Macedonia, Greece. Their mean chronological age was 17.85 years (SD= 2.04). A focus group methodology was chosen as the dynamics of groups provides opportunities for peer support and validation of common experiences (Cambridge and McCarthy, 2001). Twenty stories were presented to the students and the questions were about if they can decide by themselves at the Center and at home. The participants recounted both positive and negative experiences. This suggest that choice is a reality for some but not for all persons, or that it occurred in some settings but not others. In general, individuals with ID were able to recount examples from their choices, and how the Center teachers and the family can support these choices. Many of their proposals were in line with the aims of the educational policy and good practice (Finlay et al., 2008).

Key words: choice, intellectual disabilities, self-determination

THE IMPACT OF TEACHER PERSONAL/PROFESSIONAL FORMATION, ON PRECSHOOLERS' DEVELOPMENT, IN ALBANIA

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Abstract

Even though we're living the 21-st century, the dominant life style in Albania is the patriarchal one, where the parents or other adults, are they who can take every decision about children, even teenagers. From this point of view, even the teachers in kindergarten aren't equipped yet with the philosophy "Every child is an individual". The lack of this philosophy and of knowledge about the impact of the first five years development in all the coming years of a child, not only in teachers, but in parents too, bring a very poor quality in educational outcomes in preschoolers in Albania. The confirmatory questions fall in tow domains: child development and staff-child interactions quality, which are assessed using these instruments: (PLS-4), (BSRA), (ITSEA), (CBCL1-5). Strata is located in Korca City. The findings point out the teacher attitudes and beliefs about raising young children and the way teacher-related variables (gender, age and teaching experience, grade level taught, experience of contact, training and beliefs)are associated with children's social and behavioral skills?

Key words: *Preschooler education, Albanian background, teacher impact*

THE DEVELOPMENT OF CRITICAL THOUGHT TO STUDENTS WITH LEARNING DIFFICULTIES

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Abstract

More and more today is paying attention to the structuring of methods and strategies of didactic teaching considering even needs of students with learning disabilities. Up to now the critical thought has been seen as an advanced process of thinking, directed only to talented students. Through scientific searches this study has to analyse how possible is the development of critical thought to children with learning disabilities and also if all this influences to the cognitive processing development. New spaces has been opening through all of this work in teaching methods directed to children with learning difficulties in normal schools, catching the attention of class and helping teachers. From study analysis in this article the abilities development in the critical thought results to help the development of cognitive processes of children with learning disabilities.

Key words : *critical thought, learning difficulties, cognitive processes, teaching methods*

USAGE OF SOCIAL MEDIA AND CRITICAL THINKING

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Abstract

We live in an age of information. There's so much information available that any of us could walk through life without ever having to think. Nowadays people are reading and writing in the short form, reading books only minimally and instead reading and writing in the social media shortly too. As social media has been adopted and integrated in the daily lives of an increasing number of researchers there arise debates and speculations on the impact of these new media on the activities, social relationship and especially, how social media influence our critical thinking. This research aims to argue the relation between social media and critical thinking, using literature review, referring to different scientific articles in this domain and also a semi-structured interview. In focus of this interview are different people that use social media; Facebook. The questions of this search are: Is social media making us less thoughtful? What kind of social effects can be provoked? The result of this research study conclude that our critical thinking can't be damaged by the social media, because if you genuinely participate with social sites you're engaging in the discussion and debate going on. Someone raises a question and it challenges you to think and prove your point. Your point challenges the next person in line to think harder in order to prove their point. So, this is critical thinking. At the same time the social effect that the use of social media can provoke is more positive than negative, based in the results of semi-structured interviews, can help us have more information about a subject and so to achieve a better critical thinking.

Key words: Social Media, Critical Thinking, Social effects

THE EFFECT OF THE INTUITIVE BELIEF BIAS ON SOLVING DEDUCTIVE SYLLOGISMS: A DEVELOPMENTAL APPROACH

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Abstract

Recent findings have shown that intuitive beliefs concerning science are abandoned after the systematic teaching but not rejected, remaining active even during adulthood. However, we do not know under which conditions these intuitive beliefs are recruited during scientific problem solving. The current study examined whether intuitive beliefs are involved in the “belief bias” as children and university students solve syllogisms with science problems. Belief bias refers to individuals’ tendency to assess conclusions by empirical truth and not by logical necessity or validity of syllogism. Dual-process theories interpret the “belief bias” as a result of the Type I processing which is based on the intuitive reasoning and is associated with the quick and easy processing. Conclusions based on empirical truth involve reflective-analytical reasoning and are associated with demanding and slow processing (Type II). Belief bias emerges in a condition of conflict, in which Type I leads to a different response from Type II. In this study 56 10-years-old, 45 12-years-old children, and 57 first-year undergraduate university students were examined in sixteen valid deductive syllogisms on concepts of school science, in half of which the conclusion was compatible with intuitive beliefs and the other half were not. Results showed that although all individuals took longer to solve correctly incompatible than compatible with intuitive syllogisms, intuitive beliefs bias emerged only at the age of 10 and 19 years. In addition, the university students were more sensitive to the belief bias than students, underperforming by both 10-years-old and 12-years-old children in solving both compatible and incompatible syllogisms. Results indicated that intuitive beliefs during adulthood are the same active as these are in childhood before instruction on science. This evidence is interpreted in the light of dual processing theory. Educational implementations are also discussed.

Key words: *Intuitive beliefs, Belief bias, Deductive Syllogisms, Conceptual Change, Science Education*

THE DIGITALIZATION OF THE HUMAN MIND

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Abstract

The man from the beginning of his life, is faced with various life problems; carriers of these life situations are also the different time periods that brought new ways of living. Since the beginnings of ancient Greek thought, the man and his mind became the center of the world, namely towards the study of the human mind (respectively human reason) Western thought was also oriented, because it constituted the main instrument for human survival. Although human issues were discussed during different time periods, again these human problems, failed to be fully elected so with the same issues continued to deal the representatives of the so called "critical theory", which in the framework of this theory criticized the way of lifestyle that was offered by Western civilization, in other words digitalization of the human mind.

Man's problems were treated in many ways. Factors affecting the decay of the human mind are: industrial civilization, technical progress, automation, undue influence of the machinery to the man, the replacement of cultural values, which put together a New World Order, where the main ruler is technology. In the modern world the man does not even recognize himself, as he has run out of himself and now he lives according to the rules that "remote" offers. In the wake of this form of living comes to alienation of man, in a word man. Disturbing fact is that in our society, exactly in this society we cannot find more people. People today have come out of themselves and digitized.

Key words: Man, Civilization, Modernization, Digitalization, Technology.

CRITICAL THINKING IN DEPRESSION AND ANXIETY DISORDERS: DISTINCTIVE AND OVERLAPPING FEATURES

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Abstract

***The Purpose:** To help students reflect on their own thinking, the way they have to proceed in analyzing a given subject. In doing this, we are helping them examine the history of their thinking on that subject, helping them find the source or origin of their thinking. To help students reflect on how they support or might support the process of their thinking. In doing this, we are helping them to express the reasons, evidence, and assumptions that underlie what they think.*

Depression and anxiety states are strongly correlated with one another. Despite of the strong correlation and common features, anxiety and depression are clearly not identical or transposable constructs. The differences between these two states are best viewed as relative, rather than absolute. In clinical practice, the common co-existence of these two states makes it difficult to keep them as completely distinct entities. The related dilemma of comorbidity may be discussed in the context of different levels of description: distinct disorders, comorbid disorders, overlapping syndromes, shared symptoms, common personality traits and psychosocial stress. Research on this field have shown that the distinction is more prominent at the level of disorders, where the overlap becomes more prominent at the levels of symptomatology, personality traits and psychosocial stress.

To conclude, we can assert that the process of thinking:

-has a history in the lives of particular people; depends upon a range of reasons, evidence, and assumptions,; which leads us to some direction or other, has implications and consequences,; may be related with other possible ways of processing information about something.

***Key words:** Critical thinking, depression disorders, anxiety disorders, psychosocial stress, co-existenc*

ATTACHMENT TYPES AND THE IMPORTANCE THROUGHOUT THE LIFE CYCLE

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Abstract

Attachment is an important component in the cognitive, emotional, social and behavioral development of the individual. The aim of this study is to review the literature, which reflect the importance of attachment. This matter relates to the formation of personal internal model in early infancy and strongly influences the interaction of the individual model, with others throughout life. For attachment as a construct various studies have been conducted. According to them, it can be categorized into two major divisions: a) secure attachment; b) insecure attachment. The category of insecure attachment in more details will be presented in three specific sub-divisions: a) fearful attachment; b) preoccupied attachment; c) dismissing attachment. Each of the categories and sub-divisions will be accompanied with typical features, which are reflected in the functioning of the individual throughout life.

Key words: *secure attachment, insecure attachment, fearful attachment, preoccupied attachment, dismissing attachment.*

ENRICHING THE BRAIN AND CRITICAL THINKING IN EDUCATION

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Abstract

Eric Jensen set up truly provocative and essential questions for enriching the brain and maximizing every learner's potential. As educators, we should ask ourselves: Have we institutionalized mediocrity? Are we shrinking our student's brain? Should we reconsider the educational myth that each child has fixed brain power? Is our brain power supposedly determinate by our genetic inheritance, and cannot therefore be changed over a lifetime? A majority of people give up because they think they are stuck with the brain power they have. But it is obvious that we do change our brain and our brain changes us every day. Our life experiences change our brain, and the changed brain changes our life. Our first guideline in actual schools should be that the brain is not static. In fact, good teachers are brain changers. Can all students become enriched, every single day? Yes, they can. It is possible. Many schools are actually trying to do that. Most brains can be enriched, and so-called slow learners actually benefit from an enriched environment just as much as the so-called regular or gifted learners. In fact, every brain can be enriched. It is a matter of degree of enrichment and in what areas. Enrichment for some scientists has mostly a literal meaning (a wider range intelligence), whereas, for others, it has a vertical meaning (a deeper, stronger intelligence). If we offer to the impoverished brain a rich environment for a considerable long period, the effect can last for years, right through adulthood. Does enrichment include positive factors such as parenting, nutrition, emotional support, hope, education and learning? Enrichment, in fact, is a positive biological response to a constructive environment, in which measurable, synergistic and global changes have occurred.

