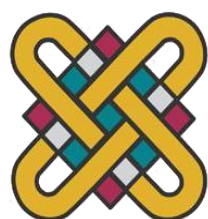


4th International Conference “Education Across Borders”

Education in the 21st Century: Challenges and Perspectives



A B S T R A C T S

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Calculating elementary limits using the pythagorean theorem and similar triangles

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Finding elementary limits with today's mathematical knowledge is a relatively simple procedure. However, in this paper we will try to find some elementary limits using certain mathematical knowledge.

Let's go back in time in Ancient Greece and let's try to find some elementary limits using the mathematical knowledge of that period. Obviously, the Pythagorean Theorem and similar triangles are the most well known mathematical knowledge in Ancient Greece.

In this paper, using the Pythagorean Theorem and similar triangles, first we will prove that $\lim_{n \rightarrow \infty} t^n = 0$, where t is a positive real number such that $0 < t < 1$, and next we will prove that $\lim_{n \rightarrow \infty} k^n = +\infty$, where k is a positive real number, such that $k > 1$.

Teaching literature at the Ecclesiastical High School- Lyceum of Florina

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Creative works and activities developed during the course of Literature in the school year 2017-2018 at the Ecclesiastical High School-Lyceum of Florina are the subject of this paper.

The initial design was based on the peculiarity of the school in the sense of its emphasis on humanitarian education courses as well as on the different learning profiles of students. The basic principles of the New Greek Curriculum on Literature teaching and its innovative proposals acted as a starting point, in an attempt of designing differentiated instruction plans and adapted teaching methodology to the learning styles and individual needs of the students, for aspiring and maintaining their interest and, in general, improve the quality of the education provided.

During this process, the principles of experiential participatory learning (a lesson at the riverside of Florina, writing lyrics-poems, walking in the city-taking photographs for video presentations) were adopted, and many digital instruments and tools were used (e.g. creative collaborative work through "google forms" for the role of father figure). Dominant teaching practice was the cooperative method, but also a kind of "interdisciplinary" blending of high school and lyceum classes to prepare and carry out common school activities (e.g. projects with lyrics, pictures, and reading poems aloud for their educational trip in Italy).

These adaptations were enthusiastically accepted by school students who recorded their impressions on evaluation sheets. Also, the teacher daily kept a school practice diary as a tool of reflection and feedback.

Gender representations and language education: The case of the primary school textbook for the teaching of Greek language in the first grade

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School textbooks are the main means of instruction, which teachers primarily use throughout the teaching process and upon which they rely in order to organize their lesson. Students also come in daily contact with school textbooks both in and out of the classroom, being affected in multiple ways by the content, images, patterns, attitudes, and ideas they transmit for every

aspect of private and public life. Gender representations are also included in the transmitted messages of school textbooks. Relevant research from various educational contexts, as for example the research of Zittleman and Sadker (2002: 168-180) in USA and the comparative study of Lee and Collins (2010: 121-137) between English textbooks taught in Hong Kong and Australia, have indicated that school textbooks tend to reproduce traditional gender patterns, resulting in the reproduction of stereotypes on behalf of students, not only in their childhood but also in their adulthood. Similar findings have been also recorded on the Greek school textbooks from Marangoudaki (2007) and Kapetsonis (2012), where the researchers found that women appear in stereotyped roles related to domestic activities and child upbringing, while men are associated with technical professions and roles that require physical activity and strength. In this study, we examine gender representations in the first issue of the primary school textbook for the teaching of Greek language in the first grade, which were introduced during the school year 2006 - 2007 and are taught until today. We focus on the language school textbook, as the language subject is taught for nine hours per week in the first grade of the Greek primary school, taking up 30% of the school time. More precisely, this research is conducted through the method of quantitative content analysis in order to investigate aspects of gender representations in various social and family roles (e.g. professional choices, family responsibilities etc.), which are prevalent in this textbook. To this aim, we constructed a system of 97 categories of analysis. Content analysis shows that men are clearly projected more than women throughout the range of these school textbooks in traditionally 'masculine' roles, associated with public social and professional domains of life, but they are also represented in domains not stereotypically associated with males, such as the family environment.

Clitoris, the Unknown: Tracing students' knowledge of reproductive physiology and anatomy

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Although a lack of understanding of how the human reproductive system works has been linked with risks such as sexually transmitted diseases, students around the world demonstrate a limited conceptual understanding of sexual reproduction. This paper is part of a larger study that aims at highlighting students' knowledge of reproductive physiology and anatomy. Our focus here is particularly set on whether students of educational sciences (a) can name the parts of the male and female reproductive system, and (b) understand in which parts of the reproductive system the main events of sexual reproduction occur. Administering a questionnaire to 65 educational sciences post-graduate students at the School of Pedagogical and Technological Education in Patras, we traced – among others – (a) their ability to identify the different parts of the male and female reproductive system before and after they were shown graphs of internal and external genital organs, and (b) their knowledge about the part of the reproductive system in which the production of sperm/egg cells and the conception happen. According to our findings, most of the students failed to name prostate and external female genitals such as the clitoris and labia, even after detailed graphs were provided to them. Moreover, although most students answered that egg cells are produced in the ovaries, about one out of five of them seem to believe that egg cells are produced in the uterus, which – according to the majority of the students asked – seems also to be the organ where the conception occurs.

Attitudes towards plants: Evaluating the intensity of the "plant blindness" phenomenon in Greek primary schools

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It is well known, that plants are the cornerstones of the life circle upon Earth and contribute essentially to human life. However, people don't seem to find them interesting and rarely

notice or value the flora around them in their everyday life. This phenomenon is called plant blindness.

The present study is focused on the assessment of this phenomenon in Greek students. The research instrument was a questionnaire and consisted of questions that examined interest in plants and in animals, along with a particular question regarding the recognition of plants as living things. The interest rates were determined through a 5-point Likert-type scale. One thousand forty eight (1048) primary school students participated in our final implementation. The participants came from both rural and urban areas of Greece in order to clarify whether there is a statistically significant difference between these two populations in regard to the plant blindness phenomenon. According to the main results, the participants demonstrated a higher preference for animals. Additionally, almost one third of the participants didn't include any plant in the list of five living things. Our results elucidate the low interest rates regarding plants as well as the inability to recognize them as "life-givers".

Early Foreign Language Learning: Its contribution to the development of students' cognitive development

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Sweeping changes both globally and in Europe have resulted in the reconceptualization of education. More specifically, the need of teaching at least two foreign languages from an early age (Eurydice, 2012) surfaced due to the new educational, financial and social conditions, that is the necessity for job mobility and further studies along with the rise of multicultural societies because of the recent influx of refugees and immigrants in Europe.

In accordance with this need to familiarize young learners with foreign languages, the Greek Ministry of Education decided to introduce the teaching of English as an FL from the first grade of primary school (Dendrinis, 2013) through implementing approaches appropriate for their level and needs (Griva, Tsakiridou & Nihoritou, 2009; Griva & Semoglou, 2012 ;Griva & Semoglou, 2015) .

To this end, a study was conducted with a view to identifying primary school teachers' views towards the efficiency of early FL learning to boost very young learners' cognitive growth and, simultaneously, delve into the strengths and weaknesses of early language learning. The subjects of the study were 150 teachers of English working in primary schools all over Greece. A questionnaire was used as the main methodological tool. The collected data disclosed that the participants highly endorsed the potential of early language learning to improve the young learners' cognitive evolution. Based on the findings, the researchers offered appropriate suggestions and pedagogical implications for maximizing the benefits of ELL.

Research and Planning a Framework for Pre-service Primary Education Teachers in Educational Robotics

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The Educational Robotics (ER) has been regarded as an effective instructional tool in classrooms, particularly for STEM (Science, Technology, Engineering and Math) and demonstrates a significant advantage for students by improving overall learning interest and motivation. In the context of the use of ICT in education, it is of particular interest to investigate whether teachers successfully integrate ER in real day-to-day teaching and witch their goals are.

This paper describes an action research for the use of ER activities for teaching subjects in Primary Education in Greece in the context of the preparation of the future teachers.

Initially, it was necessary to highlight and categorize the characteristics of Educational Robotics that support and relate to the teaching concepts of the course, suggesting what topics the course will include, what kind of activities will be developed, how it will be planned and organized.

The issues that arised from the research data about students' knowledge, skills and attitudes led us to design an appropriate undergraduate course of the Department of Primary Education based on the theories of constructivism and constructionism with a hands-on, experiential, revealing way of learning. The course was designed within the general context of increasing the Science and Technology Literacy (STL) to future teachers, as crucial factor for the modern, technology based society.

Formal Intercultural Education: Challenges and Perspectives

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Multicultural spirit, globalization and internationalization are deep-rooted paradigms in educational systems of more developed European countries, while in last decade their range of work is spread on all countries, regardless of status they have. Education internationalization demands reorganization of majority of quality indicator of educational institutions, as aims and content of teaching, teaching methods, and constant improvement of competences, not only for work, but for cohabitation and understanding different cultures. The premise of successful intercultural communication is based on emotional competences and intercultural sensitivity of all participants in educational systems. Considering that, the intercultural education occupies the more important place in education programs from elementary level to university level, as a need to improve its quality.

According to, the first part of this work describes basic elements that point out the significance of developing intercultural values and standpoints, and it demands continuous work of all educational factors, especially the institutions of formal education. Since the existing literature and research emphasize the need for a more intensive work on developing intercultural competencies of all participants in a society, the goal of the paper is focused on evaluation of possibilities and difficulties in implementation of intercultural contents in educational programs, which would contribute to the development and improvement of intercultural competencies of students and teachers at schools. The essence of the paper is focused on considering the possibility of implementing intercultural content in the programs of elementary and secondary education system. The pedagogical implications of paper are reflected in determination of intercultural contents, that have predictive strength of developing interculturality and finding perspectives for their implementation in educational process and in schools, and it presents special challenge in actual social moment.

Deconstruction and Reconstruction of Texts - Methods for University Students' Critical Literacy Development

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Deconstructive reading derives from the Jaques Derrida's deconstructivism, and Derrida is the main representative of the poststructuralist movement which declares that the knowledge is influenced and transmitted by intermediiator that curves the line of that connects the signifier and the signified, i.e. the reality cannot be percieved and acknowledged in its essence.

Deconstructive reading cannot be isolated from the contemporary social and societal events and the factors that influence the culture and the tradition. Therefore, the texts are not neutral, and the stories are not neutral, as well. Reconstructive reading is a strategy of text's reconstruction, which is based on the Roland Barthes' attitudes that the texts are open for the reader, thus s/he can intervene in the process of comprehension and reconstruction of the text. This paper presents the possibilities of the deconstructive and reconstructive reading of the texts as methods for university students' critical literacy development in the Children's Literature class. Teaching strategies that are employed in the process of reading and reconstructing of the texts are in line with the contemporary trends in education for critical literacy development.

Language skills and strategies: a needs assessment study of FL learners in Greek secondary education.

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The present study deals with the issue of language skills and strategies and their identification in FL (foreign language) learners of Greek Secondary Education. Language learning strategies (LLS) are considered as important agents in relation to the students' language learning process (Oxford 2005) as they facilitate language learners in dealing with the demands of the receptive and productive skills (Lee 2010). In the present study, an attempt was made to conduct a needs assessment in order to shed light on the students' learning strategies, as well as to identify their needs for receptive and productive skills development. Language learning strategies act as catalysts when employed by students in a second or foreign language in order to facilitate themselves in the receptive and productive skills.

A self-report questionnaire, which comprised three basic sections: a) students' profile b) students' needs in receptive and productive language skills, c) their language learning strategies, was administered to 150 junior high school students, in the area of Thessaloniki.

According to the findings, students perceived the need for further development of the four skills as of major significance. It was also indicated a considerable degree of students' awareness on foreign language learning and a certain degree of flexibility in strategy use. It should be noted that the more competent language learners showed more strategic knowledge, since they employed a wider range of more 'elaborated' cognitive strategies and declared a greater degree of metacognition in strategy use. Concluding, it is suggested that raising the students' awareness for strategy use concerning the receptive and productive skills should be reinforced through the provision of systematic training. Since a single teaching method could not possibly fit all the language learners' strategies and styles, a multimodal and multicognitive approach corresponding all the students' needs should be employed.

Historical and Environmental Education through video games: A teaching proposal for the nuclear destruction of Hiroshima and Nagasaki in Primary Education

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Despite the rapid technological advances and the emergence of more efficient teaching models, education is still oriented towards established, traditional frameworks that are ineffective and do not contribute to the active engagement of students. Therefore, a shift to innovative methods that will promote critical thinking and help shape and adopt positive attitudes towards society and the environment are definitely needed. Meanwhile, the new curriculum promotes an all-round approach, which requires the use of interdisciplinary dialogue to improve the quality of teaching.

This teaching proposal illustrates the link between Environmental and Historical Education, as the first one is an approach regarding human and environmental relations, while the latter is crucial to explain how environmental problems were created and affected Earth. In addition, this teaching scenario exploits digital technologies, whose pedagogical potential has been increasingly recognized in recent years by modern theory and research.

In particular, our teaching proposal is a three-stage scenario. The 6th grade students, working in teams, are to understand the consequences of nuclear destruction of Hiroshima and Nagasaki for humans and the environment, by processing figurative and written resources using Web 2.0 technologies (Padlet) and "Fallout", a post-apocalyptic video game.

This didactic approach was chosen, since such a proposal subject was never taught through digital technologies. Furthermore, we believe that this alternative form of teaching is the most appropriate for the critical treatment of this issue because it offers relative freedom to the students and helps them develop empathy.

Teaching Greek as second or other language: Translanguaging in and out of multilingual classroom

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In our increasingly multilingual and multicultural societies, translanguaging is a means of democratization of both the community and the classroom. It disrupts the linguistic hierarchy among the named national languages and gives "voice" to language-minoritized populations by building on their advantages and utilizing their words and worlds. Consequently, it affects the identity awareness of its users, resulting, finally, in the transformation of the society. Thus, this paper focuses on this political act of translanguaging in the contemporary Greek reality, where thousands of migrants and refugees learn Greek as second or other language. In the first part of the essay, a series of translanguaging examples in everyday life in Athens are analyzed, describing the context they were recorded in, the languages used, and the reason they were recognized as such. In the second part, the role of translanguaging in the context of a multilingual classroom is discussed; specific examples are provided to answer the following research questions: How could a teacher deal with translanguaging in the classroom? How could I -as a Greek language teacher- use instances of translanguaging and to what extent? What are the implications of this perspective about language applied to teaching practices for the learning procedure?

