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Education in the 21st Century: Challenges and Perspectives



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and emotional issues often emerge, the study of a curriculum designed by volunteer teachers themselves will probably demonstrate novel teaching methods that cover the educational needs of young refugees.

“An educational program based on the use of ICT & Embodied Learning to clarify misunderstandings of students of 6th grade as far as area and perimeter concerns”

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Many students consider falsely that shapes with the same or larger area must have the same or larger perimeter respectively (Azhari, 1998; Stavy & Tirosh, 2000; Babai, Zilber, Stavy & Tirosh, 2010). Several approaches have been developed to explain this difficulty, which from one respect results from the interaction of two distinct types of reasoning processes: formal / logical (analytic or rule – based) and intuitive (experienced based) (Evans & Over, 1996). In accordance with this point of view in geometrical tasks concerning area and perimeter an irrelevant, but salient variable interferes automatically in reasoning processes and influences students’ responses. It seems that the saliency of the irrelevant variable depends on the way the concepts of area and perimeter have been presented and constructed through educational processes (Babai, Nattiv & Stavy, 2016; Stavy & Babai, 2008).

On the basis of the foregoing an educational digital program was constructed, where Embodied Learning through TUIs was used in order to explore the possibility that such an educational environment can help students to deal appropriately with area and perimeter tasks. A scratch software and Makey – Makey instruments were used, while a series of activities were presented on a maquette through a projector. The scenario described the visit to “Efklidios sxoli”, where students were occupied with area and perimeter activities. The program followed Van Hiele’s theory and appropriate forms of feedback and scaffolding were included. Before and after the presentation of the program students completed a brief form of exercises concerning area and perimeter. Children showed great enthusiasm and energetic attitude during activities and a lot of them understood better concepts concerning area and perimeter.

Successful in-class communication and students’ achievement in the learning process

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Students’ achievement in the learning process is largely conditioned by the type of the established interaction-communication relationships between students and the teacher in the teaching process. In practice, research results in this issue show that the basic preamble to achieve success in the teaching-and-learning process encompasses the relationships built between the teacher and the students, the relationships among the students, and the social-emotional climate in the class. In line with the said, one of the many tasks set before the teachers is to develop a good communication with the students as its quality immensely determines students’ performance and progress in the learning process. In addition, this issue appears even more subtle when taking into consideration the fact that communication with students is of highly complex dimension within which the teacher does not only communicate knowledge, instruct, teach, build characters, navigate and motivate, but also solves the relationships in class affected by students’ problems of social, emotional or other nature, whose resolution and improvement requires communicative skills. Therefore, the objective of this research is to indicate that successful interaction-communication relationships are the basis for understanding students’ needs, interests and relationships, which leads to easier implementation of the most corresponding activities designed for enhancing students’

performance in the learning process. The research in this issue is empirical and of descriptive type. The qualitative methods applied in the research are: non-structured interview and survey questionnaire on the teachers' opinions about the social-emotional class climate and its reflection on the students' achievement in the learning process.

21st century education in rapidly changing world

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The new changing world need new educational standards. As educators, we have a responsibility to prepare students for demographic changes and to provide a happy effective future for children in a connected and complex world.

Education in 21 century must adapt to a quick changes in business and industry. Students need to understand and embrace cultural and social differences, and using those differences to develop new ideas and new solutions to problems.

“The term learning environment suggests place and space – a school, a classroom, a library, a media centre. Much 21st century learning takes place in physical locations like these. But in today's interconnected and technology driven world, a learning environment can also be virtual, online, remote” (Route 21)

Word Education is from the Latin term educare: to draw knowledge out. This is the challenge of the profession in the 21st century!

Traditional education models have often focused on learning content for subject areas. 21st century learning include traditional subjects emphasized with civic literacy, global awareness, financial literacy, health literacy, and environmental literacy.

We need culture of innovation in 21 century. Education based on research can promote creative thinking and the ability to work creatively with others. It is misperception that creativity is only for artistic-types and geniuses.

Higher education institutions must give the best practices for teaching 21st century skills.

Parent's reflections on the use of descriptive assessment in the elementary schools

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Like all social aspects education too is continuously subjected to changes that are an integral part of modern life. Today's pace of life is constantly oriented towards development which requires constant changes in all fields. Therefore, it is not a big surprise that education, as one of the most important engines of society, not only is not immune to these changes but can also be seen as one of the most important carriers of the activities that are trying to improve the world and the life of man.

One of the most important modification that marked the last decade in the educational process in our country was the implementation of descriptive assessment as mandatory part of assessing student's achievements in the elementary schools. This paper has a goal to see the pedagogical and physiological reflections of the parents on the effects of implementing the descriptive assessment.

The theoretical part gives basic knowledge of the necessary information about docimology with special dedication to the term descriptive feedback. For the methodological part we use a specially constructed questionnaire in order to gain data about the pedagogical and psychological reflections on descriptive feedback among parents. The questionnaire has several areas of interest like motivation, objectivity, acceptance, quality, competence etc. The population refers to all parents in primary education and the samples are chosen in both