Key words: *enriching the brain, critical thinking, education*

IDENTIFICATION AND TREATMENT OF CHILDREN WITH SPEECH AND LANGUAGE DISORDERS

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The aim of this paper is a summary of theoretical and practical facts about the role of parents, teachers, psychologists and speech-language therapist in identifying and treating children with speech and language disorders. The paper elaborates in details the case of the identification and treatment of a seven year old girl from Gjakova suffering from severe speech and language disorders, respectively from dysphasia. Dysphasia appears in children from birth to the age of ten. It is characterized with articulation disorder, poor vocabulary, disorder or lack of sentence, limited attentiveness, motor disorder, etc. These disorders occur as a result of the damage to the central nervous system. Evidence gathered through this research shows that the role of parents, teachers, psychologists and speech-language therapists in identifying and treating children with speech and language disorders is more than necessary. Such cooperation would enable both, prevention and elimination of many speech and language disorders which would pose great obstacles in the education of these children in the future. It is recommended to raise the awareness of the general public regarding the role of speech-language therapists in education institutions and to continue cooperation between parents and speech-language therapists, in order to reduce the number of children with special needs in general.

Key words: *speech and language disorders, identification, treatment, speech-language therapist, psychologist.*

ARISTOTELIAN RHETORIC AS TOOL OF DEVELOPMENT OF CRITICAL THINKING IN EDUCATION

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Abstract

The purpose of this study is to demonstrate that Aristotle's Rhetoric is important even today for the originality of thought in modern education. The art of rhetoric from the ancient times to the late nineteenth century occupied an important position in education. Rhetoric promotes the creative and critical thinking. It is based on proofs, syllogisms and arguments, which activate the humans' mental ability.

Method:

The study focuses mainly on "proofs invedit (art-έντεχνες πίστεις) of Aristotelian Rhetoric, in which the orator constitutes his arguments through reasoning proofs to persuade his auditors. "The proofs invedit (art-έντεχνες πίστεις)" develop the dialogue, promote the speech ability and awake the reflection and the creative thinking through the process of sharing views.

Result:

Aristotle's Rhetoric is very important for the education, because it strengthens communication, improves the constitution of arguments, contributes to the hierarchy of knowledge and activates the pupils' ability to think logically. Aristotle showed that the power of rhetoric is reasoning and specifically in the human's ability to think properly, and constitutes his speech, which are essential elements to convince his interlocutor. We stress the fact that rhetoric is not just theory but practice as well. Therefore, we perceive rhetoric as an important tool not only in typical education but also in lifelong education.

Key words: *Rhetoric, syllogisms, arguments, proofs, critical thinking.*

SCIENCE, MATH., ICT

THE IMPORTANCE OF TEACHING CRITICAL THINKING TO NURSE STUDENTS

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Abstract

The article is a systematic review of the literature about the needs of the healthcare provider- nurses in this case, to be trained during the faculty in order to be able to develop critical thinking after graduation. Nursing is not only a profound human act of care but also a cognitive process that has as final purpose the best patient-centered care. The article is focused on the numerous aspects of nursing process that are inevitably part of a critical thinking process. Studies have shown some of the specific teaching methods which are more effective in teaching critical thinking to this category of students- the nursing students. Critical thinking in nursing is an essential component of professional accountability and quality nursing care. Teaching to nursing students how to think in the decision-making situations prepares them better for their future profession and opens the way for understanding that medical related profession requires life-long learning, which can only be approached by early developing critical thinking abilities to nursing students.

Key words: *critical thinking, nursing process, teaching methods, nursing students.*

‘YOUNG SCIENTISS’ IN THE AREA OF FLORINA: A BOARD GAME OF ELECTRICITY, MIXTURES AND LOCAL HISTORY

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Abstract

In this poster we will describe a ‘Scientific’ board game that was developed during the school year 2013-2014 in the 4th grade of Vevi’s Primary School in the broader area of Florina. The kit integrates the local history of Vevi with basic concepts of electricity and mixtures. In the poster we are going to: (i) present the different parts of our board game, (ii) explain its rules (iii) analyze the integration of the three different topics (history, electricity, mixtures) and (iv) discuss the multiple learning tasks for developing critical thinking.

In particular, we will present the dashboard of the board game that is a three-dimensional model of the Prefecture of Florina as well as three boxes which include the materials of mixtures and electricity and the tasks for the local history. We will also describe the main characteristics of learning environment in which the ‘Scientific’ board game was developed: nine primary students with cooperation with two primary student teachers created the board game in a playful inquiry environment. Each player of the board game is a ‘researcher’ of Florina, passes by several villages and is asked to pass successfully some tests, as to turn on the lights from the car using conductors and not using insulators, to distinguish with the right way a mixture in its constituents and to answer correctly in questions that are related to town of Florina. In this context we will discuss specific tasks that promote students’ critical thinking such as, collecting data, making questions, listening different ideas and solutions, writing a poster, presenting orally a “scientific” kit.

Key words: *Science Festival, critical thinking, interdisciplinary approach, open inquiry learning environment, primary education*

MATHEMATICAL GAMES WITH LETTERS OF ALBANIAN AND GREEK LANGUAGES

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Abstract

Mathematics is the basis of a large number of sciences and also a great help to many scientific areas. In this paper we will make a connection between mathematics and the alphabet letters (the Albanian alphabet and the Greek alphabet). This may be called a mathematical game with letters of Albanian and Greek languages.

So, with the numbers written in Albanian language, for example NJË, DY, TRE, etc., and the numbers written in Greek language, for example the numbers ENA, ΔΥΟ, ΤΡΙΑ, etc., we will create different equations and numerical equalities, which will have a linguistic and also a mathematical meaning. The essence of this game is the replacement of letters of Albanian and Greek alphabets with digits of decimal numerical system, in a way that different letters correspond to different digits and the equations or equalities created have a linguistic and also a mathematical meaning.

As an illustration, we introduce two of them, one with the letters of the Albanian alphabet and other with the letters of the Greek alphabet. The problem is to replace the letters of the Albanian and Greek alphabet, with a digit of decimal numerical system in a way that every letter must belong a different digit and the following equalities have mathematical meaning:

$$6+2\cdot NJË = TETË,$$

$$7\cdot ENA = EITTA.$$

Key words: *Digits, divisibility, decimal numerical system*

SCIENCE AND TECHNOLOGY EDUCATION. TEACHERS' PERCEPTIONS FOR TEACHING SCIENCE AND TECHNOLOGY

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Abstract

Although teaching of Science has a dominant position in curricula, nonetheless it seems that students encounter considerable difficulties in both declarative and procedural knowledge of Science. This inadequacy of most students in understanding these concepts may be due to the fact that a large number of “concentrated meanings” is given in short time. Knowledge provided is quite abstract and unlinked with their every day’s life. Also, secondary education is more focused on pupils’ examination rather than on their education. Something similar happens with technological education, where the majority of students are graduating technologically illiterate and therefore inadequate for their participation in technologically developed society. It is obvious, therefore, that the status quo for the education of Science and Technology needs to be changed.

In this paper are presented the trends on the relationship of science and technology in education including a literature review that focuses on teaching issues of Science and Technology Education in Greece and abroad, as well as the relationship between Science and Technology education and a qualitative research focused on teacher’s perceptions for the relationship between these subjects in education, which designed and carried out in academic year 2010-2011.

The tool used for data collection is the semi structured interviews and analysis of data was performed by the method of grounded theory.

Although the results of this research are not generalizable because of the small and unrepresentative sample, however, revealed the following conclusions:

All participating teachers recognized that there is a relationship between Science and Technology regardless of their theoretical background there is not a systematic attempt from Greek educational policy to correlate these two fields in education it should be a connection between these two thematic fields educational programs involving issues Science - Technology and Society are more attractive for students.

Key words: *Science education, Technology education, teachers’ perceptions*

STUDENTS' EVALUATION, A CHALLENGE BETWEEN OBJECTIVITY AND SUBJECTIVITY

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Abstract

Human behavior is so complex that they cannot be described or summarized by an isolated note. The implementation of new evaluation methods, the usage of teaching methods that enhance the continuous and criterional assessment will significantly improve the objectivity of the process and the quality of students' training.

The survey deals with the importance of objectivity of continuous and final evaluation of students in comparison with the difficulty and subjectivity of teachers through theoretical data methodological, statistical and quantitative analysis.

In this case a descriptive design was used through interviews and questionnaires with a random choice of subjects. Open-ended questions and closed questions were used during the research. The survey included 20 teachers and 110 students of the University "F.S Noli" Korçë.

Application of an interactive philosophy, the construction of criterional evaluation's instruments, formalization of objectives and a closer cooperation teacher-student will result in a more objective evaluation of the student.

A good evaluation system (continuous) allows the students to develop their skills of self-evaluation, to verify the acquisition of knowledge and competence, to effectively set objectives, to understand the philosophy of higher education, to verify the validity of their methods of work, to be prepared for the final evaluation, to analyze the causes of failure, and to prepare for professional life.

On the other hand, it allows the teacher to develop professional skills, apply the philosophy of interactive higher education, to accompany the students toward success, to verify its working methods, to conduct a qualitative analysis of the results, to analyze the causes of failure, to modify the teaching objectives.

Key words: *evaluation, objective, subjective, student, teach*

IN-SERVICE PRIMARY TEACHERS' VIEWS AND PRACTICES FOR PROMOTING INNOVATIVE TEACHING-LEARNING ENVIRONMENTS ABOUT SCIENCE

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Abstract

In the last two decades numerous papers and books focused on innovative inquiry teaching-learning environments that could support students to develop critical reasoning abilities, including the ability to pose questions and investigate them, to select, record and interpret data and information from multiple sources, to be able to analyse and link their data and information, to reach conclusions seeking out evidence, as well as to understand the purpose and methods of science.