Prespa's borders- cultural case study

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The main goal of this PAPER is to analyze the tourism development in the region of Prespa located in the north-west Greece, during the period 2010-2017.

Particularly, a research was designed in order to assess the tourism development in relation to the economic crisis and also to identify tourism attractions and activities which can play a key role in the tourist and economic development of this region. To do so, a research project conducted from November 2017 to January 2018.

For this project a fully structured questionnaire was created and face to face interviews were conducted on 110 participants.

The questionnaire contained a range of questions assessing respondents' perceptions about various issues and dimensions associated with the tourism development in the Prespa area. Participants believe that local authorities and businesses which operate in this area can impact on the regional development. In addition, the survey reveals that the Prespa lakes area is an

attractive destination for its cultural heritage with most visitor select one-day tours. Finally, it is corroborated that economic crisis has a negative influence on the development of examined region highlighting the need for enhancement of tourist infrastructure.

The bands and musicians of Florina (1912-)

Aristeidou Evaggelia

At the beginning of the 20th century, the science of history -social and oral history in particular- detects the popular, anonymous memory, while sociology, by applying ethnological methodology, explores the structure of the meaning and ways of reproducing the mechanisms of submission. The use of oral testimonies as sources of research requires direct, live contact with researcher – informants, thus “breaking the isolation and loneliness that characterized the relationship between researcher and archive material”.

The basic research material is derived from the musicians themselves, who produce public "discourses".

Most musicians in the borderline areas of Florina, where this study was conducted, were self-taught, as learning musical instruments at that time was a luxury. Some of the musicians are talking to the camera with tears in their eyes, as the memories of poverty, war and the miseries they have experienced awaken in them. However, their love and craving for music has prevailed as they searched for ways to make their own music with musical instruments they constructed themselves, using very simple materials such as reeds and cables. Others talk with excitement because their musical background has been acquired by their fathers or grandparents, who are no longer alive.

The purpose of this field observation and research in Florina is the classification and presentation of the self-taught musicians in Florina during the period 1912 – 2017, through updated oral narrations, which present distinct characters, each of whom had their own motivation and reasons to get occupied with music and the construction of musical instruments.

Assessing Five Dimensions of Professional Learning Communities: An empirical study in Greek Educational Context'

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In Professional Learning Communities (PLC) members seek, share, act for their learning, aiming at enhancing their professional effectiveness-development and students' achievement, through an holistic school improvement process (Hord, 1997), based on the constructivist-socio-cultural learning paradigm (Morrow, 2010). The purpose of the research is to explore and measure the five PLCs' dimensions of Greek elementary Schools, through teachers' perceptions. This is a descriptive research which was conducted in 447 Greek primary schools (sample of 196 teachers). A questionnaire (Olivier, Hipp, & Huffman, 2008 cited at Blacklock, 2009) was used as research tool. In Greek Primary schools, leadership is shared among all members, participating in power, authority and decision-making. Also, school climate permits the staff to be committed to shared values and vision of student learning. On the other hand, teachers are not used to be engaged in collective work, inquiry and application of new knowledge, maybe because of the lack of structural conditions (time, location, etc). This lack of collective learning leads to poor human relationships, a significant factor of shared personal practice, which requires critical assessment and feedback of colleagues in confidential organizational environment (Hord, 2004).

Greek elementary schools are characterized by all five PLCs' dimensions. However, despite their collective climate (shared leadership and vision), which indicates an effort to replace the traditional-bureaucratic school and isolation of teacher (Passi, 2010), dimensions of collective learning (shared inquiry and application of new knowledge, shared practice) are not developed enough. Significant inhibitory factors are the hierarchical structure of Greek educational system and lack of school autonomy (Mavrogiorgos, 1999 cited in Koutouzis, nd).

The lexemes porfir (porphyrous) and purpur (purple) in Macedonian and Albanian

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The color spectrum covers many lexemes for naming colors and nuances and it is characterized by perfect precision in the naming of colors according to the local color of a specifically determined prototype from real life and the distinguishable dominant seme that has the role of a language identifier of the specific color or a nuance. The spectral system is characterized by quantitative undefinedness and language boundlessness in the emergence and creation of the nominative possibilities according to specific lexical parameters and different cultural and lexical influences. It is these two conclusions that are the starting point in our researches of the lexical-semantic group with the meaning of *color*. We chose the lexemes *порфир* (*porphyrous*) and *пурпур* (*purple*) from the rich inventory of this group as a subject of analysis in this paper not only because of their etymological origin but also because of the close semantic relation between them. By using the descriptive approach, the lexical-semantic and the comparative analysis, we aim to discover and show if there are similarities and/or differences, and, if so, to what extent in the language statuses of these lexemes in Macedonian and Albanian. Together with the scientific parameters, we bear in mind the language practice that shows that for these two nominations there is no precise denomination and that a precise visualization of the denominated colors cannot be done by the language users of Macedonian and Albanian.

Organizational commitment of Primary Education teachers and the effect of job satisfaction on it

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Organizational commitment in working place is one of the most important conditions of individual well-being, as well as professional prosperity. The feeling of belonging in a professional team and the feeling of commitment in this team promotes effectively the appropriate mood for effort and the incentive for an improved performance. The important fact of organizational commitment is the psychological condition, on which each professional works. One second condition makes its appearance, job satisfaction. Job satisfaction is one other factor that affects professionals' opinion, about his working role.

The aim of the present research was to study the effect job satisfaction practices in collective organizational engagement of teachers of Primary Education, on the basis of the previous literature facts. More concretely, it aimed in investigating the collective feeling of engagement and the level of job satisfaction of teachers, as well as exploring if these two factors are affected by their demographic features. Demographic features, such as age, gender, marital status, type of working engagement, working experience, basic degree and additional studies. Demographic features have shown their level of cause relation for each factor in previous researches. Moreover, this study explored the possibility of cause relation between those two main factors.

The research is quantitative, thus it describes the characteristics of population and the relations between them. For this reason questionnaires were used, as a mean of collection of data, and which were shared in in-service primary school teachers of Region of Attica, West Greece and Epirus. The sample of research constituted 147 teachers, who returned the supplemented questionnaires. Results of the current study seem to offer an important and interesting point of view not only on a theoretical basis, but also on the practical one for the current reality in Greece. The two main factors seem to relate in a similar, positive or negative, relation.

The Greek Language Education in Albania: Presentation of a professional development context for Greek Language Teachers

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The main purpose of this study is the design, implementation and evaluation of a professional development program for Greek language teachers in minority education in Albania. The education of the Greek minority in Albania has been a separate part of the whole educational system of the country that has its own features and its own history (Barkas, 2015). The upgrading of Greek-language schools in the formal and the non-formal educational system plays a decisive role in the preservation of national identity of this minority community in Albania (Sotiroudas et al., 2017).

The starting point of the present study will be to outline the existing educational situation and to explore the needs of a) the specific teachers and b) the views of the head teachers and c) the professors at the University of Argyrokastrò in order to form an overall picture of their training needs, their views and their suggestions for continuing education.

The ultimate goal is to present an integrated professional development framework for Greek language teachers in the minority education in Albania, where the advantages and the practical applicability of continuing educational models will be exploited. We hope that the suggested professional development program for minority education teachers will be an effective one to upgrade their work and, in the long run, to make a decisive contribution to the qualitative upgrading of the Greek language instruction.

Realization in teaching mathematics by applying games

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The game is the dominant activity of children where they spontaneously express their experiences and adventures. That is a natural way by which the children acquire new experiences and new awareness. The importance of the game as a method of work for bringing the children into mathematics consists of what motivates the children in various practical manipulative, SensoMotoricand logical mathematical activities.

The aim of the paper is to contribute to the efforts directed at raising the awareness of the importance of teaching/learning Mathematics by applying games on the part of both, teachers and students beginning from the early age. More precisely, the paper makes an attempt to provide an overview of the best practices that have been used so far by researchers and teachers in the schools of the city Bitola,when it comes to overcoming difficulties in accepting and acquiring of the new mathematical notions. In the respect of that,the paper emphasizes some useful teaching strategies,and both receptive and productive tasks and activities that

have been proven to be conducive for easier mastering of the mathematical notions. It has been proven that the children learn best through the game, and the pleasure produced by the game encourages them simultaneously to learn, to discover new phenomenon, to convey and to acquire certain messages.

Draft Ekpaideytikos Omilos Plans: Content and Findings

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The paper uses the historical interpretive method and presents the content of the curriculum and Action Plans of the Ekpaideytikos Omilos, Educational Association (EO) which was founded in Athens in 1910. The essay aims to address the following research questions: What are the individual contents of EO project plans and action plans, what objectives they serve, how they are valued in the given historical context, and what conclusions can be drawn from their comparative presentation.

The 1910 program proclaims the reform of education with the writing of new books, the establishment of the municipal school, and the establishment of a model school. The 1927 program aims at reforming education through its democratization, with new programs, and decentralization of administration. Miliadi's project plan repeats the basic demand for reforming education through its democratization. The Project Plan 1928 aims at reforming education as a social phenomenon in the socialist perspective, with the enlightenment of the people. The March 1929 Plan Schedule proclaims Socialist education, with the care of the child based on its needs, the introduction of a municipal, and decentralized administrative bodies. The November 1929 Plan aims at socialist education at development of the individual and society, the expansion of the working school. From 1910 to 1930 the reform of education is transformed into a popular conquest of socialist education, school becomes a school of work. Finally, in the programming principles of the EO in 1945, there is an attempt to adapt to the Greek reality.

Mental Percentage Calculation Performance of 10th Grade students in Greece - Report of a Small-Scale Study

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There are both similarities and differences in cognitive mechanisms used to perform mental percentage calculations (Träff, Skagerlund, Olsson & Östergren, 2017). The retrieval of percentage knowledge is becoming an interesting field in Mathematics Education Research (Dole, 2004). This empirical research examines 32 10th grade students in Thessaloniki Greece, on their performance in mathematical tasks inquiring mental percentage calculation. The main conclusion is that there is little understanding (25,6%) that percentages up to 100% might be represented as rational numbers between [0,1], and those greater than 100% as >1 . Moreover, there is a difficulty in mental calculation of common percentages (54,7% uses the calculation rule in writing). In addition, students are unable to estimate 150% as a whole and a half (78,1% answers either using writing rule or wrong) and only few of them (25%) identify the linking between 85% and 15% of a given amount. Finally, there is no significant difference between the difficulty in the "out of context problems" requiring the calculation of a given percentage and in "word problems" requiring for a percentage of a given quantity ($p=.551$; Wilcoxon Signed Ranks Test).

Assessment methods and purposes in the EFL classroom: Teachers' perceptions, attitudes, and challenges

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Since assessment is considered to have a major impact on the outcomes of the teaching and learning process, the teachers' perceptions on adopting and implementing assessment purposes and methods in the language classroom need to be given overt attention.

It is with this purpose that the present study explores EFL teachers' beliefs, attitudes, and practices towards assessment procedures in the context of Greek secondary education, acknowledging the fact that limited empirical research is available regarding the role of both traditional and alternative assessment practices in EFL.

A mixed method approach was adopted including both quantitative and qualitative research tools, a survey questionnaire and a semi-structured interview devised to 80 EFL teachers employed in junior secondary schools in Northern Greece. The survey questionnaire identified the assessment methods currently adopted by the EFL teachers and their perceptions and attitudes towards them. The semi-structured interview provided an in-depth account of the factors that exert influence on the teachers' decisions to implement either assessment method and offered insights into how such implementation takes place.

The research data revealed that pen-and-paper tests of a summative nature comprised the selected assessment method for most of the EFL teachers; only a few of them opted for alternatives in assessment which, were only occasionally used but were identified as a challenge. In turn, EFL teachers are in need of INSET training that would convince them of the need to focus on formative assessment and make them confident in employing alternative assessment methods more extensively in the EFL classroom.

Trust in Human-Robot Interaction: a systematic review

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A critical aspect of the development of social relationships and interactions among individuals is trust. Humans are usually selective upon the informants they trust in different interactions. Trust in agency can be affected by epistemic (e.g., previous accuracy or reliability of the informant and its expertise on a domain) as well as by non-epistemic characteristics (e.g., the attractive appearance or religiosity of the informant). Current research has revealed that children perceive robots as informants from which they can retain information as soon as the last exhibit human-like characteristics (e.g., contingency). In the present study, we examine the empirical evidence existing on whether children trust a robotic agent and the possible factors affecting trust in the Human-Robot Interaction. To investigate this a systematic review of the literature was carried out, using library databases (i.e., PsycINFO, IEEE, ScienceDirect, Scopus and google scholar). A total of 76 studies were collected, of which eight met the selection criteria. Preliminary results indicate that not only manipulation of the robot's characteristics (e.g., the social role of the robot, its embodiment or employment of explanation during decision-making) but also the user's characteristics (e.g., prior experience) can affect trust in Human-Robot Interaction. As far as the types of interventions is concerned, the majority of studies employ experimental designs with at least two conditions of interactions with humans. Findings are discussed regarding their potential implementation in Human-Robot Interaction for educational settings.

Monuments have their own stories: approaching historical literacy in primary education in Cyprus through the incorporation and the study of monumental sites

Constantinidou A. Myria

The paper focuses on the presence, or the exclusion, of monumental sites in the existing, revised and reformed, History curriculum in Cyprus. The selection of the monumental spaces selected to enter primary history textbooks reflect who and what the official Cypriot community chooses to remember, how historical events are understood at particular moments in time and a collective desire to influence how that event will be remembered in the future. Furthermore, the selection of the monumental sites highlight enduring forms of representation in local monuments, in particular the tendency for assimilationist strategies of representation that attempt to create or reinforce a national narrative that dissolves difference and promotes hegemonic versions of history. The monumental eras selection, in local, national or international level may have political and cultural consequences, not least in negating the possibility of a plurality of social memories.

Monumental sites are crucial sources for students to examine the construction of public memories and identities. In addition to the different approaches to study monuments (Nora, Young), the paper will refer briefly and to comparative study of uses of monuments (celebration, mourning, and identity-building) and their evolution in the public space.

Even though monuments represent memories carved in stone, these memories are always complex and contested due to the diversity of their interpretations. This complex nature makes memorial spaces extremely appropriate for educational purposes.

Using Visual Art Activities in Social-pedagogical Work

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The application of visual art activities in social-pedagogical work has significant and important role. Visual art activities in social and pedagogical work can be used in different aspects for example in work with: hyperactive and attention defective (ADHD), physical disability, children with hearing impairment and type , children with autistic spectrum, children with behavioral problems, children with intellectual disabilities, children with specific learning difficulties etc. The paper presents methods and techniques of work and possible approaches in the application of visual art activities in social and pedagogical work with children with autistic spectrum (ASD - Autism Spectrum Disorder). Social worker can use visual art activities to help children to communicate, to express, for emotional healing and reparation, to understand source of problems, for solving conflicts, for better knowing personality of children etc.

Representations of refugees in times of crisis. A Critical Discourse Analysis in Greek newspapers.

Deligiorgi Anatoli – Rafailia

The refugee crisis is a current reality for the Greek community as well, as numerous refugees have been arriving in Greece since 2015. Greek media have extensively covered the consequences related to the refugees' inclusion project in the Greek educational system. The present research examines the representations of refugees and Greek people, which were constructed in the Greek media from two different categories of articles, one related to the

social ramifications of the education inclusion project for refugees, and the other which covered some educational actions for refugees. The articles were drawn from the websites of the six national Greek newspapers. Critical Discourse Analysis was used for the analysis of the qualitative data of the eighteen articles collected.

The representations of refugees and Greeks are differentiated in the two different categories of articles. In particular, refugees are, mostly, depicted 'negatively' as 'dangerous' for the Greek people in different ways, but they are, also, depicted as victims of the situations, who are in a very difficult position and in need of others. Conversely, Greek people are constructed in a more positive light, as active, compassionate or democratic citizens who are willing to offer and stand next to their fellow beings. Even in the cases where Greek people behave in evidently racist ways towards refugees, their acts are depicted as profoundly justified, because they aim at protecting either their children, or the 'integrity' of Greek nation. As schools are part and reflect Greek community, those disagreements represented in the newspapers could create obstacles for refugees who have educational rights.

The impact and contribution of the literature on the development of humanistic, intercultural and national values in education

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Literary texts in teaching have, first and foremost, an aesthetic, ethical, pedagogic, and educational function. The choice of literary texts is based on the curricula for a certain level of study. Some examples of literature, apart from giving direction to the process of teaching, also reflect the wider context of the community in which they were created or in which they exist.

The practice shows that on all levels of education and teaching there is a significant number of authors and texts that represent the literary culture and the artistic expression of their people, as well as models of other peoples, which accounts for a richer choice and a fuller experience of the text when it comes to general education and the intellectual and creative personality of a young individual. One of the most valuable and most fruitful ways of a literary work is to appeal to imagination, to show the connections with the heritage, to initiate a glimpse into the future, to create characteristics of a personality, enrich the reader's vocabulary, enable the reader to learn new concepts and ideas, no matter which literary genre the work belongs to. The values carried by literature as a paramount and complex art form belong to everybody and have a universal message.

That kind of belonging carried by a work of art, in this case literature, could be an important factor of cultural enrichment, but also of the state of general harmony, humanism, and cultivation as the final aim of teaching, or shall we better say enlightenment.

Education and the Sense of Hearing

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This paper deals with the relation between the notion of education and the sense of hearing both within the ancient Greek culture and contemporary educational practice. Firstly, I point out that the idea of the particular importance of the sense of hearing in the process of acquiring of the knowledge and learning is shared by Aristotle and Pythagoreans, but it is also subject of the educational role of a pedagogue. Second, I compare these ideas with contemporary neglectfulness of the importance of the sense of hearing in the educational

and teaching processes. Given the key arguments in this text, I conclude that according to our general perception of apprehension of the knowledge and learning, the sense of hearing has been unfortunately often neglected either in favour of the eyesight or in favour of common comprehension of the importance of the culture of speaking and rhetorical skills. This neglectfulness was established in ancient culture and we still keep it in contemporary educational and teaching practices.

Learning through play: experiential learning activities and games for History and Ancient Greek Literature

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Johan Huizinga, a Dutch historian, considers in his book "Homo Ludens" that play is a function parallel and equally important to comprehension and manufacture. Play can greatly influence our biological and intellectual development as well as our creativity. Play, adapted to the maturity and skills of students of all school ages, can help them consolidate knowledge and develop skills.

This paper presents three examples of teaching activities based on play for History and Ancient Greek Literature. The first example concerns experiential learning activities and games for Ancient History at 1st grade class of Junior High School (role play, simulation, musical chairs, pantomime, blind man's buff, tableau vivant, card games, marble games, dance games, etc.). The second example concerns a board game for Iliad, designed by 2nd grade class students of Junior High School. The third example concerns a board game for Odyssey, designed by the teacher of a support tutoring program for 1st grade class Roma students of Junior High School.

The evaluation of the above-mentioned teaching activities has been positive and encouraging, since play helped students to approach school knowledge pleasantly and creatively.

Assessing a Primary Teacher's Modeling Competence Developed in a Nanotechnology Training Course

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Concerning Modeling Competence in this paper we present the development of two assessment tools that correspond to the modeling practices and metaknowledge directions. A primary teacher who participated in a training course (43 teaching hours, five weeks in duration) was selected as a case study for analysis. Initially, in an inquiry learning environment she was educated on concepts and phenomena of the nanoscale interlaced with aspects of models and modeling. Subsequently, she implemented to her primary students a Teaching-Learning Sequence that included the related content. All the six lessons interventions were video-taped in order to monitor teacher's practices that promote epistemological knowledge. Two research tools were developed for the data analysis. The first one focused on the practices and cognitive processes associated with the development of students' metacognitive knowledge of the modeling process. The second one analyzed the levels and categories of the teaching practices that promote students' metamodeling knowledge. As far as the first direction the results revealed that the modeling practice was dominated by models' creation. Furthermore, the cognitive processes were oriented to the models' validation. Concerning the metamodeling dimension, it was found that the primary teacher

promoted the highest level of epistemological knowledge to her students, placing emphasis mainly on the nature and less on the purpose of models.

A Critical Activity in a Non-Formal Educational Setting: The Case of a Refugee Camp

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During the 21st century the world has changed significantly by becoming increasingly more complex. Nowadays worldwide population movements lead to dynamic but stressful new conditions. Innovative resolutions are required to overcome all challenges. Critical pedagogy, placed in the core of modern curricula, could become such an innovative agent.

This paper presents an activity that the authors developed as an assignment for the post-graduate course: Language Education for Refugees and Migrants. We implemented the activity at a refugee camp in Athens on 6 June 2018. The activity was a real-time experiment in order to understand the critical pedagogy's impact in a multilingual classroom. The activity was designed according to the principles of critical pedagogy. It focused on acts of kindness through real-life images. Like other critical pedagogues we encouraged students to search for latent meanings and question social reality. It aimed to encourage students to get off their comfort zone and realize situations around them acting with the providence of social justice and equality. Their intent was not only to unveil but challenge inequalities, too. The students found the educational material very interesting. They actively participated, using any means and languages so as to share their thoughts. Despite the limited time of implementation visible changes were observed among the students' behavior which allow us to argue for the benefits of designing appropriate critical educational material. Overall, those results support the necessity of critical pedagogy and are presented in detail in our report.

Learning-related results of the Erasmus+ International Credit Mobility: the experience of Aristotle University of Thessaloniki

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Erasmus programme was established in 1987, as an academic exchange programme for higher education students and has been constantly developing ever since. Several actions have been added throughout the years including Erasmus+ International Credit Mobility (Erasmus+ ICM) that involves almost all geographic regions of the world enabling the exchange of students and staff between E.U. and non-E.U. countries. Erasmus+ ICM maintains the objectives of its European counterpart, that is to help individual participants acquire skills, support their professional and academic development and deepen their understanding of cultures. Literature and impact studies, report positive results, like the improvement of linguistic skills, the academic and social integration, the development of european/international identity and the professional development. The first edition of Erasmus+ ICM programme ran during the years 2015-17. Aristotle University of Thessaloniki, Greece has been implementing it, with notable success regarding funding, agreements and mobility percentages achieved. For each programme edition, a final report is submitted including both quantitative and qualitative data. These reports summarize participants' experience after completing their mobility. In this paper, the learning outcomes and impact for both students and staff will be presented, as stated in the final reports of the programme. These outcomes will be discussed in the light of the aforementioned objectives of the Erasmus programme in order to conclude whether those results are in line with the ones found for the European part of Erasmus+

programme. In addition, several collateral factors affecting the implementation and the results of the activities will be highlighted following the experience of AUTH.

Identifying Intercultural elements in English language textbooks of the 5th and 6th grade of primary school in Greece.

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The development of the National Syllabus, designed by the Greek Ministry of National Education and Religion, emphasizes on the introduction and the establishment of cross-cultural elements in public education. The present paper seeks to investigate the extent to which the English language textbooks used in the fifth and sixth grade of Greek primary schools respond to the notions of Intercultural Education and evaluate the inclusion of cross-cultural elements in these textbooks. Using Content Analysis as the main research tool, a detailed record of the cultural references in both textbooks is formed. The study is based not only on the identification of separate references to different cultures but also analyses the way they are presented in the textbooks and the impact they may have on the students' cognitive and psychological background. Therefore, the findings delve into the frequency of the presence of specific cultures. The recording of the references to underdeveloped, developing and developed countries is considered as important to be assessed. The paper also focuses on the interaction of different cultures with each other as well as their interaction with the Greek culture. The variable of whether the references are presented through images or written forms of speech is investigated. Both quantitative and qualitative analyses of the found references are parts of the methodology. Finally, the level of the mutual relationship between teaching English as a foreign and international language and the promotion of cultural diversity is examined.

The strange story of numbers

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This paper aims to present the history of natural numbers and to treat the reason why the humans started to calculate in Primary Education. Firstly, we will analyze the history of the numbers during the centuries. More specific, in the passage of the centuries the people used different bases for the numeral system, such as the system that has the number 60 as a base or the number 10 or the famous dual system. We have systems with position value of the digits, as our decimal system, and additional systems. Furthermore we underline the first use of zero (conceptually and symbolically) as we use it today. In the second part of the paper we describe the history of calculation with the use of pebbles and the use of symbols. After that we describe one of the most widespread numeral system, which is the decimal system. In the last part of the assignment we will suggest a new teaching suggestion for students of grade 6 in order to introduce the students into the world of natural numbers and their historical development. We will start the suggestion by reading a story with the history of numbers in order to notify the origin of numbers and the necessity of calculation in everyday life. With the use of a worksheet we will present three numeral systems and we require from the students to write some numbers in all that systems in order to discover their similarities and differences.

Mathematics and art with primary school students

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Several researches have shown that students weren't familiar with definitions and notions concerning geometrical shapes. This is due to the fact that the established traditional teaching fails to nourish those characteristics that promote geometric thinking and neglects basic aspects of geometry that are beneficial to the development of students' mathematical understanding.

Houdement and Kuzniak (2003), considering the previous theoretical models insufficient for the understanding and the interpretation of the observed difficulties encountered by students in Geometry and based on the idea of multiple examples, as theorized by T. Kuhn (1970), they adopted a new model for geometry, that of Geometric Working Spaces (GWS). The aim of this research was to investigate the personal GWS of students of a 5th grade class, during their work with the conceptual understanding of the circle and to enrich these GWS in the context of the instructional use of various forms of art. By the observations during the intervention, the use of worksheets and the interviews after the intervention our research showed that students encountered a variety of difficulties, sometimes resilient to teaching, in understanding the concept of geometric shape of the circle as well as the solution of distance problems using its geometric terminology. The theoretical model of GWS, however, and the educational exploitation of various forms of art seem to contribute to a fuller understanding of these concepts.

Music and theatre in the early childhood education: a specific game as a basic tool in music education

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In this paper, we shall examine the use of a special material as a means of teaching music to young children aged between 2 and 6 years old. This material is a sheet of 5 meters in length and 1.5 meters in width, on which 5 black lines are painted, just like in a staff in music, without notes. This is used so that young children can more easily learn music notes. We can name it as "on-floor staff sheet". Thus, children play on it, moving about as if they are music notes and following some basic rules such as rhythm, tone, melody, speed. Essentially, they play theatrical roles as they represent something else and because they pronounce words that are music notes. The young children are guided by specialized musicians who want to achieve a simple goal: to teach the children the names of the notes, as well as their position on the staff. Young children walk on it as it was a toy, either individually or in groups. The goal is to learn music without resorting to difficult learning lessons (books, scores, etc.) but simply by playing. All this effort is divided into smaller exercises, each one having its own purpose and its own goals. Some of these are very simple and some are somewhat more difficult, but they do not reach the point of being incomprehensible or hard to perform.

Developing speaking skills in a multilingual and multicultural classroom: the A1 and C1 level for Greek as a second/foreign language

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Foreign students often feel insecure about their language ability in Greek as second/foreign language and the difficulties they face regarding the culture of the language. As a result they face difficulties in speaking, negotiating and participating in discussions that concern unfamiliar subjects or subjects that they are linguistically demanding. Also they are often discouraged from producing speaking tasks as presentation of assignments, group or pair

discussions. According to Flowerdew & Peacock (2001b) language teachers agree that Speaking is a vital skill but it is often neglected and as a result speaking skills are not taught directly as some teachers believe that they will be developed naturally by themselves. Thus, the specific skill should be emphasized as a major skill in classroom.