This paper focuses on teachers' views related to parameters which facilitate the innovation of Science teaching in primary school, so that students can invent some "higher rationale" to explain the world. The research follows the qualitative paradigm, aiming at deepening in the teachers' views. A semi-structured interview was applied to 10 primary school teachers (5 men and 5 women), having experience from the fifth and the sixth grades in the area of Florina. The 26 questions of the research tool referred to subjects pertaining to the aims and content of Science teaching, the procedures that the teachers use, the evaluation of teaching approaches they apply, and the context of their instruction.

The collected data reach conclusions concerning the Science textbooks, the connection of the instruction with the geographical and social context of Western Macedonia, the need for cooperation among teachers, the enrichment of teaching practices through the ICT, as well the use of visual literacy and interdisciplinary approaches. According to the teachers' views, students should be more intensively engaged in learning approaches through experiments, get used to the development of argumentation which includes scientific terms, get more used to ICT, and link their experiences and interests with Science concepts and laws. The conclusions will be correlated to a three-dimensional model focusing on the pedagogical content knowledge that Science teachers should have.

Key words: *Science teaching in primary education, pedagogical content knowledge in Science, teachers' views, reflection*

IN-SERVICE SECONDARY TEACHERS' IDEAS AND PRACTICES ABOUT TEACHING AND LEARNING IN SCIENCE EDUCATION

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Abstract

This study aims to explore in-service teachers' ideas about teaching organization and the respective teachers and students' activities affecting teaching and learning in secondary science education. Data were collected from ten in-service secondary teachers (6 female, 4 male) through the use of semi-structured interviews each one lasting about 50 minutes. All interviews were audio-taped and transcribed verbatim and bottom up categories were developed. Analysis revealed that teaching is mostly based on the conduction of experiments (9) and the use of book (5), while less than half of teachers prepare a lesson plan (4). Only a few teachers start with an example from the everyday life (3), set goals (2), introduce mathematics formulas (2), organize the necessary ICTs (2) and summarize at the end of the lesson (3). On the other hand, many of them consider experiments (5) and software accompanied with working sheets (3) as the most effective practices. In particular, they believe that the role of experiment is important and assisting (5), creating queries and giving satisfaction to students (4). During science classes, students are interested about sciences (9), discussion and argumentation (9), doing experiments (4), learn to investigate (4), and working in groups (3). However, there is a significant number of teachers (3) reporting that their students are boring during the lessons. Teachers use various ways to support their students when they face difficulties with concepts (10), provide them opportunities for argumentation and expression (9), while they use various ways to increase their interest (7). In addition, teachers consider that their students learn to inquire through the way of their teaching (4). In summary, further teachers' support is needed in order to incorporate in their teaching the scientific practices and reinforce in such a way learning in science education.

Key words: *secondary teachers, science education, teaching organization, in-service teachers' view*

TEACHERS' BELIEFS AND PRACTICES REGARDING SCIENCE TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION

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Abstract

There is widespread acceptance of the idea that critical thinking should be an important dimension of science education since one of its goals is the promotion of science as inquiry. This research presents an initial exploration of early childhood education (ECE) teachers' beliefs and described practices regarding the teaching of science. Data were collected from 14 ECE teachers from the prefecture of Florina through semi-structured interviews. Basic themes of the interview were the aims and goals of teaching Science in ECE, teachers' and children's actions during teaching, organization of experiments and evaluation methods and criteria for children's learning in science education. Data were analysed through the constant comparative method to show similarities and differences both across cases (14 ECE teachers) and within each case (consistency of beliefs across different themes). Results showed that while all ECE teachers referred to children's acquisition of procedural knowledge and scientific skills as one of their main goal, the description of their and children's actions as well as reported evaluation methods and criteria for assessing children's learning were not always consistent with their goals and aims. Thus ECE teachers' beliefs about the aims and goals of science teaching were not necessarily in accordance to their pedagogical content knowledge. In addition, the 14 ECE teachers of our study gave emphasis in their teaching to enhancement of exploring, planning and communication skills rather than recording and interpreting skills, showing that they did not support the whole range of scientific skills in the same way in their teaching. These results are discussed in relation to their in-service education of ECE teachers to foster an active and exploratory role for children during their learning in Science teaching.

Key words: science teaching, early childhood education, teachers' beliefs and practices

N-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT ON SCIENCE EDUCATION: DESIGNING PRINCIPLES OF A RESEARCH PROJECT

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Abstract

Bearing in mind the scores Greek students achieved in PISA, we assume that a major factor for this deficit might be science teachers' dependence on the school textbook or the respective teachers' guide, instead of designing teaching based on their students' needs and characteristics. Another cause might be that, unlike the instructional tradition in other countries, Greek teachers focus their instruction mainly on teaching concepts and phenomena rather than on the methodology that scientific thought follows (i.e. procedural and epistemological knowledge). To change this tradition, a focused in-service training project is necessary to help teachers change their entrenched instructional practices and adopt the new ones that integrate the practices other countries with better scores in PISA currently use. The Science Teachers' Education (STED) program aims to study the conditions and the prerequisites of teachers' professional development on designing science teaching and expand their way of thinking and acting within an innovative class setting. Some key designing principles that should guide this endeavor are presented in this paper. For a successful in-service professional development program a recording of teachers' views, needs and practices is needed. It is expected that this constructive professional development would increase teachers' efficiency to design Teaching Learning Sequences (TLS) adapting them to the needs of their class, providing their students with the necessary skills to build scientific knowledge based on the learning goals set in the science curriculum.

Key words: Professional Development, Teaching Learning Sequences (TLS), Science Teachers

CRITICAL THINKING APPLIED IN NURSING

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Abstract

Thinking is an ongoing activity for professional nurses. The nurse is required to be able to establish a reliable diagnosis and implement an appropriate intervention or plan of care that is responsive and timely to the clinical situation. In order for nurses to be able to achieve this domain, they require a sound knowledge and experience base that is informed by clinical standards and research evidence, an ability to exercise sound critical thinking and diagnostic reasoning skills in addition to the ability to develop the therapeutic relationship with the patient. A brief description of the methods used: This article presents information about critical thinking, an overview of the nursing process, and elements that compose each step of the process. What it also included is a discussion on how the nurse uses critical thinking in each step of the nursing process and on the relationship between problem solving, decision making, and the nursing process.

The theoretical result of this article is to help with the Curriculum design. The practical result is preparing nursing competencies on applying critical thinking skills when assessing, designing, managing, implementing and evaluating outcomes of nursing interventions in order to critically evaluate research-based findings as evidence to improve practice.

Expected results of the study are to design curricula to meet national and international education criteria, professional and regulatory requirements for practice. Students outcome after they complete the undergraduate training, the graduates will be able to integrate concepts of critical reflection, collaboration, and evidence based practice to foster independent judgment and decision making in one’s practice.

Key words: *critical thinking, nursing process, nursing competencies, design curricula*

TEACHERS' BELIEFS FOR THE EMOTIONS EXPERIENCED BY CHILDREN IN THEIR CLASS

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Abstract

Recent research shows that emotions' regulation in class settings create fluctuations on the executive functioning with possible consequences in academic achievement. Thus, the interest of the research is focused on intra-individual variations in the cognitive resources within class settings. However, what is the degree of sensitiveness that allows teachers to capture emotions experienced in the class? Teachers that are sensitive about children's emotions might be on the first step towards a proper class management, aiming at prevention of fluctuations with negative consequences in children's academic achievement. The aim of this study was to investigate teachers' beliefs for the emotions experienced by children in their class. One hundred seven primary school teachers questioned for the emotions could be experienced by children in their class. Two of them were positive (challenge and pride) and two had negative valence (frustration and boredom). For each emotion teachers considered factors such as (a) how often children experience this emotion in their class, (b) to what a degree can this experience change children's emotional mood and (c) how often they express these emotions loudly in class. Teachers answered in a four point Likert-type scale (1 = never/improbable to 4 = very often/very probable). Teachers answered at above chance level that the four emotions are experienced in their classes, and, when they experienced these emotions, the children's mood changes. However, although the frustration, boredom and pride are expressed loudly in the class, children are less likely to express their emotions when the experience becomes challenging. Results attained in this study show that teachers are sensitive enough to capture a variety of emotions experienced in their class. The question is whether they are sensitive enough to manage them in a proper way. The results are discussed in the light of current approaches for the role of emotions in formulation of the class climate and how can teachers benefit from emotions experienced in classrooms.

Key words: *Class management, emotions, emotion regulation, achievement emotions*

PRE-AND PRIMARY SCHOOL TEACHER'S VIEWS ON CHILDREN'S LEARNING: A CRITICAL APPRAISAL

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Abstract

This study expands an earlier research of Broström, et al., (2014) which investigated the preschool teachers' perceptions of children's learning. The current study attempts a broader examination of the subject by investigating the perceptions of primary schoolteachers as well and attempts a critical assessment of primary and early childhood teachers' views.

The instrument that was used to investigate the perceptions of the two former groups was a questionnaire that was developed by a Danish-Swedish research team under the coordination of Stig Broström. The questionnaire includes four questions: 1) What is learning? 2) How do children learn? 3) What are the best conditions for children's learning in the first and second class of primary school? 4) How do teachers understand the importance of participation? Each of the questions involves 7 to 10 statements, that reflect educational aims and pedagogical principals. The respondents are asked to choose and set them in order of precedence.

Given the different pedagogical approaches implemented in the curricula of preschool and primary education, the current study assumes that both curriculum and level of education affect the participants' perceptions about the way children learn.

The results showed that the teachers' perceptions reflect only to some extent the current pedagogical approaches to children's learning, whilst some of the important dimensions of learning are absent. The results also reported a gap between theory and practice in both groups of teachers. More specifically, teachers seem to acknowledge in general what is considered as "pedagogically correct", but also display a limited understanding of contemporary pedagogical approaches.