The main purpose of the paper is to show how students at the beginners and advanced level can manage to develop their speaking skills in classroom according to their level so that there is a consistency between their language awareness and the social – cultural use of the language (Hinkel, 2006). This will allow them to correspond to their everyday needs in the target language and to communicate effectively in their academic obligations.

We can distinguish three main categories of speech function: 1) the interaction, that is, what we commonly call "discussion", in the sense that the speech performs a social function, 2) the transaction, where the focus is on what is said and on what is done, 3) the speech act, transferring information to an audience, such as presentations, public announcements and speeches. (Richards, 2008: 23).

The existence of emotions in afterlife: a developmental study.

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Studies that focus on the exploration of afterlife beliefs suggest that while a significant number of children and adults argue that body functions cease at death, they continue to attribute certain capacities, such as emotions, to the dead agents. However, a closer look on these studies' results indicate that some emotions are endorsed more frequently than others. These inconsistencies, within the emotional state, might indicate that not all the emotions have the same importance in afterlife. The present study focus on the exploration of different emotional states in afterlife and aims to investigate, from a developmental perspective, potential differences in the endorsement of emotion's existence in afterlife. Two hundred sixty one children and adults (132 females), divided into seven age groups (10-year-olds, 12-year-olds, 14-year-olds, 25-year-olds, 45-year-olds and 65year-olds), participated in the present study. Participants were interviewed individually with a vignette and a questionnaire that explored the endorsement of six emotional states in afterlife (i.e. unhappiness, anger, love, fear, loneliness and pride), dead agent's control and awareness of these states. Participants were also asked to provide justification for their answers. Results suggest that participants attribute only some of the emotional states, as well as the control and awareness of these states to the dead agents. One-way ANOVAs indicate an N-shape developmental pattern in participants' cessation responses. Moreover, Pearson's chi-square tests revealed developmental differences in participants' justifications. These results indicate that different psychological needs during development, might alter an individual's perception about afterlife.

Translanguaging captivates the whole classroom

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Migration flows have considerably grown in the past few years due to wars and poverty. The old and new inhabitants both activate all of their linguistic tools to communicate, in a way that creates translanguaging spaces. This essay tries to deal with examples of translanguaging and its use as an educational practice in the classroom.

Our classroom consists of adults with differentiated origin and mother tongues, which attend lessons for B1 level of Greek language. We decided to make a little research and write an essay about recycling. Within our effort, we used articles written in students' L1 to make the topic more comprehensible for them and then we all proceeded in designing a leaflet on the positive impact of recycling, which was written in the target language.

Translanguaging as a practice in the classroom mixes different languages, instead of using the strict and limited vocabulary and grammar of one language. We could consider it as a strategic language planning, which develops both languages focusing on the content. When the two languages are combined, they provoke more interesting and to the point discussions on an issue and at the same time they engage more and more students to get involved. It is an opportunity to use our entire linguistic repertoire, so as to communicate on various contexts and circumstances. Translanguaging is a new era for research and practice in bilingual education.

The cognitive representations of students when they solving mathematic problems

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The present study aims to explore the cognitive representations of students, when solving mathematic problems (e.g. symbolic action, problems-queries) with fractions. The research sample comprised Greek students attending the 6th grade (12 years old). There were two groups of students, the experimental and control groups. The first group comprised of students that were taught Mathematics under the new curriculum program (proposed by Dr Lemonidis) and the control group comprised of students that were taught Mathematics under the conventional "old" curriculum, together with the use of the corresponding textbooks. Both the experimental and control groups, were called to create cognitive representations when solving mathematic problems-queries. The analysis of questionnaire data and of cognitive representations reveal regarding the teaching of fractions, revealed statistically significant differences between the two groups and that the experimental group developed a better understanding of the importance and meaning of fractions and greater competent in using fractions, contrary to the control group which exhibited lower success rates.

Working with mathematically gifted students in the initial education

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The content that is studied in the mathematics instruction allows differentiation of the instruction as early as the initial education. This is why we need to discover and identify the mathematically gifted students and organize the instruction in such a way so as to allow them to progress faster. For this purpose, we made efforts to develop an integral curriculum for working with mathematically gifted children in the initial education.

The work with gifted students is a necessary segment in the work of all teachers, and for this reason the elaboration of this segment is of special interest in the creation of the professional development of the teaching staff.

The complete identification of the logical-mathematical ability of the mathematically gifted students is not easy, however, we can say that it is the result of simultaneous activation of the following special abilities: the numerical ability, the algorithmic ability, the ability for spatial concepts, and the ability for understanding the relationships between objects and phenomena. In order to completely understand the giftedness in this area, we need to take into account the development of the logical-mathematical abilities, which occurs in the

following stages: sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage.

Early development of bilingualism

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Bilingualism is a phenomenon that is associated with the normal development of language, most often there are children of members of national minorities, children of linguistically mixed marriages or children of parents who leave to live in foreign countries or children of workers who temporary work abroad. At the time of speech development, these children begin more or less, simultaneously and equally adopting the two different languages and make difference between these languages practically from the beginning of their speaking. One of these two languages, both in the order of time and in the place of the "hierarchy", i.e. emotional border, remains the first language - that is, the language in which the child addresses the mother (or a person who had a first emotional relationship with the child), is in the true sense of the word motherlanguage.

If parents are working enough with the child and if it does not have any additional problems for early introduction of another language, bilingualism does not have to create more difficulties. Such a situation for children acts stimulatingly on the ability to learn a foreign language, but it is certainly not known how this will affect the overall psychological development of the child.

But despite this, we summarize that the advantages of bilingualism in bilingual children are: children are better in keeping their attention on relevant information and ignore the distraction, they are more creative and better in planning and solving the complex problems than monolinguals. This work, apart from the early bilingualism in the family, will talk about the early bilingualism in the kindergarten, as well as the approaches of the educator to the development of this type of bilingualism.

The Intercultural Portfolio as a tool for developing/assessing learners' multilingual/multicultural skills and strategies

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The modern multicultural and pluralistic panorama in education, especially with the migration flows and the efforts made by all the EU Member-States to integrate migrants in their educational system, intensifies the need to foster inter/multicultural awareness and skills (Byram & Zarate, 1997; Griva & Zorbas, 2017). The language portfolio could offer students the opportunity to realise language diversity and the strong link between language(s) and culture(s), help them share their experiences and be acquainted with a variety of languages and traditions (Byram et al., 2009).

Therefore, apart from assessing students' language skills and strategies, language portfolios could and should aim at developing and assessing intercultural skills, multicultural awareness and intercultural strategies. Although some existing ELP models for adult learners encourage the owner to write reflectively on intercultural experiences, there are no ELP models for young learners and adolescents that have a specific focus on intercultural learning.

Based on these tools, the E.L.P. and the C.E.F.R. (Council of Europe 2018), this paper aspires to provide a guide to designing a portfolio which develops and assesses not only the students' linguistic skills, but also their intercultural communication skills, motivates students, both indigenous and immigrant ones, to think about cultural diversity and reflect on their

multicultural experiences. Such an intercultural portfolio could be used as a tool for: a) motivating students to reflect on what they would like to learn in a language or culture; b) helping students reflect on multilingual communication and intercultural awareness; c) motivating students to assess strategies of communication in pluralistic contexts.

Conflict Management in Education

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Conflict is normal and essential for healthy development. The presence of conflict in everyday life is inevitable and natural, but how one manages a conflict depends from many factors. In that line, conflict management is the skill set for understanding how to prevent, manage, and resolve competing needs and interests without resorting to violence. The phenomenon of violent behavior among students in the school environment has been researched by many experts, but as a complex phenomenon it has never been, nor can it be permanently investigated. The overall aim of this paper is identifying the potential sources of conflict in primary schools and teachers' conflict management strategies. The methodology of the research rests upon the preparation and design of a standard questionnaire for teachers. The respondents were 20 teachers from primary schools in Bitola. The results showed that, according to teachers, conflicts at schools usually arise from the negative situations caused by differences of opinion and lack of communication. In the other hand, the teachers who experience conflicts usually respond by evading the situation.

The philosophy of education within the context of polyglottism and philosophy for children

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In recent years, reforming of education system in Europe and in our country has been aligned with the creation of a global city and citizen, this within the context of positive and complete social-cultural integration. This development is reflected in the re-conceptualization process of curricular and cross curricular frame of Albanian education system and competency-based learning.

In the light of these developments, it is to be evaluated the orientation of educational policies in the preschool system, based on philosophy of education, where the latter is usually composed by two essential elements: polyglottism and philosophy for children. The purpose of this paper is to identify through an unpublished survey the attitude that parents, educators, principals and generally the community itself demonstrate with regard to the above-mentioned contemporary trends of the pre-school education system. Additionally, the paper aims to stress the necessity of their integration within the educational program of pre-school children.

To implement effectively the present survey, a semi-structured questionnaire has been conducted, by means of which the data were collected. Primary and secondary sources of methodological literature has been used, including literature in the fields of psychology, pedagogy, sociolinguistics, history, philosophy of education, language and philosophy for children.

Using methodological triangulation for validation of teacher research

Iliev Dean

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At the beginning of the paper the author presents the critical perception on the types of methodological triangulation. During that process it is stressed the connection and relationship of different types of methodological triangulation with the processes of validation of teacher researches. The main idea of the author is to popularize triangulation among teachers, so that they can use it during realization of their researches. We believe that through critical elaboration of the positive elements and possibilities for using triangulation, the capacities of teachers will be improved. They will be able to use and create models for triangulations as validation of their own researches.

The importance of teaching ‘Bottom up’ listening skills

Ivanovska Lela

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Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Listening skill is the mental ability to decode messages, comprehend and communicate effectively with others. The ability to listen effectively depends on the degree to which a person perceives and understands these messages. Listening as a skill is a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. During listening students use different strategies in order to understand the message and that is why it is so important for teachers to help them to learn how to listen. This paper is concerned with improving students’ ‘Bottom up’ listening skills with Script Transcription- a very useful interface which can help students to transcribe any audio or video file.

Albanian public opinion on European union: a pilot research study on Korça region

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The aim of this paper is the description of Albanians public opinion with regard to European Union and the process of European integration. This is done through an unpublished research conducted by the authors at the region of Korça, in south-east Albania. The latter may serve as a pilot survey, as it may indicate the main trends of general opinion of Albanians concerning European Union. Besides, it may be developed further on the future in other regions of Albania, in order to present a more comprehensive overview of public opinion.

Methodologically, the pilot survey was based on a questionnaire design, conducted of 14 questions and filled by a sample of 100 people, aged 18-60 years. Additionally, the theoretical background of the survey is that of political science, and concretely of the relation between public opinion and policy making. Consequently, we will try to investigate the way that

Albanians perceive different internal, regional and international developments, and also the impact that public opinion has to the process of policy making in Albania.

Finally, we will try to describe the actual dynamics of the European path of Albania, which means the politics adopted by Albanian government within the last two decades, and also the perspective of the future relations between Albania and the E.U.

Teaching Social Sciences in the Second Chance School

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Human Rights should be respected. To achieve this, we should teach human rights, we should be fully aware of their existence as well as our obligations and rights stemming from the implementation of the United Nations Universal Declaration of Human Rights. In this way, we will have a democratic society and our schools will contribute to the direction of enforcement of Democracy and the consolidation of democratic values. "Democracy is when the indigent, and not the men of property, are the rulers", said Aristotle. Every citizen should be an active citizen, as the European Union requests, in order to reach the objective of social justice for our nation and worldwide. The youth is our goal because they are the future of our society and our hope for the creation of a better world. We should offer the youth role models of humans with virtues and courage, of people who gave even their lives for the common good by sacrificing their personal interests. "Democracy arose from men's thinking that if they are equal in any respect they are equal absolutely", said Aristotle. He also said that "The legislator should direct his attention above all to the education of youth; for the neglect of education does harm to the constitution. The citizen should be molded to suit the form of government under which he lives. For each government has a peculiar character which originally formed and which continues to preserve it. The character of democracy creates democracy, and the character of oligarchy creates oligarchy".

During 2017 – 2018 school year our students in the Second Chance School of Kozani asked to be informed of their rights. This took place through the teaching of "Speak Truth to Power", a book by the Robert F. Kennedy Human Rights Center translated by the Marianna V. Vardinogiannis Foundation. "Second Sun for the human beings is education", said Plato. Respect, understanding and kindness towards different people and respect for diversities were taught as the perfect behavior.

We familiarized ourselves with the subjects of Democracy and Human Rights through learning by acting out behaviours as well as through resourcing to theoretical approaches. Our goal was the change of attitudes and behavior. "If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in government to the utmost", said Aristotle.

Creation and the use of a lending e-library in Refugee Reception Centers as an alternative way of their social inclusion-rights and challenges

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To everyone is a familiar image: thousands of people with their faces painted the horrors of all cultures get its way vanishing with the hope not for better life, career or travel experiences, but to survive. They are refugees, i.e. persons who due to a well-founded fear of persecution for reasons of race, religion, nationality or because of their political beliefs, are outside the

country of which they are nationals and cannot, or because of this fear, not wishing to enjoy the protection of this country.

Refugee students differ from other students on this very essential aspect: their lives are in danger and became refugees to survive or were born as refugees. In accordance with modern findings for teaching foreign language students (of the country) host, not banned, but tolerated or encouraged the use of their mother tongue in their cooperation in school classes for speech production or self-assessment, understanding requested in cases of grammatical or lexical exercises.

In summary, therefore, there is no denying the fact that there is a general lack of awareness about the service this mass of people, who suffer acutely because of the fear inside their country, as well as a general lack of appropriate infrastructure to offer such services. The creation of a library within the Refugee Accommodation Centers helps pupils and students aged from 6 to 18 years of age to acquire literacy skills, get acquainted with the new cultural environment and to integrate smoothly into the local Greek society, without losing their cultural identity.

Despite the difficulties of which afflicted the country, there is no room for equivocation and excuses. A significant proportion of refugee streams passing through Greece and stays on him for some time. Librarians are encouraged to tackle this challenge as an opportunity to help refugees in their social adaptation, their protection and asylum and education. The presentation will focus on these challenges, as well as on the rights on immigrant children to education, information, access to knowledge and freedom of speech.

Using local libraries as a tool for sustainable development of Smart Cities in the integration and the acculturation of the refugees

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One of the important policies to tackle the refugee crisis is the acculturation, namely the gradual loss of cultural culture of a group of people but may be compensated with the gradual acquisition of a new culture, usually in the host country.

On the other hand, the term acculturation, refer to the phenomena associated with any type of cross-cultural contact and the social relationships between groups.

In Greece, as like in all the countries of Europe that accept and accommodate refugees, local communities are tested. The search for security and work away from war, violence and violations of human rights are important parameters both for themselves and for the population of the community that accepts them. In practice, cities are often instrumental policy actors, practitioners and spaces for refugee and immigrant reception, for the protection of rights, and for migrants' inclusion and participation in employment and local communities. It is important, and through the provision of education, to retain their national identity and elements of their culture. Investigations at the site showed that the function of a lending library in these areas offered two mainly significant benefits: access to education of women on an equal footing and without limitations and to reduce conflicts between refugees and members of local society.

The presence of books in native languages and dialects of refugees keeps in memory almost all language and cultural information and gradually incorporates them into new cultural elements of the area.

This process is beneficial to the local community and is a building block of sustainable growth and development.

Self efficacy and reflections about study program of pre service elementary teachers

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This study was conducted in a period of reorganization of the study programs in Albania that are of interest to the teachers of all levels of education. The purpose of this reorganization process is to unify the study programs designed to form a teacher. Another reason is the research on the new needs of teachers regarding their professional competencies, such as classroom management skills, design and programming of educational interventions, life-long learning, application of technology in teaching, etc. Various studies have been made about the perceived self-efficacy correlation between teacher training and classroom management elements, engagement of teachers in inclusive classes, teachers' attitudes towards inclusive education, or the inclusion of children with disabilities in ordinary classes. This study aims at analyzing various scientific contributions that have "the self-efficacy of teachers in formation". Also identify the various relationships that have been studied between self-efficacy as factor and other factors related to the role and functions of the teacher in the contexts of the school. The identification of potential factors contributing to the formation of its own self-efficacy will serve as a reference point for designing and programming the necessary changes in study programs for the formation of teaching students. The methodology used is the bibliographic analysis of literature in this field in the last 10 years, in which the concept for the school and the teacher's profile changed. The results of this work will serve as reflection points to encourage discussions on the improvement of IAL study programs that form teachers.

Engage and Conquer: how the use of the Internet can engage students and increase their long-term vocabulary retention.

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Ionion University,

Effective vocabulary development is often an onerous, time-consuming process, however, linguistic competence cannot be achieved without it. As vocabulary instruction has only recently been given the attention it deserves, poor vocabulary is very common among learners of all levels and poor vocabulary retention is one of the commonest complaints of students and teachers alike. It seems essential, therefore, that teachers should focus on vocabulary instruction to help their learners develop linguistically. Research also shows (Oxford, 1996) that what is crucial is not only direct teaching of vocabulary, but teaching students effective language learning strategies and how they can use them successfully to enrich their lexicon. This paper looks into the factors which determine effective L2 vocabulary teaching/learning and focuses on how the use of the Internet may prove a useful tool for the implementation of vocabulary teaching techniques. It looks into student engagement as a means of better acquisition of the lexicon, since theories and research confirm the importance of students' engagement in self-regulated learning processes for effective Internet learning. It also looks into how the Dual-Coding theory and multimodality can be implemented via the use of the Internet and lead to enhanced long-term memory vocabulary retention.

Expository writing in Modern Greek: A developmental study

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Expository discourse, i.e., the use of language to convey information, is of enormous importance in education. Students' expository writing skills are closely related to academic success. Nevertheless, research examining the developing ability of students to produce expository texts is relatively recent, and for Modern Greek quite limited. Relevant results indicate that the development of the linguistic skills necessary for mature expository text production is a process that develops through adolescence into adulthood (Berman & Verhoeven, 2002; Berman & Katzenberger, 2004; Tolchinsky, Johansson, & Zamora, 2002).

This study investigates the developmental trajectories of two expository and one narrative text in Modern Greek. Learners aged 10, 13 and 16, as well as adults aged 25-35, produced two expository texts on different topics and with different macrostructures, along with one narrative text. Data analysis focused on various indices of syntactic complexity, an aspect of text organization which has been shown to increase with age, as learners pack more information in their sentences through subordination and especially through the use of nominal and relative clauses (Nippold et al., 2005; Nippold, Mansfield & Billow, 2007). Results indicate age and text type-related differences, highlighting the fact that expository writing gave even young learners in the sample the opportunity to unfold more advanced language skills than narrative writing. However, the development of mature expository skills is complex, continues into adulthood and has distinct characteristics for each expository text.

Introducing an inquiring way of thinking in primary school: the case of the Innovation Group "Young Scientists in Action"

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The Innovation Group "Young Scientists in Action" functioned during the school year 2017-2018 (October-May) in the afternoon curriculum of the Innovation Groups of Experimental Primary School of Florina. 15 Students of 5th and 6th class coming from elementary schools from the wider region of Florina, attended the lessons of the Group.

The philosophy of the Group was to introduce students to the methodology of exploring the natural and man-made environment as if they were scientists. Therefore, the author's main purpose in this abstract is the description of learning practices of this approach.

In particular, the learning environment had inquiring features and consisted of three phases: the primary stage consisted of the field research and the collection of information or material that was conducted, usually, in the physical environment (or in the school interior). The second stage, in which the study of the collected material in the Physics Laboratory took place. By working in groups, students chose the appropriate scientific study tool and recorded their observations on specially formulated worksheets. In the final stage, students carried out experiments on their own and multimedia applications to study important concepts in Physics, such as heat, water, and the relationship between science and art.

Among the extra curricular activities of the Innovation Group were the creation and recording of radio broadcast in ERA Florina which was included in Dionisis Makris's "Children are in order" program of radio broadcasting and the demonstration using verbal and visual presentation of their improvised experimental devices in the context of the celebration of the World Environment Day titled : "I feel, I work, I love, I do."

The spontaneous focusing on quantitative relations (sfor) on preschool children

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More and more studies focus on the way that preschoolers approach and perceive mathematical concepts very early in their life. This study focuses on two premature factors of early mathematical ability, namely the Spontaneous Focusing on Numerosity (SFON) and the Spontaneous Focusing on (quantitative) Relations (SFOR). SFON tendency is defined as the unguided recognition and use of numerosities in a situation that is not explicitly mathematical. SFOR tendency is the spontaneous (i.e. unguided) focusing of attention on quantitative relations and the use of these relations in non-explicitly mathematical situations. Previous studies have shown that SFOR and SFON are important factors for early mathematics ability and that they predict higher ability when dealing with rational numbers in primary school. However, the research in this field has shown that it is not easy to find ways to clearly distinguish between students' tendency to SFON and to SFOR, because they both involve very closely related cognitive functions. In the present study old and new tests are implemented as a means to test how SFOR is related to SFON, and in what ways they are both related with the general mathematical ability. Three experiments were conducted on 20 preschoolers using SFOR tasks that were innovative and designed for this study, SFON tasks that were already used in the past studies and tasks that measured general mathematics ability. The applied methodology clearly distinguished SFOR from SFON. The results showed that the majority of students tended to display SFON and SFOR simultaneously. However, there were students that displayed only SFON and others who displayed only SFOR tendency. This may imply that SFOR and SFON are not indistinguishable. And that both tendencies are related to mathematics ability. Theoretical and educational implications will be discussed.

Academic teaching practices in Mathematical Courses: the case of Aristotle University of Thessaloniki

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The main goal of the presentation is to record and investigate the teaching practices and the forms of evaluation that are applied in the academic classroom and more specifically in the department of Mathematics. Research data will occur from a case study in two academic courses and the analysis will follow a qualitative framework.

In particular, the specific **objectives** of the presentation are:

- to survey the formation of the syllabi of Mathematical Courses
- to gather a bunch of discourses about the field of Mathematical Teaching
- to record the teaching practices that used in the academic classroom
- to evidence evaluation practices that are being applied during the learning procedure.

Ultimate objective, therefore, is to present the plausible innovative teaching and evaluation practices that are being applied in Mathematical Courses at University. Secondly to make suggestions for improvement or change according to the European framework that is based on the notions of Excellent Quality, Social Contribution and Competitiveness of the University as an international institution. The results of the presentation will contribute to the innovation of academic teaching practices and to the widening of researching the field of Higher Education.

From multi-genres computer games to multi-skills language teaching and learning: A theoretical proposal

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This paper probes into the hyphen between language pedagogy and educational technology and centers on weaving multi-genres computer games in language teaching and learning contexts. Up to now, previous gaming suggestions for educational purposes were game specified (e.g. MMO simulations or educational games) and thus could not be generalized. All-genres classic and modern games can be quite independent which make them ideal for language teaching and in concert with the tenets of the communicative approach to foreign language pedagogy. In this proposal, we will present ways of integrating every gaming genre (e.g., adventures, RPG, strategy, action, MMO, HOG, board games) and almost any game in the current foreign language classroom by tying them to the teaching of specific language skills. While few previous researches provided specific suggestions for learning a skill via a specific game (usually free or through non-commercial distribution), we, on the other hand, propose that every genre can be used to teach a specific language skill, grammar or vocabulary (e.g., speaking via video streaming presentation of a game or writing with reviewing or commenting in a forum), provide several and extensive examples and build a concrete theoretical gaming approach for language teaching and learning.

Government translation and interpretation in Cyprus: the interpreters' perspective

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Increased population mobility and large number of immigrants, refugees and asylum seekers in the European Union has led to the need for qualified legal translators and court interpreters. The Directive 2010/64/EU of the European Parliament and the Council of the European Unionsafeguards the right to interpretation and translation in criminal proceedings and requires adequate quality of translation and interpretation. Multilingualism and the demand for translation and interpretation services in Cyprus has expanded following the arrival of speakers of lesser-used language varieties on the island such as Ukrainian, Russian, Arabic, Farsi, Sinhala, Panjabi, and Tagalog. Qualitative research through semi-structured interviews among translators/interpreters sheds light upon the lack of qualified government interpreters and translators of lesser-used languages in Cyprus. In parallel, it presents the experiences gained and the problems faced by these interpreters/translators. In particular, the investigation presents the qualifications and linguistic profile of the translators/ interpreters, the interpretation methods and procedures they adopt, and their handling of specific linguistic terminology. It also examines difficulties deriving from their lack of relevant academic qualifications and professional training. In addition, it investigates problems deriving from the

immigrant/refugee/asylum seeker's cultural and linguistic particularities, emotional stress and incoherent language. Through the interpreters and translators' perspective, the research points to the significant role of the translator/interpreter and recommends the setting of language policies to promote specialized training to the existing translators/ interpreters. Moreover, it recommends the setting of language policies that will consider plurilingual students in Cypriot schools as a resource and will encourage them to become qualified government translators and interpreters.

Causative Attributive Constructions in French Language and their Equivalents in Macedonian Language

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This paper deals with French attributive constructions containing an object complement, in which the description of the object complement is referred via the verbs *rendre* and *laisser*. These two verbs establish a causative-resultative relation between the action and the description offered for the object complement referent:

(1) **Notre mariage l'a rendu aussi heureux que moi.**

(Our marriage made him happy as much as it made me).

(1a) Бракот го усреќи исто колку и мене.

(1b) Бракот го направи среќен исто колку и мене.

(2) **Ce depart brusque a laissé nos convives attristés et perplexes.**

(This sudden departure left our guests sad and confused).

(2a) Ова ненадејно заминување ги остави нашите гости тажни и збунети.

The purpose of this paper is to examine which are the equivalent constructions for these French structures in Macedonian language. The method used is based on a qualitative syntactic and semantic analysis of the French examples and their macedonian equivalents in order to determine which constructions are more natural are more acceptable for the Macedonian language, i.e. whether analytic (1b, 2a) or synthetic forms (1a) are mostly used in Macedonian for these attributive constructions. The analysed French examples are extracted from literary and free electronic resources.

Combining biology education & education for sustainability in preschool: Insights from the 3rd cycle of a design research study

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Although serious environmental, economic and social problems undermine a sustainable future for the humanity, the relevant literature indicates that until today research about 'Education for Sustainability in Early Years' (ECEfS) remains limited. Thus, our study addresses the question of whether it is feasible to design a learning environment that could support preschoolers in enhancing their conceptual understanding about nature along with their socio-environmental awareness. Here we're particularly concerned with identifying whether/how the 3rd version of our learning environment - 'partB' (LE3B), which was developed considering the 'possible futures'-approach, has altered the way our informants conceptualize two of our target-ideas: (a) the socio-environmental idea of 'giving things weno longer need to fellow humans', and (b) the ecological idea of 'decomposition'. The participants of this case study were thirty, conveniently selected preschoolers (age 4.5-5.5). They were divided in six five-member groups. Each -mixed age/mixed level- group took separately part

in five, 20-30-minute sessions in a two-week period. All sessions were guided by the scenario of a city trying to solve a serious garbage problem, which unless collectively dealt with, could lead to a problematic future. Activities of several types (e.g. story-telling, puppet-show) were attached to this scenario, so that the target-ideas would be introduced. Children gave pre/post, individual, semi-structured, 20-minute interviews. The tape-recorded interviews were transcribed and analyzed in 'NVivo'. Children's responses to each question were coded as 'naïve', 'transitional' and 'informed'. Our results seem promising and will be thoroughly discussed in the final version of the paper.

An interdisciplinary collaboration for an educational program at the Archaeological Museum of Florina.