Key words: Learning, Participation, Preschool, Primary School

LET'S DEFINE THE STANDARDS OF CRITICAL DIGITAL PEDAGOGY IN SCHOOL CLASSES OF THE 21ST CENTURY

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Abstract

Educational standards limit the consciousness towards which critical pedagogy aims. Yet, those committed to developing critical digital pedagogies need to pay attention to standards anyway. Specifically, critical digital pedagogues at all levels of education must familiarize themselves with standards regarding Information and Communications Technology (ICT) literacy; K-12 educators because these standards may dominate your teaching circumstances, and post-K-12 because these standards will have dominated the learning circumstances of your students. Today, standards for ICT literacy represent a key component of cultural and political oppression with which all of our students must become critically conscious. As Paulo Freire writes: «Education must begin with the solution of the teacher-student contradiction”. This recasting of students’ and teachers’ subject positions does more than merely suggest teachers have plenty to learn and students have plenty to teach; it’s an early step in moving both students and teachers toward a critical consciousness of their position and possibilities in an oppressive system of education; both teachers and students are confined by their defined roles, limited to be either bankers making knowledge deposits or empty bank vaults passively receiving those deposits. It effectively explodes the most immediate and oppressive power dynamic with which students and teachers are aware: namely, the dynamic between teachers and students as teachers and students. In this paper, we focus to find answers in the following questions: (1) who is a part of the global digital community, and how do we interact with them? (2) how can two digital communities with varying degrees of material access, as well as developing habits of functional, experiential, and critical access include themselves in the same educating conversation?(3) how do we communicate with others? (4) what is the relationship between Information and Communication Technology literacy skills/abilities and new knowledge? (5) what role does creation play in developing or expanding Information and Communication Technology literacy?

Key words: *critical literacy, digital communication, assessment, knowledge.*

CAN ICT PROMOTE CRITICAL THINKING AT PRIMARY SCHOOL?

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Abstract

The aim of the project is to facilitate the implementation of a qualitative teaching/learning process and to ensure the educational environment that promotes thinking in schools through promoting the development of critical thinking skills in junior primary school and the mutual cooperation of teachers.

The target group is junior primary school teachers, representatives of school administration as well as pupils and their parents.

The objectives of the project:

to evaluate and integrate the results and recommendations of the research carried out in school year 2013 - 2014;

to work out a needs-based professional development program for primary school teachers for developing critical thinking skills and increasing the pedagogues capacity in the junior primary education stage;

to promote the cooperation of the teachers working in the junior primary education stage in organizing the teaching/learning process and ensuring consultations to the project school teams during the project;

to develop ICT skills within the educational staff in primary education;

The result of the project will create and promote a professional development program for junior primary school teachers, which will be developed, approved and offered to teachers through the Actions of the Ministry of Education and which will include the needs-based content and corresponding methods for teaching it. The prepared recommendations for the education policy makers will be a supporting material for the program based on the study carried out in the proposed project and the experience, which will reveal what results can be achieved if the teachers' professional development and the teaching/learning process at school that follows it are organized in such a way.

Key words: *critical skills, ICT education, digital literacy, enhanced curriculum*

AN INQUIRY APPROACH FOR TEACHING SOUND IN PRIMARY SCHOOL EMPLOYING EDUCATIONAL ROBOTICS CONSTRUCTION TECHNOLOGY

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Abstract

Current educational approaches seem to fail in raising students' interest in Science and the processes of scientific methodology. The need for new learning environments that engage students actively in the learning process, using new educational tools and methods is urgent. The main research goal of this study was the design, implementation and evaluation of Teaching-Learning Sequence (TLS) about sound concepts in an inquiry-based environment with the use of educational robotics construction technology. The participants of this study were nine 6th Grade students.

In this paper we describe the TLS, namely the structure of the lessons, the taught content of sound, the educational materials and the learning tasks which support students' critical thinking in specific inquiry issues e.g. how to test a variable that could affect the pitch of sound? In addition, we describe students' experience in presenting the TLS tasks to a Science Festival.

The evaluation of TLS effectiveness was conducted by both: the evaluation of the degree of understanding and use of the Control-of-Variables Strategy (CVS), and the improvement in understanding about sound concepts by students. Moreover, we explored students' views during their end product presentations in the Science Festival. Data were collected through pre and post questionnaires, questions from students' worksheets, individual interviews, written notes and the Science Festival Evaluation Questionnaire.

The results of our study indicated a significant improvement in all learning areas after the implementation of the TLS. Students appeared to have understood and be able to use efficiently the CVS for problem-solving. Finally, students' involvement in non-formal learning procedures also demonstrated the dynamics of developing positive attitudes and increased participation in Science.

Key words: *Teaching Learning Sequence, Sound concepts, Inquiry learning, Elements of Educational Robotics, Control of Variables Strategy*

MEASURING SOURCE DIVERSITY IN WSN

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Abstract

Wireless Sensor Networks (WSNs) consist of distributed, autonomous nodes that work together to observe some phenomenon of interest by taking sensor readings of factors such as temperature, humidity and radiation. Data is collected in a WSN by transferring it from source nodes that generate data to sink nodes that collect it. The nodes are battery powered once the energy has been exhausted from a node, it ceases to function and its loss may inhibit other nodes in the network. In many applications, data is transferred by routing which may consume the majority of the battery life and potentially render the WSN unusable. As it is known, in many applications, the usefulness of a WSN at a particular instant is considered to be proportional to the source diversity of data that it collects. It is hypothesized that by routing using node reliance, it is possible to achieve high source diversity for longer than with other routing protocols. In order to determine how good a routing protocol is at solving this problem, it is necessary to have some metric that measures the level of source diversity over some period of time. This paper examines the measurement of source diversity. A new metric known as Connectivity Weighted Throughput (CWT), which is used to gauge the efficiency of applications that benefit from high source diversity for long period of time, is presented in Section 2. Section 3 discusses methods for comparing routing heuristics and protocols for maintaining high source diversity. Finally, Section 4 explains the simulation configuration that was used for the experiments in this thesis.

Key words: *WSN protocol.sl, CWT, Routing heuristic, source diversity*

PROBLEM SOLVING SCIENTIFIC MODES USED WHEN DOING WORD PROBLEMS

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Abstract

The negative attitude towards Mathematics may present an obstacle in students' learning and may limit their potentials. Many students become discouraged when they hear that the Natural Sciences entail knowledge of mathematics. Although the teacher and some more gifted students find the word problems easy, most students do not feel so. Instead, they develop aversion to the word problems regardless of the fact that they are essential in solving scientific problems. Word problems solving is a complex task which entails the integration of many concepts, facts and methods. Unlike to arithmetic problems presented with standardized symbols and requiring specific algorithms application, word problems are very diverse and can often be solved in several ways. Translation of word problems into math symbols is one of the most difficult parts in word problems solving, but also the most important one. Without it, math would be impossible to apply with real problems solving. This paper presents several methods for solving word problems which contribute to the development of critical thinking with students.

Key words: *scientific skills, word problems, translation/interpretation, natural language, mathematical symbols*

COMPARATIVE ANALYSIS OF THE EXISTING MATHEMATICS CURRICULA FOR ELEMENTARY EDUCATION IN OUR REGION, ADVANTAGES – DISADVANTAGES

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Abstract

For a long period of time, efforts have been made to reform the education systems in several Balkan countries. This also includes the mathematics curricula in primary education. Reforms have become especially evident after the 1990s. Their objectives included improvement of the instructional curricula, mathematics instruction, as well as the didactic means, textbooks and workbooks. Therefore, the general impression is that education systems in our region are subject to constant reforms. There is, however, a great lack of analysis why something is changed and whether the changes result in higher quality. In this context, questions are raised as to whether each country, which was subject to these reforms, has had a comparative analysis conducted with regard to the new and old curricula, by relevant institutions competent in mathematical knowledge. In this paper, we present a comparative analysis of the existing curricula in several Balkan countries for grades I – V, by especially scrutinizing the objectives, content, notions and instructional methods. A comparative analysis of the curricula, accompanied by advantages and disadvantages following introduction of mathematical notions has been carried out. The age of the students and the grades in which the mathematical notions and their content are introduced are two important factors influencing further acquisition of mathematical knowledge.

Key words: *instructional curriculum, comparative analysis, mathematical notions, instructional objectives.*

SETTING A FESTIVAL ENVIRONMENT FOR PROMOTING CRITICAL THINKING IN PRIMARY SCIENCE EDUCATION

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Abstract

In this paper we describe an Inquiry Learning Environment (ILE) for promoting critical thinking to primary students regarding Science. Specifically, we focus on the procedure of organizing a Science Festival within the area of Florina. The procedure included two main phases: (i) firstly students were asked to express their interest about a science topic in order to create a 'Scientific Kit' e.g. a model of a train and (ii) secondly, they were asked to prepare themselves for presenting their own 'Scientific Kit', within the framework of a Science Festival. Five schools participated in two Science Festivals, which took place during the School Years of 2012-2014. The above mentioned enterprise was implemented throughout the close collaboration among researchers of Science Education, primary student teachers, a school counselor and teachers of the participating schools.

This presentation aims at introducing the theoretical background of a Poster Session of the Conference entitled the "Young Scientist!" which comprises a number of 'Scientific Kits'. Particularly, it analyzes the characteristics of the Festival ILE, taking into account the principles of authentic learning as well as the main issues of the educational approach of Science-Technology-Society-Environment (SSE). Following this analysis, we will present the 'Scientific Kits' of the festival and we will focus on representative ILE examples in order to reveal substantial pedagogical characteristics which support the development of critical thinking skills e.g. collecting information and data from multiple sources. In addition, we will discuss the results of this research concerning the characteristics of a Festival's learning environment that promotes the development of primary students' critical thinking. In additions, we will present primary students' views about their experience during this Science Festival.

Key words: *Inquiry Learning Environment, Authentic Learning, Critical Thinking, Science Festival, Science-Technology-Society-Environment approach.*

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Abstract

It is common these days that professors incorporate computer algebra system in the teaching and learning of a first Linear Algebra undergraduate course.

While acknowledging the strengths and capabilities of powerful mathematical programs like Sage, Matlab, Maple, or Mathematic for teaching linear algebra, Excel also offers some nice advantages.

Microsoft Excel Software is an excellent tool for the study and application of mathematics.

This paper examines three Microsoft Excel add-ins at Linear algebra: vMxLinear Algebra Excel Add-In; Matrix.xla; Perceptrics LLC Linear Algebra Excel add-in.

Using Excel shows that we can do substantial mathematics without needing specialized software.

Key words: *Linear Algebra, Excel add-in, vMx, Matrix.xla.*

HOW PRESCHOOL CHILDREN LEARN MATH?