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The last 20 years an increased interest appeared concerning the role and the impact of museums to "community" and "communities" replacing the more conventional interest on "audience," "public," and "visitors". This interest was accompanied with a shift of the museum communication and education policies towards a more inclusive practices and even small-scale or local museums strive to address wider collaborations and synergies in order to be accessible to wider sectors of the community. The aim of this paper is to present the design and the implementation of an educational program at the Archaeological Museum of Florina in the framework of the ICOM "International Museum Day" (2016). The design of the program was the result of a multidisciplinary collaboration among the Florina Archaeological Museum, the Department of Visual and Applied Arts and the Local History Laboratory of the Department of Primary Education, University of Western Macedonia. The subject of the program ("Florina at the Museum. Discovering everyday life in an ancient town") was adapted to the broader theme ("Cultural landscapes") of the "International Museum Day". The aim of the educational program was to help students understand life in the past through their experiences in the present and identify differences and similarities in a society's culture throughout time. The program was developed in two sections, in which students firstly studied the familiar buildings of Florina dated back to different periods, ascertaining the changes in the townscape over time, and then investigated the analogies and common usages between the artifacts of two Hellenistic cities, exhibited in the museum, and the modern everyday objects. The program was addressed to Primary Education students and was implemented in May and June 2016. It was a fruitful collaboration between the cultural and educational institutions of Florina and was welcomed by the local schools with a massive response.

Primary School teachers' perceptions about refugee children inclusion in Greek Schools and intercultural competencies in the context of Education for All

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This research is mainly exploring Primary School teachers' perceptions about refugee children inclusion in Greek Schools. More specifically it focuses on how teachers construct their discourse while talking about refugee students and their intercultural competencies as agents of inclusion and social justice in the context of Inclusive Pedagogy. This paper in particular focuses on two research aspects: teachers' discursive construction about refugee children, their inclusion in Greek educational system and the intercultural communicative competencies that teachers have acquired through their professional development. Teachers blame the Government for not being prepared and for its incapacity to educate and train teachers. Therefore they feel insecure to deal with the new educational multicultural environment and include refugee children in their classrooms, while they discuss the need to give refugee children equal educational opportunities. Twenty five interviews were conducted and have been interpreted using Critical Discourse Analysis as used by Norman Fairclough, Robert Hodge and Gunther Kress.

Contemporary teaching and evaluation methods in dental student`s science education

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Scientific discoveries and advancements in research and technology have an important influence on health professionals teaching - they are faced with necessity to create a new pedagogical approach that will enable realization of a model of continuous quality improvement and lifelong learning.

Important pedagogical approach in dental student education became to incorporate the paradigm from emphasis on skill acquisition to knowledge application.

The main learning technologies currently used in the dental education can be divided into didactic, preclinical and clinical settings. We can determine several new teaching approaches that could be used in dental education: problem-based learning (PBL), intentional learning, reflection, motivation, generally speaking and critical thinking techniques. The new educational methods should teach students to question clinical decisions, to search for evidence, to appraise it, to implement it and to evaluate it.

The purpose of evaluation as an important part of teaching process is to inform action (a process- oriented activity), to enhance decision-making (an outcome-related process), to apply knowledge and to solve human and societal problems.

The aim of this work is to research actual theoretical and practical findings concerning teaching methodology in dental student`s science education and to create a system of contemporaneous methods of teaching, learning and assessment, that can refresh teaching and evaluation in dental undergraduate programmes and that will provide quality education for new digital native students.

The Greek school of Zemun

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For the Greek population, the city of Zemun, in the Belgrade region, was a favorable and at the same time welcoming place, in which they settled and bestirred themselves economically,

socially and culturally. Moreover, they showed great sensitivity and care for their children's education as they felt the urge to educate their children and create their own schools according to ancestral standards. In fact, as early as the first half of the 18th century, there are reports presenting recruitments of private teachers, by leading families, to teach and rear their children in the Greek language. The year 1793, however is considered a vital station for the Greek community. In this year procedures to establish an autonomous Greek school are intensified.

On the 4th of January 1794, the efforts of the Greek community paid off and they were given permission to build their own school. In September of the same year the Greek school of Zemun, known as "*Ellinomouseion*", opened for the first time. Following the decision for the foundation the school, the community took care to provide all the necessary equipment for the school. Moreover, a library was created to increase the school's assets so that it could be economically independent. The school continued to function continuously until the beginning of the 20th century, when the school was closed due to a lack of students. This paper examines the prevailing conditions that led to its creation, mode of operation and its contribution to Zemun's educational system.

The greatest enemies of successful learning in the classroom

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This topic is present in almost all classrooms, which teachers face on a daily basis. There are various theoretical views and researches from various authors on this subject. This paper is based on the experiential practices of some of the authors listed in the paper. Creating a successful learning environment is a very complex and responsible process that is indispensable for all teachers to get involved. It provides opportunities for teachers to have rich dialogue with their students as they collectively work to create environments that produce high levels of success for all students. Sometimes it creates some difficulties for teachers as they deal with many factors related to existing school culture, cooperation with colleagues and parents, working conditions, working atmosphere in class, students' interest and their focus, motivation and dedication etc. All of these factors have a significant impact on students' learning success. In this paper we are talking about the greatest enemies of successful learning in the classroom with particular reference to some of the many significant factors for it.

How does motor development affects language acquisition. The role of early treatment

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During the first eighteen months of life, infants acquire and refine a whole set of new motor skills that significantly change the ways in which the body moves in and interacts with the environment. Motor development allows infants to gain knowledge of the world but its vital role in social development is often ignored.

The central claim that links motor development to language development is the idea that advanced motor skills provide infants with more opportunities for experiencing their world (Iverson, 2010). Changes in posture, locomotion, and object-manipulation allow the child to sit up, move about their surroundings, and experience items previously seen in their environment in a new manner. With these new advances, children begin to develop and refine basic skills that are related (both directly and indirectly) to the development of communication and language.

Disability due to neuromuscular disorders or motor delay prevents exploration of the environment and consequently, impedes cognitive development arising through manipulation of objects. Delays in one developmental domain may impair development in another domain.

This theoretical overview based on a significant number of recent studies aimed at presenting a proposal of assessing the effectiveness of early therapeutic program in the motor development of Infants who are at increased risk of developmental delays due to prematurity or other causes. Most of these motor impairments probably are still obvious at school age. Early intervention has proved to contribute to the improvement of functional outcomes, but it may also indirectly contribute to the enhancement of the social cognition, the psychological and emotional well-being of both child and family.

The conceptual compliance of the terms humor, creativity, creative writing and limerick and their implementing potential in school environments

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This article attempts to approach, study and discuss on the key words Humor, Creativity, Creative Writing and Limerick in terms of their conceptual content as they all seem to share mutual features, and in certain cases dependent on each other, through a rigorous approach and research in the light of various scientific fields. The current effort is to look at these elements together and to study their probable reciprocal influence in order to highlight the feasibility of their educational implementation on a theoretical basis. Our research also attempts to study the use of humor and the free expression of pupils' creativity in the school context through creative writing, and more specifically through the absurd poetry of limerick in literature classes, expecting limericks, due to their humorous and imaginative content, to modify a probable distant view of pupils on poetry considered as a strict field with no leeway to have fun.

Cultural awareness in foreign language teaching

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Understanding a foreign language does not mean just understanding the grammar, the phonology and the lexis. It also means understanding certain characteristics of the culture. Language without culture is unthinkable, and so is culture without language. That's why culture should be the fifth skill in language learning, along with reading, writing, speaking and listening, because with culture students can appreciate and understand the values, ways of doing things and qualities of different cultures. "It is an additional change that is expressed through the use of language". (Farnia, Rozina:243) To solve the communication problems in the target language in the EFL classrooms the learners need to learn the target culture within the syllabus, and the teachers should be sensitive to the learner's fragility so as not to cause them to lose their motivation.

As previously stated, foreign language learning is foreign culture learning, and in one form or another, culture has been taught in every foreign language classroom. What is important is what is meant with the term *culture* and how it is integrated into foreign language learning.

"Culture in language learning is not an expandable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from

day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.” (Thanasoulas, 2001). Culture governs our behavior in groups, helps us to know what others expect of us and what will happen if we do not act as they expect.

The aim of the paper is to explore the methods and techniques used in raising the cultural awareness in schools both in the textbooks and in class activities, and to express the views from the teachers on the topic. The research framework will consist of analysis of the textbooks used as well as an anonymous questionnaire for the teachers to explore their views on teaching and acquisition of the foreign language culture.

The period 1912 - 1922 in Turkish and Greek school history textbooks

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The present study examines the history school textbooks used in secondary education between 2012 and 2018, in the countries of Turkey and Greece. The aim of this study is to compare the contents of the books, in order to mention common points and bring out differences, referring to the chronological period between 1912 and 1922. The selected textbooks were utilized as sampling units. Content analysis was implemented while the theme was defined as recording unit. All thematic references were collected and classified according to their core meaning and content. Subsequently, thematic axes were formed in accordance with the topics in the contents of the books, which in general are formed as follows: a) Balkan Wars period, b) World War I period c) Postwar period. The results of this study indicate similarities between the school textbooks of both countries in structure, organization and content, regarding that particular historical period, as well as individual differences in the presentation of topics from a different perspective.

Structural and strategic changes in the process of educational development

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Education in future implies a reconstruction of the educational system. It practically means implementation of reforms in the entire educational system and development of the concept of permanent education in accordance with the social needs and changes. The work presented here is an integral part of the ***Redefinition of Education Structure of Republic of Serbia Project***, a wide-region-spanning project which was submitted to the Ministry of Education of the R.Serbia in 2010. It was realized in a team work coordinating the work of the central and regional working groups in Serbia and in the surrounding countries, with 80 collaborators in total. The model of our structure of the educational system extends the period of compulsory education up to the age of 10 years (till the first grade of junior high school which is the same for all regarding the curricula and the syllabuses) and is based on differentiation of the education levels in cycles (from preschool to high school), which, on their part, are defined by both aims and tasks. Short-term, middle-term and long-term aims have been clearly defined, and concise distribution of responsibilities and follow-up methods related to the successfulness of its implementation has been made within the proposal of our model.

School recess as school leisure time and school utilization: pupils' perceptions.

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Among the few unstructured school times of the formal curriculum, which are characterized by freedom and choice, albeit to a very small extent, school recess is very important. In the past, breaks covered exclusively the individual needs and desires of the pupils and constituted a compensation for the boredom during class time. Recent researchers are focused on the recess as an integral part of the educational process, as it contributes to various aspects such as the development of social skills (Pellegrini & Bohn, 2005, Ridgers, Carter, Stratton & McKenzie, 2011), physical well-being (NASPE, 2008), as well as to the increase in academic performance (Barros, Silver & Stein, 2009). These findings are very important for the operation of the all-day school, as the recess time and the school attendance of pupils are extended. The purpose of this study was to examine students' perceptions of the school recess and how they can use it in primary and all-day schools. More particularly, the relationships between (a) recess time and social skills, and (b) recess time and levels of physical activity of pupils, were examined. The survey involved 860 pupils (448 boys and 412 girls) aged 8-11 years from 6 public elementary schools in the city of Thessaloniki. In order to investigate children's perceptions, a structured questionnaire on a 5-point Likert-type scale was constructed and the sociometric method was applied in the form of a sociometric test. The results showed that the vast majority of students perceive school recess as very important. In relation to the intensity of their participation in physical activities during recess, two-thirds of students prefer vigorous activities.

Doing gender on Facebook: The case of Greek secondary school pupils and potential applications in the classroom

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Numerous studies have been carried out related to speakers' gendered language practices in various languages. However, most of this research has, to date, focused on oral communication, while the ways in which men and women 'do gender' online has, with a few notable exceptions, largely been neglected. This talk attempts to contribute to the bridging of this gap by drawing on the language practices on Facebook of fifteen (15) secondary school pupils from Greece. By applying the method of Online Ethnography, a combination of quantitative and qualitative data will be presented, in order to show how these particular teenagers index their gendered identities through their use of language on their Facebook walls. For example, we will see that while girl participants conform to the prototypical linguistic traits associated with female gender, such as intimate, personal talk with their friends and the use of diminutives, they also engage in highly direct language with the use of obscenities, more commonly associated with male gender, both in female-to-female and in female-to-male communicative instances. Conversely, the boy participants mainly use language to converse on practical issues, while personal issues are not discussed and expressions of intimacy avoided, unless in discussions with members of the opposite sex. In this sense, boys conform more rigidly to the communicative norms associated with men. After discussing the gendered language practices of the participants in question, we will turn our attention to how the issue of gender and language, particularly in digital communication,

could be integrated in the language classroom on an international level, thus serving to raise pupils' critical awareness of the connections between social identities and language.

Mental calculation strategies for addition and subtraction with integers

Lemoni Ioanna, Lemonidis Charalampos, Christou P. Konstantinos

University of Western Macedonia, Florina

The significance of mental calculations instruction and their strategies is undeniable, considering their usefulness in everyday life compared to that of written algorithms. Also, students' exercise with mental calculations contributes to the development of several mathematical concepts and skills, like deeper number sense, and numerous cognitive abilities, like flexibility between strategies or metacognitive abilities.

A considerable body of research investigates issues related to students' mental calculation strategies in different sets of numbers like natural or rational numbers. Most of the previous studies focus on students' strategies in operations between natural numbers, fractions and decimals, while only a few investigate the case of integers.

In the current paper, an exploratory study of secondary school students' mental calculation strategies for addition and subtraction problems in the set of integers is presented. Specifically, the present study investigates whether students use new strategies that are specific to integers, or they use strategies available from mentally manipulating natural numbers.

Twenty 8th and 9th grade students of public schools of Serres, Greece, participated and their personal interviews were sound recorded. Twelve tasks, that included addition and subtraction problems with integers such as: $-86+42$, were read out loud to them and then they were asked to solve them mentally and explain their thinking.

The results showed that the majority of students mainly transformed the calculation involving negative numbers into an equivalent problem with natural numbers by applying the rules for addition and subtraction of integers, and then they applied mental strategies that were already available for natural numbers. Educational implications will be discussed.