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Abstract

Modern understanding of the elementary mathematics are based on modern understandings of psychological, primarily cognitive development of a young child, and also of the modern theories of learning and teaching. In recent years, especially rapid development marked psychological research on the development of cognitive functions and intelligence. However, there is still no set off attitude about what factors are decisive in mental, intellectual development of the individual.

Different interpretations of this problem mostly go in three directions as follows: first direction – according to which cognition over all knowledge reduced to external conditions, of the experience and audio visual performances; the other direction emphasizes the importance of here diary factor and inner maturation, so the role of education is reduced to practice what is established from the beginning and the third, which emphasizes the creative nature of man, with special emphasis on children's activities, which must be directed.

The findings about visual, acoustic and spatial sensitivity are particularly important for understanding spatial relationships, and characteristics of attention, memory, thought and speech of preschool children.

In this paper, using the method of theoretical analysis, descriptive method and based on participatory observation conducted in some kindergartens in Stip, we tried to find answers to several questions: How preschool children learn math? How child/student learns, experiences and adopt mathematical terms? Which and what strategies, methodological approaches applied educators? What needs to change?

Key words: *strategies, preschool child, mathematical concepts, integrated learning*

**‘ELECTRICIANS’ GAME:
ELECTRICITY CORNER CONSTRUCTION THROUGH A SCIENCE
PROJECT IN A FOREIGN LANGUAGE**

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Abstract

In this paper we present an inquiry-based project for promoting critical thinking

n Science. Specifically, the project was implemented to the 6th grade of the primary school of Ammohori, near the town of Florina through the school year 2013 – 2014. More specifically, seven pupils cooperated with a primary student teacher to develop a “bilingual kit of electricity” (English – Greek). The aim of this enterprise was the presentation of the kit in a Science Festival by the pupils themselves.

The basic elements which were combined and formed the whole project framework are open inquiry-based environment with experimental and research activities and “Content and Language Integrated Learning” (CLIL approach). In this way, the learning of the subject content (electrical appliances and electric circuits) was achieved through the learning of a foreign language (English). Thus, in an interdisciplinary learning environment the objectives set were a) learning electricity concepts b) learning English vocabulary c) development of critical thinking on science e.g. designing and constructing an electrical circuit. Based on all the above objectives, the development of critical thinking was required both for the experimental and research activities; the construction of the bilingual kit and for its complete presentation to the Science Festival in Greek and English, too.

Of particular interest are the outcomes which were emerged through such a project. Pupils’ critical thinking was gradually developed to a significant extent which was proved by their whole improvement. As shown, pupils improved their knowledge about electricity and English, significantly developed their ‘science’ skills and also experienced pleasant feelings.

Key words: *Electricity corner, Open Inquiry-based Science environment, CLIL, Critical Thinking, Science Festival*

PHYSICS INTERACTION WITH DIALECTICAL MATERIALISM

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Abstract

The development and refinement of physics is realized through its integration with other sciences. Thus, physics not only helps other sciences, but also borrows concepts from them.

Application of Statistical Physics laws in the field of economy creates a new branch, Econophysics. This means that physics, as the most universal science of studying the laws of matter, plays a primary role in explaining and predicting phenomena that are not yet discovered.

Further development of Physics is influenced by the doctrines of dialectical materialism which helps physics to formulate its basic concepts more appropriately.

Namely, the dialectical law of "Unity and struggle of opposites" best explains not only the nature of the development of matter and specifies the basic concepts of physics, but gives it also a sound basis to build new theories, necessary to discover the secrets of the construction and development of matter; mysteries facing physics today:

- 1. What is black matter and black energy?*
- 2. What is the chronological timeline of the development of the Universe?*
- 3. What is its future?*

This article aims to find some cross points between physics and materialist dialectics and also to guide students in the chosen areas.

The method used is analytical, comparative and deductive.

By properly combining the basic concepts of physics to the laws and concepts of materialist dialectics it is argued that physical phenomena in nature will be understood correctly by students. A typical case of this is the General Theory of Relativity, Astrophysics and Quantum Mechanics.

Key words: *Concept, Physics, dialectical materialism*

THE EFFECTS OF "INFORMATION REVOLUTION" UPON THE CRITICAL THINKING AND VALUES IN EDUCATION

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Abstract

"Information revolution" brings dramatic changes in the way people live, work, and think. If we agree with Berkeley that esse est percipi, then we must think about the existence of the info sphere as a synonymous of the biosphere i.e. we need to make a re-conceptualization of our ontology in informational terms. From there, in the contemporary education vital issues are raising which cannot bypass the so-called third wave civilization. Computer influence on the critical thinking and values in education manifest itself in various forms. This paper will be focused on the theoretical analysis of the role that information revolution plays in the education. The aim is to expand the range of educational perspectives regarding understanding of its nature and implications in reshaping human reality.

Key words: *education, information revolution, critical thinking, values*

RAISING PARENTS' AWARENESS TO DEVELOP A MORE CRITICAL ATTITUDE TOWARDS THE APPLICATIONS CONCERNING INTERNET COMMUNICATION. A CASE STUDY

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Abstract

The purpose of the present work is to sensitize the students' parents (through emotional challenge) to the dangers of internet use. In particular, it seeks to challenge their emotions to act as an incentive to realize the dangers that their children face when navigating the internet uncontrollably and thus recognize the need for training them to use of internet more safely.

It is therefore expected from the students' parents to develop a more critical attitude towards the internet and particularly applications that facilitate the direct communication between users. As an appropriate indicator case, the conversation in chat rooms is selected and, more specifically, one of the most popular discussion pages, which is the Greek chat room from a company called ICQ at <http://www.icq.com>.

By means of group work in conjunction with a case study in which the instructor makes a role playing game, the emotions of learners are stimulated, thus serving as an incentive to further their education and to develop a more critical attitude towards the applications concerning Internet communication.

The educational technique originally developed includes the recognition and acceptance of reality taking at the same time under consideration the participants' experiences-through a more critical look and a mood of controversy, thus resulting in the redefinition of reality and past experience.

As a method of observation, given the physical presence and participation of the instructor, the systematic covert observation of both verbal and non-verbal behaviors and reactions of subjects in the observation is selected, considering that if the students' parents were informed that they were subject in the observation, this would alter the results of the observation. The attribute of the observer is not evident in the cases where he has undertaken a role in the group, so the other participants do not know his real attribute, that of the observer.

Key words: *internet, parents, awareness, critical thinking*

DESIGN AND DEVELOPMENT 'SCIENTIFIC' KITS BY PRIMARY STUDENTS FOR PARTICIPATING IN SCIENCE FESTIVAL: THE CASE OF A TRAIN KIT

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Abstract

The aim of this poster is to display the educational material which was developed in two school years, 2012-2014, by eight students of Kelly's primary school in the broader area of Florina. The students worked in an open inquiry environment with two student teachers of the Department of Primary Education of UOWM. The main goal of the project was the design and development of a 'scientific' train kit which will be presented in a local Science Festival.

In the poster firstly we are going to describe the inquiry learning environment during the two school years. Specifically, students in groups were engaged in a number of critical thinking skills such as collecting data about trains, studying train's wheel operation, designing a model of train, etc. Secondly we will present the materials of the 'scientific' train kit, which includes: i) a 3D train model made by recyclable materials, in which they embodied an electrical circuit, ii) a 3D magnetic railway map of the area, iii) a model of train's wheels, iv) a Stop Motion Animation video, e) a video storytelling which refers to the students' first train voyage. In general, during the first school year we attempted to familiarize pupils with the railway system as well as to make models and gradually during the second year, the activities became more complex by adding different aspects of train such as the social and environmental effects of train.

The characteristics and educational materials of our project will be presented as a multimedia poster. In addition we will discuss the results of the study concerning the development of pupils' skills, such as collecting information, making questions and deciding among multiple choices.

Key words: *Science Festival, open inquiry learning environment, Science-Technology-Environment-Society approach*

MUSIC IN THE INCLUSIVE EDUCATION PROCESS

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Abstract

This work provides the specific views on the concept of modern educational process about the music subject in pre-school and in elementary school grades, but with a special emphasis and an important place for inclusive education as a process within the educational system. Course science has an important role for all disabled children, regardless of their developmental abilities and needs to focus on their further development. Especially, an important role in such a process could contribute to music with all its peculiarities. Music for the development of mankind has an exclusively important role, as it is known from the outset in human existence. The energy with which music acts in all respects, clearly demonstrated the positive expectations for children with special needs. Creative teachers will certainly contribute to a complete solution. In such conditions, a significant range of questions and answers were involved for the upbringing and education, especially of children with special needs. The issue of disability remains open, as they often are told that in fact each man is with a particular need.

Key words: education, school, teacher, inclusion, teaching.

SOCIAL SCIENCES

SCIENCE-TECHNOLOGY-SOCIETY-ENVIRONMENT APPROACH: PROMOTING CRITICAL THINKING TO PRIMARY STUDENT TEACHERS BY DEVELOPING OUT-OF-SCHOOL ACTIVITIES

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Abstract

This paper presents a Science-Technology-Society-Environment (STSE) approach for promoting critical thinking to primary student teachers concerning the educational value of out-of-school activities such as a site visit to a University camp by primary students.

Firstly we are going to describe the rationale of the program namely the theoretical aspects of STSE approach as well as the specific STSE issues that were adapted. Secondly we will present the structure, the content and the characteristics of the program concerning the open inquiry learning environment. Specifically, the program lasted 2 months during which students, as critical thinkers focused on a task of designing, organizing and implementing out-of-school activities for 6th grade primary school students. The content of the program refers to the production of electrical energy in Western Macedonia which it is considered as the “heart area of electrical energy” in Greece. In order to carry out the given task, student teachers had to activate basic critical thinking skills as interpreting and analyzing data and information from multiple sources, designing out-of-school activities for primary students, justifying their ideas, etc. Primary student teachers were randomly assigned into eight working groups under the supervision of two science researchers and three third-year student teachers that volunteered to participate in the whole enterprise.

Last but not least, we are going to describe the research methodology of our study. Particularly the sample was 121 first-year primary student teachers of UOWM. We gave a pre questionnaire and a post report in order to evaluate the program’s effectiveness on primary student teachers conceptions about teaching science. The results revealed that engaging student teaches in a critical thinking process has positive significance on their conceptions as future teachers.