3rd Grade Primary School students' perceptions about book of mathematics: Relationships with motivation and emotion

Lemonidis Charalambos, Vassiou Aikaterini, Theofanidou Ioanna

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Self-Determination Theory (SDT; Deci and Ryan, 1985) explained how different types of motivation promote an action, while emotions are important prerequisites of mathematics education (Schukajlow, Rakoczy and Pekrun, 2017). The purpose of this study was to examine correlations between 3rd Grade Primary School students' perceptions about the book of mathematics and their motivation and emotion. The study was conducted in two phases. In the first phase, 46 students responded to the following open questions: i) Why do you read mathematics? and ii) If you could change your book of mathematics, what would you change/add? In the second phase, six students responded to an ongoing interview. Results of the qualitative research have shown that most students study mathematics in order to be able to study at the university and find a good job in the future and because it helps a lot in their everyday life. In addition, they said that they would like to change the book's images and problems' difficulty. Results of the interviews showed students who perform high or have a moderate performance in Mathematics denoted positive emotions when they study mathematics, evaluating the book of mathematics as easy. On the contrary, low-performance students denoted negative emotions when they study mathematics, considering their book as difficult and demanding. Finally, all students, regardless of their performance, study

mathematics because they consider them useful for their future or because they want to satisfy others (parents and/or teachers). They would also prefer more games, images, and examples in their book of mathematics. These results demonstrate that students who have difficulties with maths see the books as weak written and difficult.

The relation between empathy and musical preferences at the beginning and the end of adolescence

Lezgidou Anna

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Previous studies have shown that empathy is positively related to musical genres such as soft rock, R & B and modern species (Dimension Mellow: with romantic, relaxing, non-aggressive, sad, slow, quiet qualities) classical rock, punk and heavy metal (Intense Dimension: intense, distorted, dynamic and aggressive but not relaxing properties) (Greenberg et al., 2015). Sex is also considered as a factor that greatly influences musical preferences. The purpose of this research was to investigate the relationship between empathy and the musical preferences at the beginning and end of adolescence, as well as the role of gender in this relationship. Two hundred adolescents participated in study; (100 adolescents, mean age 11.26 years and 100 university students, mean age 21.6 years). Participants answered an adapted version of the Short Test of Music Preference (STOMP) in which participants declare their preferences in a range of representative types of music. Moreover, the participants completed the Interpersonal Reactivity Index (IRI) with 28 questions on empathy (Davis, 1980). Also, preferences in music genres such as Blues, Country, Byzantine Music, Alternative, Instrumental, Opera, and Art song seemed to be related to cognitive empathy. Regression analyzes have shown that age predicts the preferences for listening music genres such as Country, Soul, Byzantine music, Alternative, Jazz, Instrumental, Opera and Art Song, while sex in Blues Music and Heavy Metal. This particular work deserves to be studied by music people to understand the wide variety in these preferences depending on the choices and characteristics of each one.

Visual Literacy Practices in Teaching Communication and Feelings Management

Lithoxidou Angeliki

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Visual literacy involves the construction of a set of skills regarding the interpretation of information presented in an image and correlates with language, communication and interaction. Both in and outside school settings, images play a major role for students as they are exposed to many kinds of visual representations in school textbooks as well as through newspapers, magazines and leaflets. The use of images can be dynamic in the teaching process since it may sometimes be more effective than the verbal messages and can significantly contribute to promoting learning. The current study concerns a two-hour teaching intervention which is part of a Peer Mediation Programme applied in fourth and fifth graders. The main educational goal was bilateral: a) for students to understand the dynamics of non-verbal communication focusing on body language and b) furthermore to identify their own and other people's feelings while controlling the negative ones. To this end, a short excerpt from a silent movie accompanied by a set of paintings were used to stimulate students' interest and trigger an interpretation discussion in the classroom. Students were asked a number of questions in order to reflect on the initial stimuli and they were also assigned different roles in role-play gaming. Simultaneously, they were asked to refer to personal experience in terms of negative feelings and they were encouraged to be engaged in feelings management

procedures. Through the application of visual literacy practices in classroom, students' interest remained unabated and the teaching goals seemed to be satisfyingly reached.

The influence of organizational culture and leadership style on job satisfaction and organizational commitment of teachers in primary education.

Lithoxoidou Stavroula, Koutouzis Emmanouil

University of Western Macedonia, Florina

The main goal of the current research is to examine the influence that a school's organizational culture and leadership style may have on teachers' job satisfaction and organizational commitment. Both organizational commitment and leadership style of a school play a determining role in its development. International research has studied the correlation of these two factors and the influence these may have on job satisfaction and organizational commitment of the employees. However, there has not been relevant significant research in the Greek educational system. This is the main reason why the current research focuses on the study of this potential relationship. The current research took place in public and private schools of Florina and Thessaloniki. The research instrument was a questionnaire divided in 4 main sections related to: job satisfaction, organizational commitment, school culture type and leadership style. According to the results, it seems that both organizational culture and leadership influence teachers' satisfaction and commitment to the goals and values of this organization. Certain categories of leadership and culture are also negatively correlated with the participants' commitment and satisfaction. In the future, more researches with a more extended number of participants might be useful to be carried out so that Greek school would adopt the elements that will provide teachers with more satisfaction and commitment thus increasing their productivity and efficiency.

"Florina citizens' views and suggestions regarding the sustainability of their place"

Makatsori Aggeliki, Malandrakis George

University of Western Macedonia, Florina

Our study investigates Florina citizens' views and suggestions regarding the sustainability of their place. A quantitative research was conducted, following the literature review on the issues of sustainable development, urban sustainability and the associated citizens' views. A closed-form questionnaire was developed for the purpose of the study. Participants were 250 citizens from the Municipality of Florina that were selected through a stratified sampling method, covering a wide range of ages (15 -75), gender (males and females), occupations, place of residence (rural and urban), economic and social status (low, average and high). The main focus of the research was to examine whether the citizens of Florina region consider their place, and the way of their living in the particular place, as viable or not. Therefore, an effort was made to detect their perceived most important advantages and problems associated with these issues. In addition, participants' suggestions regarding the major factors contributing to the improvement of their life in the future was also assessed. Collected data was subjected to quantitative analysis producing mainly descriptive results. According to them, although that most of the participants consider that in Florina region the problems overcome advantages, they also believe that we can all contribute to the efforts of their amelioration, putting special emphasis on the Mayor, the Municipal Authorities, and to the education system and school.

Issues of language socialization and language acquisition among Italians in Greece

Maligkoudi Christina

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This study investigates the ideologies, the practices as well as issues of language acquisition among Italian families who live permanently in Greece. Relevant Greek literature has shed light on these aspects in relation to immigrant families who reside in Greece (Chatzidaki 2005, Maligkoudi 2010, Gkaintartzi 2013, Gogonas 2009). However, there are scarcely any studies in the Greek literature regarding issues of language socialization of families living in Greece, whose L1 is considered to be a “high status” language, such as Italian. Moreover, the difference of Italian with other foreign languages in Greece (and in particular in Thessaloniki where the research was conducted) is the fact that there isn’t any formal or informal form of Italian language courses for children with Italian origin. Such courses and classes are available for children with English (Mattheoudakis and Maligkoudi 2016), German or French origin and also complementary courses for children with Albanian, Polish etc. background (Maligkoudi 2014).

The present research is based on the theoretical framework of Family Language Policy (Spolsky 2004, Curdt Christiansen 2015) and attempts to examine several aspects of child bilingualism in relation to family language practices and ideologies. The focus of the research is on seven families who live in Thessaloniki, in Greece, and try to raise their children with both languages, Greek and Italian. Focus will be given on the family practices that intend to promote literacy skills, such as writing or reading development, as these children do not attend any additional classes in order to improve their knowledge in Italian.

Implementing innovative teaching methods in Greek as L2 in the School of Modern Greek in Aristotle University of Thessaloniki

Maligkoudi Christina, Panteliou Niki

Aristotle University of Thessaloniki, Thessaloniki

The School of Modern Greek Language at Aristotle University of Thessaloniki offers courses in Greek language and culture to adult foreign students and students of Greek origin since 1970. In the academic year 2017/2018 the School launched an innovative teaching method of Greek as a L2 in all classes and all levels of proficiency: the use of educational and language games. Research has indicated that using games in a class has many benefits, like promoting communicative competence, increasing learning motivation, constructing a cooperative learning environment, etc. (Chen 2005, Gee 2007). Especially in the case of foreign language teaching, the use of games may improve, among others, accuracy and fluency in real-time speech in L2 (Macedonia 2005) and development of vocabulary and language structures.

In the case of the School of Modern Greek in the Aristotle University of Thessaloniki we developed several educational and language games for all levels of proficiency (A1-C2) with topics, vocabulary, skills, grammatical and syntactical structures according to the syllabi for Greek as L2 (European Common Framework for Languages, Certification of Proficiency for Greek 2013, Syllabus of the School of Modern Greek 2010). In this presentation we are going to describe in detail the content and the specific aims of the educational and language games developed for these courses. Moreover, transcribed extracts from the implementation of the games in the courses will be presented and analyzed, in order to evaluate their appropriateness and effectiveness.

Field trips and guided tours as a means to inform and educate students

Malliou Polyxeni

According to new educational techniques, student visits to cultural venues such as museums should no longer be treated as simple field trips or guided tours, but as means to inform and educate the students. Essentially, students should be adequately prepared for what they are going to attend during the visit, so they can comprehend the importance of the exhibits for mankind. The goal of this research is to help students understand the role and usefulness of a Museum. To help students through the observation of the artifacts to get familiarized with the everyday life of the Byzantines, as well as to cultivate various skills, such as the initiation to the science of researching the past. To help the students get in touch with historical data, researchable and accessible information, in order to develop a spirit of cooperation and teamwork among them. The main area of preparation for the students involved in the project is their school classroom, where 24 students of an Elementary School of Florina are housed. The student's desks will be placed appropriately so as to form the Greek letter "Π", so that there is direct communication during the discussion and the presentation of the museum and the amphorae. The research also includes an assessment of the student participation in the field trip to the Byzantine Museum of Thessaloniki. The total duration of this training program will be six hours divided into three two hour sessions.

The holistic impact of alternative assessment on students with learning differences: the case of implementing an e-portfolio

Manoli Eleni, Chostelidou Dora

The unprecedented technological and social changes, caused by the Fourth Industrial Revolution, demand that nobody be left behind and all learners be catered for equally, respecting the principles of inclusion (Collins & Halverson, 2018). However, worldwide, more than 700 million people with dyslexia and learning differences experience failure and marginalization due to standardized testing, which tends to devalue their out-of-the box mindset (Washburn, Koshi, & Binks-Cantrell, 2011). According to the National Research Council (2001), an effective way to promote equity in education and optimize learning, as well as equip students for the future challenges, is to reflect on and restructure the assessment methods. In this vein, the purpose of the present research is to explore the impact of alternative assessment in the provision of holistic learning conditions. Therefore, e-portfolio was introduced as a research tool in an afternoon EFL class for students with learning differences (n=20 students). The learners' active engagement in self-evaluation processes, the ongoing conferences between the teacher and each student giving insight into the learning progress and the in-time, constructive feedback, comprise the strategies followed in this research, aiming at investigating the learners' emotional reinforcement, change of attitude towards learning English, as well as their improvement in the target language. Given the research findings, the e-portfolio enabled the students to employ both cognition and metacognition to prove their level of knowledge, adopt self-regulation strategies to boost their learning curves and enhance their self-development, indicating the efficiency of the tool.

Improving EFL students' listening and speaking skills through strategy and song use

Manoli Polyxeni, Kavga Chrysoula
Hellenic Open University, Patra

The purpose of this study was to explore the impact of a song and strategy instruction on improving Greek EFL learners listening and speaking skills. The study adopted a quasi-experimental design. In particular, Greek primary students of a foreign language school attending English classes in Nikaia, Attiki, participated in this study; 30 belonged to the experimental group and 20 to the control group. The students of the experimental group were taught certain listening and speaking strategies, which were used to help students complete certain tasks through the use of popular pop songs. The students of the control group received a rather traditional listening and speaking instruction. The data of the study were collected through the use of speaking and listening modules of a standardized State Certificate of Language Proficiency examination test administered to both the experimental and control groups before and after the teaching intervention to investigate any change in the experimental group performance after the teaching intervention. The findings of the study, which included quantitative data, revealed that the students of the experimental group significantly improved their listening and speaking scores after the teaching intervention when compared to the control group. The findings of the study suggested that implementing song and strategy instruction in the EFL classrooms could improve the learners' listening and speaking skills.

Reflecting on learning Greek as a foreign language in a Digital Learning Environment

Markou Chrysanthi
University of Western Macedonia, Florina

The aim of this interactive project is the development of language skills in Greek as a FL and the students' reflection on their foreign language learning in a Digital Learning Environment, which included Web 2.0. Digital Storytelling Tools and Scratch. Digital storytelling is a creative process (Ohler, 2008), with numerous benefits embed in stories, serving as "valuable scaffolds for students academic learning" (Skinner & Haggod, 2008). The pilot lasted 9 weeks. The students who participated were aged 10-12 years old. The students with their "imaginary friends" travel to Greece and the neighboring countries play an interactive board game and be in contact with different cultures. Through this process, the students develop content knowledge and multicultural awareness. With the aid of Web 2.0 Digital Storytelling Tools, the students are developing their language skills and reflecting on their learning process, in a game-based context. An interactive board game was constructed, and students had to work in groups and face challenges, travel in different places, back to time or forward to future. In order to continue the game, they have to create a story with a Web 2.0 tool. Each group presents its work for discussion and feedback, the students read again their stories and listens to their narratives, analyze their digital artifacts, reflecting on the processes they follow while learning the foreign language. In order to investigate the effectiveness of the project, the following instruments were employed a) a pre- test and post- test, b) journal kept by the researcher c) satisfaction questionnaire and d) short interviews. The results indicated the positive effects of the project on children's language, communicative and reflective skills.