Key words: *Non-formal education, education of primary student teachers, Scientific-Technological Literacy*

GREEK-ALBANIAN COOPERATION FOR THE ESTABLISHMENT OF A NEW APPROACH IN HISTORY TEACHING

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Abstract

There is abundant empirical evidence collaborating the fact that Western educational systems face a problem of insufficient results in history teaching in Primary and Secondary Education. Teachers claim that this is due to the lack of interest on the part of the students concerning the subject of History which makes history teaching an unsatisfactory process and its results rather poor.

One of the main reasons for this situation may be related to the methodology of textbook writing and to obsolete teaching techniques. History textbooks usually contain narratives about the past as it is seen from the point of view of power elites. Systems, structures and functions are described and presented to the pupil along with details about specific functionaries (decision makers) located in the middle of complex organizations and managing them. In this way the pupil cannot see in the narrative the ordinary man of the past in his everyday reality.

Setting everyday historical reality in the middle of the narrative may be an alternative way to enhance the pupils' motivation for history learning and thus process in productive way from simple facts to complex structures and abstract functions. For such an approach one needs details from the historical reality of ordinary men.

Greece and Albania have a considerable common history since they have been both parts of the same political, military and economic structures (from ancient to modern times). In order to be more specific, during the Second World War the occupation by national socialist Germany, ordinary Albanians and ordinary Greeks had similar experiences facing the German armed forces. Therefore it is possible to work towards a common history project based on a new didactical approach in order to create interest for history teaching and learning in both countries in the wider frame of enhancing European identity in Southeastern Europe.

Key words: cooperation, textbooks, history teaching, didactical approach

SOME ATTITUDES AND OPINIONS OF STUDENTS OF FACULTY OF PEDAGOGY IN SKOPJE OF THE WORK OF CLASS TEACHERS ON THE SUBJECT OF PHYSICAL EDUCATION GAINED DURING THEIR PRACTICE IN SCHOOLS

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Abstract

Physical education along with other subjects is an integral part in the implementation of the educational process in the early grades of elementary school. Comparing with other subjects, it is taught in a different environment like gym or school yard. The function of movements presents biological standard that meets the requirements to stimulate growth and development of the body. Children, by body movements and games try to present their personal capabilities securing honor and respect among peers. The global planning of the program in physical education primarily contains applicative movements: walking, running, throwing, caching, lifting, carrying, crossing, crawling, climbing, hanging, pulling, and pushing. Teachers rarely apply the other forms of exercises specified by the ministry in the global planning (complimentary activities, sport games, extra classes for the talented or weaker pupils). Teachers’ physical condition and preparation plays a crucial role in successfully realizing the educational goals in practice. At the Faculty of Pedagogy in Skopje, on the class of Physical Education Methodology, students do their practice by following classes of physical education in primary schools taking notes about the realization and then during the theoretical classes, at the faculty, they discuss the conclusions from the practices. The collected information on my classes shows that most of the teachers fail in their practical work with pupils on the class of physical education. Most of the basic remarks are the following:

- *Most of teachers don’t have proper outfits*
- *They are not able to demonstrate the complex exercises*
- *They do not have a working concept*
- *The exercises don’t have the right amplitude and repetition*

Key words: *Physical education, curriculum, teachers, exercises, capabilities*

THE ROLE OF CRITICAL THINKING STRATEGIES IN SCHOOL PRINCIPAL'S JOB STRAINS MANAGEMENT

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Abstract

The aim of this paper is to give a theoretical analyzes of the role of critical thinking process in principal's job tasks and its relations to workplace stress management. School life constantly displays the demand for change and adaptation. These requirements may be perceived as positive or negative challenges depending on their options for dealing with them. Requirements imbalances can lead in procrastination which increase work related with stress and concern in managing it. So stress is a consequence of the interaction of employees with conditions that surround them, but, on the other hand employee themselves can affect their own level of stress that they are experiencing in workplace. Many dilemmas arose as the principals attempted to balance these dual roles for educational leadership by blending the managerial responsibilities and the educational role behavior's. Educational leadership includes two integrated roles, one being the managerial role and the other the educational role. The principal is expected to embrace educational leadership practices focused on teaching and learning by sharing power, acting democratically, and encouraging collaboration and participation; while at the same time, providing clear leadership and guaranteeing the efficiency of school management processes. Recommendations of what kind of critical thinking strategies should be used are given based on deduction from the analyzed theoretical models.

Key words: *critical thinking strategies, school principal, job strains, management, educational leadership*

CRITICAL THINKING AND THE USE OF VISUAL TOOLS IN THE DISCIPLINE OF GEOGRAPHY TEACHING

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Abstract

Critical thinking is a long continuous process. The use of a rich methodology by a teacher directly affects the formation of a student who thinks critically. A very important role during this process is played by the use of miscellaneous tools which attract the attention of the student, awaken their interest in different issues and topics and therefore persuade them to think and dig deeper while going through analysis and evaluation process. The development of science and technology has made it easier and also has enriched the use of methods and tools in classes during the teaching process. Placing the student at the center of the teaching process has increased the role of the teacher, making him/her more of a leader who encourages students towards an objective way of thinking.

The center of this study will be to well define concretization tools and their use during the teaching process on the subject of Geography.

The object of this piece of work is to identify concretizations methods and to show the importance of putting them in use in the Geography discipline as well as the effect they have in critical and creative thinking.

It is a piece of work which will come to help to teachers in order to increase the use of visual tools during Geography classes.

Key words: *critical thinking, concretization tools, visual tools, visual memory.*

THE GREEK EDUCATIONAL POLICY MODEL TOWARDS THE REINFORCEMENT OF DEMOCRACY: FROM THE MARGINALIZED CITIZEN TO THE ACTIVE POLITICAL INDIVIDUAL

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Abstract

The economic crisis in Greece is coupled with a political crisis which is expressed through the enfeebled relations between the citizens and the responsible carriers for the policy formulation. Within these difficult conditions of disdain, education is invited to play a definite role in the formulation of citizens responsible to develop actions conducive to the monitoring of authority and restoring political exercise to citizens.

The problematic phenomenon of democracy deregulation of the Greek society forms the basis of observing the citizens' choices such as: a) non participation in the national elections, b) voting political parties that lack political discourse and organized policy program and c) choosing extreme right political parties. Besides, it should necessarily be pinpointed that, more generally, citizens do not participate in instruments and carriers related to the electoral function of political instruments and carriers. In other words, even if they vote in elections, their role is still typical and marginalized without having the feeling of being participants in the political procedures.

In addition, special emphasis is placed on a structured model of educational policy about democracy which, in terms of cross –curricular and interdisciplinary, will combine within the curriculum of history and political culture as cognitive fields so that the value of democracy towards the reinforcement of equality as well as the development of the individuals' personality is elevated. It is about a concurrent paradigm towards the projected model of education conducive to market with special concentration on the awareness of democracy.

Key words: *economic crisis, political crisis, democracy, educational policy, citizens*

SUSTAINABILITY OF LOCAL COMMUNITIES: DESIGN AND DEVELOPMENT A 'SCIENTIFIC' KIT FOR PRIMARY STUDENTS

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Abstract

In this paper we focus on the design and development of a 'scientific' kit concerning the topic of Sustainable Communities. Six 5th grade students of the Ammochori Primary School in the broader area of Florina, worked for six months in an inquiry learning environment in order to answer the question: how can you transform your village into a more sustainable one? In the end of the school year of 2013-2014 students were asked to prepare themselves for presenting their own 'scientific kit' at a Science Festival.

Firstly in the poster we will discuss briefly the theoretical framework concerning (i) the ecological problem as well as suggested solution of sustainability, and (ii) the educational benefits of non-formal education. Secondly, we will present the materials of the 'scientific kit', namely a three-dimensional model of Ammochori, which is also an interactive board game through which the Ammochori becomes more viable. Furthermore we are going to analyze the inquiry tasks in which primary students were engaged for promoting their critical thinking, e.g. they were asked to choose a structure through which they could show the current status of their village and also how to improve it. In addition, specific characteristics of students' experience into the Science Festival will be delineated.

Last but not least, we are going to present the results of drawings and questionnaires, which were used in order to assess students' ideas about sustainability as well as their feelings about their experience during this Science Festival.

Key words: *Sustainable communities, Critical thinking, Inquiry learning environment, Science Festival,*

THE NEED FOR DIDACTICS OF PHILOSOPHY

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Abstract

The aim of this study is to focus on a specific problem; that of the didactics of Philosophy. Nowadays it is increasingly noticed that there are hidden obstacles encountered by university teachers in academic teaching, difficulties which negatively affect qualitative progress of the students. These difficulties are encountered especially in teaching sciences and Philosophic knowledge. By attempting to diagnose these difficulties, we have treated some aspects of Didactics implementation (application) in Philosophy to prepare the track for further analyses. The nature of Philosophic knowledge makes the perception of Philosophic didactics much more interesting. The distinctive features of the ratio between the didactics of science and that of Philosophy are essential in understanding the difficulties and problems raised for discussion in this conference.

Key words: *Didactics of science, didactics of Philosophy, knowledge presentation (transmission), specified (defined) knowledge, philosophic knowledge*

TEACHING AND LEARNING UNDER THE PRISM OF THE SYSTEMIC APPROACH: QUESTIONS FOR THE DEVELOPMENT OF CRITICAL THINKIN

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Abstract

What is learning and how do people learn? Why do they learn this and not something else? How the learning procedure happens? These questions and also many others preoccupy teachers and all the other people that used to be involved in some kind of educational activity during many centuries. Answers given to these questions are numerous and various. With the present paper we are going to depose a series of thoughts and propositions concerning the above mentioned questions and we are going to determine a context but also the terms for designing educational activities under the prism of Systemic approach for the development of critical thinking

Key words: *systemic approach, critical thinking, design educational activities*

INTELLECTUAL CAPITAL MANAGEMENT IN EUROPEAN UNIVERSITIES IN TIMES OF CHANGES: AN IC MATURITY MODEL

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Abstract

European universities have been immersed during the last decades in important transformation processes aiming to make them more autonomous, economically efficient and competitive. Intellectual capital (IC) approaches have become of prime importance in institutions of higher education and research, because knowledge is their main output and input. Of consequences, IC Management and Reporting becomes a promising tool in times of reforming of national university systems allowing them to create transparency about the use of public funds, to explain the achievements of research, training, innovation and their benefits to stakeholders, to illustrate the development of intangible assets and to demonstrate their competitiveness. Framed in the above premises, the purpose of our paper is to develop a “Maturity Model for IC - ICMM” which is a flexible model of implementing IC approaches within Universities, evolving at certain rhythm along time without feeling the pressure of other institutions with different internal characteristics. The ICMM provides a theoretical continuum along which the process of maturity can be developed incrementally from one level to the next one moving from: Measurement, Optimisation of specific indicators, Awareness of IC, Measurement of IC, Reporting of IC, Interpretation, Strategy and Planning.

The IC maturity model provides a staged framework to initiate a step-by-step change within a University based upon its current level of IC management maturity. Moreover, the different steps of maturity might be an answer to cope with the huge diversity of European universities, some of which have strong managerial orientation, while others follow collegial form of governance.

Key words: *Intellectual capital, University, Maturity Model, IC Management, IC reporting*

WHO'S AFRAID OF CRITICAL THINKING IN HISTORY?: THE CASE OF GREEK PRIMARY EDUCATION

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Abstract

The development of critical thinking in the context of teaching and learning history is increasingly recognized as important for improving history understanding, for enabling students to appreciate the impact of the past in their lives and to perceive history as a continuous and evolving “construction” in the present. Critical thinking skills in the history classroom are improved via inquiry teaching methods that include the use of multiple texts for examining different points of view and perspectives and the analysis of historical sources in relation with certain historical topics. The aim of this paper is to discuss how critical thinking is perceived and materialized in Greek Primary Education, exploring the aims and prescriptions of the history Curriculum, the guidelines incorporated in the teacher handbooks in comparison with the content and the methodology adopted in Primary history textbooks. The analysis of the data suggests that critical thinking as a standard for history teaching is limited in the history curriculum, a selection that is also reflected in the rhetoric of the teacher handbooks. Additionally, the teaching approach indicated by the primary history textbooks diverges highly from the approach of some of the corresponding teacher handbooks concerning the development of critical thinking skills. As a result the traditional lecture method (for teachers) and the uncritical memorization of facts (for students) is not challenged leaving little or no space for a more critical reflection in the process of understanding the past.

Key words: *critical thinking, history education, history textbooks, Greek Curriculum*

BASIC PARAMETERS FOR THE DEVELOPMENT OF MOBILITY IN RUNNING DISCIPLINES IN THE PHYSICAL EDUCATION CLASSES

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Abstract

It is generally known that the longer the active joint stabilizers are, the greater the joint mobility is. If the forces that provide stretching of the antagonist muscle are greater, then we can expect higher amplitudes of the joint motions. Each joint possesses a possibility of movement with larger or smaller amplitudes.

The development of runners' mobility represents a very important part of the training process. When the mobility increases from optimal in current joints, it enables a longer muscle effect, thus a greater movement speed that is a better sport result. Therefore, we've come to a conclusion:

The issue of the development of the mobility with the athletes has always been present related to finding out of new training methods and means that will have an influence on the efficiency of motion performance, and the improvement of sport results, as well.

Key words: *Firmness and mobility of the joints, mobility development methods, mobility exercises.*

THE EFFICIENCY OF LEARNING ENGLISH LANGUAGE THROUGH PAINTING

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Abstract

The main motivation for writing this paper is based on the fact that in the today's world of rapid development and trends towards perfection, the effective communication is one of the most powerful means, even though EFL teachers constantly strive to find effective ways in teaching a foreign language. This paper aims to serve as a contribution to the methodology of teaching English as a foreign language by presenting an efficient case study based on the application of critical thinking in teaching and learning. The main focus of this paper is to present the benefits of incorporating art-painting during the EFL class through the critical thinking skills. Chapter two is an overview on the benefits of the implementation of critical thinking skills for productive teaching. Chapter three presents the case study based on including the painting on the EFL class and the outcome. Chapter four is a conclusion. For the case study descriptive and comparative methods are used, as well as systematic monitoring. The subject of the case study was to determine the influence of the implementation of any arts according to the preferences of the group of students upon the efficiency and quality of learning. The expected results of the case study correlate with the obtained results; the hypothesis that students are more motivated to learn in a relaxed environment combined with activities of interest for them, proved right.

Key words: methodology, EFL, critical thinking, arts, teaching

HELLAS-ALBANIA: COLLABORATING WITH CRITICAL THINKING OF CHALLENGING PERSONALITIES

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Abstract

The presentation and interpretation of the regulations in Zosimaias School have reflected strategies and aspects on educational reality for almost seventy years (1843-1913). The original material was drawn from Hellas State Archives - Historical Archive of Epirus. The three archival processes, the option, the research and the metadata's application form the methodological paradigm of digital representation of the chronic. The text has been focused on the administrative policy of the region which proved to be acceptable from Ottoman Empire and the Hellas community. Notably, the study addresses issues of comprising the life in the school and it establishes and maintains physical and intellectual control over the public education by highlighting the historical events. Similarities among social status, political issues of Epirus and educational methods are described in "regulations" under the educational perspective and the Zosimaias' school practices. Working successfully with others requires practical as well as personal skills. One of the main advantages of working with others is that you can benefit from the skills of others that you may not have yourself, and share your own skills. Charismatic personalities as Gjergj Kastrioti (Skenderbeu), Ferit Vlora, Abedin Dino, Esat Pasha, Sami Frashëri, Meleq Delimbashi, Hasan Tahsin brought together materials from educational, public and political life within the thematic context.

Key words: *collaboration, critical thinking, education, historical event*

CRITICAL THINKING: A MISSING PIECE IN SCHOOL MUSIC EDUCATION

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Abstract

One of the main aims of education is to provide students with experiences, skills, and knowledge they need to face, understand, analyze, and interpret the world around them, in order to manage the various types of issues and problems they encounter, act responsibly, and make thoughtful judgments. Moreover, in our world which is inundated with a bewildering array of messages and meanings, education should help learners explore, understand, accept, and use ambiguity and subjectivity. An updated curricula, therefore, must focus on the promotion of activities that contribute to the development of critical thinking. Music, as a school subject, offers a suitable context and the repeated challenge of situations for activities that develop critical thinking. Music lessons are offered in open learning environments; there is no single right answer, because personal music expression has many manifestations; every outcome is subject to evaluation; students deliver feedback more often than other disciplines.

This article presents a review of the literature on the definition of critical thinking, points out the importance of the promotion of critical thinking in music education, and, finally, for the teaching and learning of music, it proposes a framework of applications within which critical thinking skills may be developed.

The basic research questions are: Can critical thinking skills be cultivated and taught in school settings? How would we describe the role of critical thinking in school music education? Do Greek music curricula emphasize the development of critical thinking?

From the synthesis of the relevant literature, there is evidence that critical thinking is teachable. In this research it is found that any references to critical thinking in national Greek music curriculum were extremely limited. Therefore, we can conclude that critical thinking is a fundamental, yet missing piece in Greek curricula for school music education.

Key words: critical thinking, education, music education, curriculum

CRITICAL THINKING SKILLS IN VISUAL ART EDUCATION

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Abstract

Contemporary educational theories more dominantly emphasize values of implementing knowledge in real life rather than focusing on gathering and collecting information. It is not only a theoretical argument but one which strongly relies on characteristics and necessities of everyday life worldwide. The main idea is that our general responsibility as educators is to prepare our students for future challenges, to give them not only knowledge, but skills and abilities to perceive, understand and to solve different tasks in their future. We have to help them to solve problems of tomorrow which we cannot see, predict or understand. It is really a tough mission, but, on the other hand, it is the most important mission. We have to search, find, nurture and develop a critical attitude and critical thinking skills.

In a dominantly visually designed world, visual literacy is basic tool for acculturation, socialization and understanding. Critical thinking skills are consequently obligatory characteristics of all well-educated people.

In this article we present the most influential theories about critical thinking skills in visual art education, based on necessary knowledge to reach visual literacy, technical skills to express visual messages and abilities for appreciation of visual creations. We focus our attention on practical studio work through implementation of visual art and aesthetics of world famous artist from preschool, through primary, secondary education, and the university students.

Key words: *Visual art education, learning through visual means, studio work, art appreciation*

THE STUDY OF THE 20TH CENTURY HISTORY: THE NEW HISTORY-GRAPHIC VIEWPOINT ON THE HISTORY'S OBJECTIVES AND GOALS AT STUDYING THE PAST

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Abstract

The 20th century is one of the decisive moments of the science of history on its road toward the analysis and study of the past. The tragic events happened during this century, peaking with the Two World Wars and the Division of Europe in two parts, change the history' and historians' behavior toward the past phenomena. The crisis of the liberal political system and the positivist cultural crisis open a new perspective of the social sciences toward a multi-disciplinary approach of studying different topics. Here, history cannot make any exception, as between the two World Wars, demands to separate from the traditional paradigms of a historiography built upon war chronicles, battle tales and historic characters, thus a history that stays away from the individual, wanting to be a universal history having its roots on the Medieval Philosophy of Saint Augustine who, in his works "De Civitate Dei" supported the idea that history must not study a specific political subject, but all the mankind, in all its dimensions as protagonists of the endless war between good and evil. Exactly in total polemics with this vision stay among the Two World Wars, March Bloch and Lucien Febvre, who through "Annales" give history a more personal dimension having in center of the study the man with one of his dimensions. In this way, the critical revision of the historians Bloch and Febvre toward the universal history opens new perspectives on the science of history. We talk now not only of a history in plural, but we also have the collaboration of history with other sciences as geography, anthropology, sociology and economy. In the 20th century, the historical research will follow rigorously all the events and experiences of the past, from agricultural techniques to religion, from the way of dressing to the popular beliefs, from individual behavior to the mass psychology.

Key words: *approach of studying, critical revision, perspectives, historians*

SONGS AND TRADITIONS OF EMINENT

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Abstract

The goal of this paper is to record and archive a video collection of musical folklore, as well as to acquire theoretical and practical experience in the preparation of a research paper. The region chosen to record the songs is a mountain village, located 15 kilometers southwest from Gostivar. Female singers are recorded with the use of an exploratory approach. The collection contains panoramic, spoken and musical materials. The paper presents a catalog of 39 female wedding songs. The environment of our research is really distant from the city, more specifically, a natural environment with a unique tradition. If research projects related to music sciences were based exclusively on audio in the past, today's research project would not do without digital video technology. The data are inserted in IRAM's catalogs for musical folklore and informants.

Key words: *practical experience, exploratory approach, tradition, research project*

THE LOCAL HISTORY OF KORÇA AND THE CRITICAL-CREATIVE THINKING AS A TOOL OF EXPLANATION AND UNDERSTANDING OF ITS MULTICULTURAL SOCIETY TODAY

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Abstract

The aim of our presentation is to expose the indissoluble relationship between the local history of the city of Korça and the development of its modern society, indicating at the same time the critical thinking as a theoretical explanatory tool of this relationship. Our motive was the multicultural and multinational character of the modern city of Korça, through its cultural monuments (civil and religious ones), the human and the built environment having its own reasoned reference to the recent history of the city.

In order to analyze and explain the above relationship we are going to use as the methodological tool the Comparative Argument which through the critical thinking will pinpoint the sophisticated equilibriums of a multicultural local society where the coexistence of diversity and tradition is present. We are going to present - in general terms - the specific social characteristics, the deep-rooted community attitudes, the advantages and all the aspects that need attention given the above coexistence. The main goal of our presentation is to encourage a more integral approach which will give rise - to a greater extent - the aspects of our historical research. The convergent critical thinking and its other characteristics are going to help us as an explanatory tool, through the strategies of analysis or/and technical and methods of teaching and in conjunction with the diverging creative thinking, to understand the complex and the multicultural social reality of the modern city of Korça. However, the reference to the geo-physical environment in relation to a cross-border context of the wider region but also with reference to the major historical events of the last two centuries (19th - 20th) that affected the live of the city and its citizens is inevitable.

Key words: *history, creative thinking, relationship, cross-border context*

INTERCULTURALISM-MULTICULTURALISM: CRITICAL REVIEW OF THE EDUCATIONAL REALITY IN THE GREEK EXAMPLE

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Abstract

The crisis of modern societies is not only reflected in issues related to globalization but also related to its decisive impact on moral issues; issues that allow and particularly prescribe attitudes, perceptions and behaviors. We see the emergence of new cultural patterns, the formation of new beliefs and values, the adoption of some radical practices, while at the same time, some foreigner alternatives for personal expressions and aesthetics tend to be imposed.

The institutional routes and mostly the implementations of interculturalism and multiculturalism in Greek education system revealed some different developmental trajectories whose empirical traces can be analyzed, examined and interpreted under the basis of the critical review.

The critical review represents a significant pedagogical theoretical 'tool' in order to approach the educational reality and circumstances despite the negation not only of the pedagogical role of school but also of the degree of teachers' intervention that frequently appear.

Key words: *critical review, inter culturalism, multiculturalism, educational reality*

FOUR SEASONS PHENOMENON: DESIGN AND DEVELOPMENT OF A 'SCIENTIFIC KIT BY PRIMARY STUDENTS

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Abstract

The starting point of this study was the results of many researches, who have concluded that students develop many alternative ideas about the Four Seasons Phenomenon (FSP) especially if they had been taught with traditional teaching methods.

This poster describes the design, development and evaluation of a 'Scientific kit' which is the product of a group of five students enrolled in the 5th grade of a Primary School in the region of Florina. The main aim of the process was the reconstruction of the students' alternative ideas in relation to the FSP, through critical thinking in an open inquiry learning environment for the creation of a 'Scientific Kit' and its presentation at the Science Festival, held in the town of Florina.

Firstly, the theoretical framework, which concerns the identification of the problem, the mental models of students and the educational context, is going to be discussed. Afterwards, the teaching methodology will be analyzed step by step and the educational material (a 3-construction and experiment) will be presented. The 3-D construction describes the FSP and it consist of a lamp (model of Sun), dressed in yellow paper in the center and four sphere-models of the earth around the Sun. The materials used in the experiment were an infrared lamp, an electronic thermometer and a colored ball (the Earth model). Furthermore, this poster includes the results of drawings and questionnaires, which were used as control of the whole process.

According to the data collected the following conclusions were derived: a) students moved to the scientific mental model and understood the FSP, b) students constructed secondary meanings (axis, equator, Earth's orbit, etc.) related to the phenomenon, c) students have developed positive feelings from their participation in the Science Festival and were eager for their participation in the next one.

Key words: *Four Seasons Phenomenon, Science Festival, Alternative ideas, Critical Thinking, Open inquiry*

SCHOOL CULTURE AND HUMAN RESOURCE MANAGEMENT COMMUNICATION IN EDUCATION AND ADMINISTRATION

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Abstract

The concept of culture in a school unit refers to topics that are acceptable to members - director, teachers and students - reflects the school climate and affects the efficiency of the school. The characteristics that distinguish one school unit and determine the "atmosphere" that prevails in it and compose the climate of the unit or in other words its "culture".

Generally, the school culture is the attitudes, opinions, values and behaviours displayed by subjects in the school were they attend or work. It is the combination of some external and internal elements. How the unit, exactly, understands the 'itself', forming what eventually becomes it and what represent for the other school units.

The study of school experience is important in order to study the form of how people grow and shaped apart of learning and the selection mechanisms. This process identifies as unique space, the space of the classroom and must take into account the relationships are formed in school or outside of it.

Therefore, it is not enough to study the school life of a student in terms of educational and social positions, but rather to understand the school life from the inside, as an experience were the student experiences and interpret.

The origination of the school experience specifying the stages of socialization, as well and the formation ways of the subjects.

The proper management of the human resources requires the study of the culture of the organization in which they work or attend this potential. Culture affects directly the attitude of teachers and students, as well and their performance.

Culture receives influences from members of the school community and the wider community.

Key words: *School culture, school experience, socialization, head teacher, HR management.*

CRITICAL THINKING IN EDUCATION: THE CONTRIBUTION OF THE TEACHING OF HISTORY

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Abstract

The general concept of “critical thinking” is characterized by a multidimensional approach. As to the educational practice itself, it is expressed by a broad range of definitions and notions.

The absence of any uniform principle, the fact that critical thinking overlaps with or is reduced to the intellectual faculties, as also the superficiality of references to concepts such as the psychosocial atmosphere and the recognition/acceptance of the other, the socio-emotional function and the question of empathy – all such functioned as my personal motive for the presentation of this paper.

It was on the basis of such concerns that I focused on the more specialized issue of the accomplishment of the “socialized individual” and on the learner who has acquired the skills for action/decision-making. In its current stage, the research work has been undertaken on the basis of a quantitative analysis, while a qualitative analysis of the data was applied so as to deal with the various definitions and theoretical notions.

The findings of this research project are consistent with those of other researchers. The majority of our learners have acquired the skills of dialogue as technocratic beings but they actually fail to communicate.

In my view, the development of critical thinking must turn, on the one hand, to the analysis and examination of the psychological processes present throughout the course of one’s reasoning and final decision-making and, on the other hand, to the assistance of philosophy, so that we attain a philosophically and psychologically informed quality of the notion of human thought – and especially so when it comes to the teaching of history. Specifically as regards the subject of history, I am of the opinion that it bears a reciprocal function and relation vis-à-vis critical thinking: while it cultivates precisely such thinking through the didactic process, it also deems it an ipso facto essential precondition for its comprehension as such.

Key words: *Empathy, action/decision-making, history, teaching*

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KONSTANTINOS KALEMIS
KOSTAS D. DINAS
KOSTAS KASVIKIS
LENA DAMOVSKA
LINDITA KAÇANI
LORENA MARGO
LORENA PRIFTI
LORENA ROBO
LULZIM ADEMI
LULZIM ALIU
M. KARNEZOU
MAGDALINI PAPAZOGLU
MALCEV MARJAN
MANJOLA NASI
MARIANA FILIPI
MARIA-RAFAELA TZIOUVARA
MARIELA BURDA
MARIETA PETROVA
MARIJANA DIMITROVA KROTEVA
MARKOS KOUNDOUROS
MARSEL KOTORI
MARTHA G. PAPADOPOULOU
MARY KOUTSELINI
MARZANNA SEWERYN KUZMANOVSKA
MAY KOKKIDOU
MAYA RAUNIK KIRKOV
METIN VENXHA
METODI GLAVCHE
MIGENA RIZA
MUAMER ALA
MYJESER ILJAZI

NATASHA ILIEVA
NIKOLAOS CHANIOTAKIS
NIKOLAS SOUTOPOULOS
NIKOLETTA TSITSANOUDIS
NIKOS KOLEDINIS
OLGER BRAME
ORJON AGO
PANAGIOTA ZACHOU
PANAGIOTIS PAPAKONSTANTINOU
PAVLLO CICKO
PETROS KARIOTOGLOU
PINELOPI PAPADOPOULOU
ROBERT STRATOBËRDHA
ROLANDI LALAJ
RRIOLLZA AGOLLI
S. AVGITIDOU
SABIT VEJSELI
SHKELQIM KUKA
SHQIPE KUKAJ
SNEZANA JOVANOVA-MITKOVSKA
SONIA CHALAMANI
SOTIRIA A. TRIANTARI
SOUDI ANTONIA
SPYROS BOURAS
SPYROS GOGOLOS
STAMATINA RAPTI
STERGIOS GKITSAS
SUELA KOÇA
SYMEON KOTSOU
TATJANA ATANASOSKA
TATJANA ATANASOVA-PACHEMSKA
TEUTA MYFTIU
THOMA LICE
TIMOLEON ANTONELIS
V.ALEXIOU
VALENTINA GULEVSKA
VASILEIOS SOTIROUDAS
VASILIKA POJANI
VASILOUDI ANGELIKI
VENETIA KATSIFI
VIOLETA JANUŠEVA
VLADIMIR TALEVSKI