"The mysterious garden": an interactive game of augmented reality for vocabulary learning in English as a second / foreign language through natural interfaces

Mastrogiannidis Vasileios, Tsompanopoulos Ioannis, Gogou Alkmini, Palaigeorgiou Georgios
University of Western Macedonia, Florina

Education in the 21st century claims that, through new technologies, students better comprehend a second/foreign language, mainly at vocabulary level. The purpose of this study is the English vocabulary acquisition related to gardening and familiarization with gardening

tasks, through modern theories of English language learning, such as CLIL (Content and Language Integrated Learning), TBLL (Task-based Language Learning) and Embodied Learning. A mixed reality environment is suggested, through an augmented reality garden with real plants and gardening tools. Students interact in the garden through an audio-visual story. The environment is bilingual, with simultaneous use of Greek and English language, during narration and tasks, so that students are able to participate and keep their interest active. Students have to solve a puzzle, during narration and through gardening tasks. These tasks appear in the form of audio-visual commands in English. Students, in the augmented garden, are familiarized with 5 gardener tasks: sowing, pruning, watering, fertilizing and harvesting. For each task, a 3 to 5 word dictionary is available, so students can learn new words. The mixed reality environment was used by sixth grade students, who completed a pre and a post test in English before and after the intervention. Afterwards, students gave an interview, in which they submitted their impressions. The results showed that similar mixed reality environments can become interesting, efficient and creative vocabulary acquisition tools.

Women in school leadership: Visions and expectations

Matziouri Apostolia, Kamaroudis Stavros, Tsioumis Konstantinos
Ionion University

Our theme came out of a doctoral thesis, founded on a research that was qualitative and based on semi-structured interviews. More specifically it took the form of a census throughout the whole region of Eastern Macedonia and Thrace, that consists totally 10,7% of the total territory of Greece and includes 5,7% of the greek population. The questionnaire consisted of about 59 questions and supplementary questions by which we tried to investigate seven different topics and finally we obtained a 58- hours of tape recorded material. Our population included nearly all female school heads, all School Consultants and the Directress of Education of Evros (the only female directress of education in the whole region) - 58 subjects in total. In this presentation we will expose the motivations that mobilized these women to claim a high position in the educational system. These maybe their ambitions, their visions for something supreme, the love for the administration, for a specific school unit, the challenge to handle human relations, the need for a change, for reasons of justice, because they recently found the self-confidence they needed to take a step forward, even because they were forced or encouraged directly or indirectly by circumstances or people to do so. Our initial hypotheses were given in a schema where our basic method of analysis, *path analysis*, is represented, a method that describes linear relations.

The football article: a teaching scenario for the Primary School

Michailidis Stephanos

University of Western Macedonia, Florina

In The First Part Of Our Paper, We Present The Structure And The Possible Content Of Football Articles Which, Like All News Articles, Has The Form Of An Inverted Pyramid, With The Most Important News At The Top And The Details Afterwards. We Refer To The Characteristics Of Its Language With A Special Emphasis On Football Vocabulary Which Has Special Terms, Metaphors, Metonymies, Acronyms Etc. The Difference Between Oral Presentation And Written Football Report Is Also Stressed.

In The Second Part, We Present A Teaching Scenario Designed And Applied To The 5th Grade (11 Years Old Pupils) Of An Elementary School In Florina. This Scenario Aimed At Familiarizing The Pupils With The Characteristics Of The Football Article And Its Language And At Improving

Their Writing Skills Through A Series Of Interventions. The Scenario Was Applied By The Undergraduate Student S. Michailidis In The Frame Of His Final Dissertation Under The Supervision Of Professor A. Sakellariou. It Consisted Of Three Phases. In The First Phase, The Pupils, After Being Presented With Relevant Material, Were Asked To Write A Football Article, And Then The Strong Points As Well As The Deficiencies Of Their Texts Were Checked. In The Second Phase, Several Teaching Interventions Were Implemented, In Order For These Deficiencies To Be Fixed. In Particular, These Interventions Aimed At Improving Students' Skills Regarding Article Titles And Introductory Paragraphs, Football Special Vocabulary As Well As Writer's Commentary And Personal Opinion. In The Final Phase, The Pupils Rewrote Their Initial Article. A Comparison Between The First And The Final Students' Articles Was Held, In Order For Their Progress To Be Evaluated.

According To The Results Of This Comparison, The Writing Capabilities Of Most Pupils Were Significantly Improved; This Demonstrates The Importance Of Such Scenarios For Language Teaching.

The influence of modern technology on the language and literature teaching, challenges and prospects

Milovanović Živak Biljana
Belgrade University, Belgrade

The purpose of this research is to offer answers to following questions: what (new) language, what (new) script do we use in the IT and what is the vocabulary that develops (or not) as a result of such script; what powers does school as an institution of education have in influencing the development of the vocabulary and script that are implemented in everyday life and in students' written papers.

The results achieved while comparing the written papers of students in language and literature classes of 20, 10, 5 years ago and today, as well as the research recently conducted by testing the scope of the receptive vocabulary of high school students, testify of the changes which cast a shadow over modern technologies in view of our subject matter. Although the comprehension of the academic vocabulary is solid, the range of general vocabulary of high school students has significantly declined compared to the same age group of 20 years ago. The cultural references from works that have augured today's lifestyle, and a tribe in the Amazon which has no script for their language are attempts to give a view of the modern world in which we cannot stick to the criteria of the yesteryear in high school education when we deal with reading and writing. The paper also offers a solution in the change of paradigm in required reading, new optional choice of titles, new topics and forms, all of which are more relatable to students.

"Taming" collocations in EFL/ESL arena

Neshkovska Silvana
"St. Kliment Ohridski" University, Bitola

A significant proportion of the lexicon in the English language is occupied by collocations, i.e. by combinations of words that tend to occur regularly together (collocate). Their presence is vital in both oral and written discourse as it makes discourse sound natural, native-like, colorful, versatile as well as easy to understand. Nevertheless, the highly arbitrary nature of collocations often times makes them extremely challenging especially for EFL/ESL students.

The aim of the paper is to contribute to the efforts directed at raising the awareness of the importance of teaching/learning collocations on the part of both EFL/ESL teachers and

students. More precisely, the paper makes an attempt to provide an overview of the best practices that have so far been reported by researchers and teachers when it comes to overcoming ' collocational' hurdles in and outside the classroom. In that respect, the paper, underlines some useful teaching strategies and both receptive and productive tasks and activities that have been proven to be conducive to mastering collocations, ranging from using dictionaries and electronic corpora for checking and decoding collocations, to exploiting various reading activities for collocations learning, to recording collocations, and many others.

Early childhood education in Albania: The outcomes and new perspectives in Korça's region

Nikaj Irena

"Fan S. Noli" University of Korça

Early childhood education is and will see as very important factor in economic growth and development. Researches argues that investments in very early childhood education, e.g. 0-3 years, of advantages and non-advantages children improves not only sociability, motivation and self-esteem, but are sources of long term qualitative development of social capital.

At first, this paper discusses the development of early childhood education in Albania, during recently 20 years with the focus on developments toward early childhood education policies and institutions. Secondly, we examine connections between identity and society in the context of early childhood education. Our personal identity defined by our commitments and identifications, what we endorse and what we oppose, from which we determine actions that we deem to be good and right. Our identity, as Berger and Luckmann argues, emerges from relationships with others, individuals and society, embedded in an interpretation of reality and with the inevitable role of language.

Narrative theories and theoretical positions holding to social constructionist perspectives are important in early childhood education in Albania. Approaches to teaching in early childhood education in Korça, Albania build on the use of narrative practices and pedagogies as the source of development in curriculum and policy.

Curricula: The perspectives of candidate teachers regarding the value of Religious education

Nikiforidou Evmorfia

University of Western Macedonia, Florina

This presentation aims to the exposition of the candidate teachers' perceptions regarding the value of Religious Education (RE) in Greece. Interviews were conducted in order to collect the students' opinions. In the introductory part of the research there are the reasons why interest in this issue was generated. More specifically, it refers to the extent of the existing controversies that frequently put RE in the limelight. Following, in the theoretical part of the thesis, there are some basic elements of the subject and the structure of the current curriculum. Also, two of the most important aspects concerning RE and its educational value, its contents and objectives, are presented, since its introduction to schools during Ioannis Kapodistrias' command, until today. Furthermore, some negative reviews upon the latest curricula, which were part of the controversies triggered regarding RE, are featured. The second part of this presentation is about the research on candidate teachers' viewpoints upon the value of RE. The survey has shown that while students believe in RE's value, they think that reformative measures should be taken in order to improve it. In particular, all students support that RE should be taught as a compulsory subject. Concerning whether it is engaging and comprehensible, the perspectives of students diverge. In addition, the way it is taught is, according to our students, not interesting and fails to attract primary school pupils' attention and motivation in the lesson. Finally, once again, students' standpoints differ as to whether the assessment of the subject gives value to it.

Aristotle Before and After the Formal Education

Nikolic Ivan

University of Nis, Nis

Contemporary philosophy presentation practice at numerous educational fairs and debates organized for such a purpose, put us in contact with broader population, both younger and elderly one. Many questions related primarily to the justification of a practical aspect dealing with philosophy have spread from the conversations made upon this occasion. The first one, which actually led us to think about the problemacy which is the topic of this paper, is: Is the fulfillment of the 'rational plan' sufficient for the achievement of *ευδαιμονια* in the field of education? In order to elaborate on this question, we will provide a specific interpretation of the Aristotelian principles as seen by John Rawls. On that platform we will pose the following questions, which, seen through the prism of the Aristotelian terminology, says: Can the practice of the skills *φρονησις* and *εντελεχεια* be limited to the field of a 'maximal class of plans'? All this led us to a specific seeing of Aristotle's educational theory. Namely, Aristotle is explicitly dealing with the question of education in the last chapter of his *Politics*. The emphasis is on the importance that the education has on a state order. On the other hand, and what is the focus of our work, some of Aristotle's attitudes, primarily from *Nicomachean Ethics* and *Poetics*, can be observed through the prism of the importance that they have on the decision making by an individual when choosing future formal education. In the second part of the paper, starting from Epictetus' justification of philosophic education, we will try to discuss the importance of some of Aristotle's postulates after the termination of formal education. In this way, the focus will be set on the necessity to deal with philosophy as an alternative to an official profession in nowadays ruling concept of education (so called a life time education).

I.C.T: A teaching proposal with the use of Padlet

Ntivanidis Anastasios, Fourkiotis Dimitrios, Mihakos Antonios

University of Western Macedonia, Florina

Undoubtedly, the modern theory and research in history teaching in Elementary Schools impels teachers to use teaching methods that will make the subject more interesting for students, while at the same time develop their historical and critical thinking and comprehension. Alternative approaches in history teaching, disengage the subject of History from the traditional historical context and offer students the opportunity to study historical events from different perspectives by actively involving them in the learning process.

Taking this into account, we designed a teaching proposal based on the Information and Communication Technologies (ICT), utilizing one of the many offered tools, Padlet. Padlet is an online program that allows the user to easily add multimedia (photos, videos, etc.) to the topic they are studying.

Our teaching proposal is addressed to the 4th grade of Elementary School and in particular to the 6th module "The Principles of Archaic Greece". More specifically, our proposal requires 3 teaching hours, putting in practice the "cooperative learning" method (4 groups of 5 people) throughout the course. In the introductory part, students are requested to imagine and depict the four policies of the module. Then, they enrich their knowledge through Padlet and compare the material they found with what they had imagined. They are then asked to link - compare the constitutions of that time with the modern ones, by using the Padlet tool once again. Finally, as an evaluation, individual worksheets are handed out to the students in order to understand the term of empathy.

The argumentative article: a teaching scenario for the Primary School

Papadakis Ioannis, Sakellariou Aggeliki

University of Western Macedonia, Florina

In this article, first we will refer to the genre of argumentative article and to its characteristics. We will present its structure and differentiate it from the structure of the news article and, as far as its teaching exploitation is concerned, we will connect it to the development of critical thinking. Then, we will present a teaching scenario on the argumentative article for primary school pupils created in order to improve primary school writing and thinking. The proposed scenario was based on the methodology and the scenarios proposed by Noverraz, Dolz and Schnewly (2001).

The teaching scenario we refer to was applied to the sixth grade of a primary school of the city of Florina to 12 year old pupils by the undergraduate student I. Papadakis in the frame of his final dissertation under the supervision of Professor A. Sakellariou. The scenario consists of three phases. In the first phase, the pupils were asked to write an argumentative article and then the strong points as well as the deficiencies of their texts were checked. In the second phase, some teaching interventions were implemented, in order for these deficiencies to be fixed. In particular, these interventions aimed at improving students' skills regarding article titles and introductory paragraphs, argumentation's linguistic characteristics, as well as argument development and effective rebuttal. In the final phase, a revision of the characteristics of the genre was made and the pupils rewrote their first argumentative article. A comparison between the initial and the final students' articles was held, in order for their progress to be evaluated.

According to the results of this comparison, the writing capabilities of most pupils were significantly improved; this demonstrates the importance of such scenarios for language teaching.

Understanding intercultural communication of teenaged students: focus on persuasive strategies

Papadopoulos Isaak

Aristotle University of Thessaloniki, Thessaloniki

Owing to the increased levels of immigrant/refugee populations, the communication of the modern European citizens has constituted a key-factor in matters of understanding the culture of 'other people' in Europe and beyond as well as to exchange information and ideas with foreign citizens living in their country. As a result, this multicultural and multilingual panorama intensifies the need for developing effective intercultural communication, which is seen as the ability of the speaker to interact effectively with other speakers coming from different cultural contexts. Within this context, persuasive strategies constitute a factor affecting the effectiveness of intercultural communication as every speaker wants to persuade and be persuaded in daily speech events either monocultural or multicultural. This study aimed at recording the persuasive strategies of Greek teenaged students when communicating with English speaking students in written. In particular, 595 students (11-13 years of age) were engaged to communicate with their British pen-friends in their attempt to persuade them to read a book they had read. Connor and Lauer's (1985) system of persuasion, was employed to record the persuasive efforts of the participants while both persuasive strategies and persuasive modes were associated with the speech acts and the evaluation elements the students used. It is concluded that both language level and the gender contribute to a high extent to the persuasive differentiation while certain associations were also detected as regards to persuasive modes and the speech acts and evaluation elements of the students.

Images of teachers' professional role through the study of students' Teaching Practicum Records at the Department of Primary Education of the University of Western Macedonia

Papadopoulou Vasiliki, Kipouropoulou Evmorfia

University of Western Macedonia, Florina

In this article, first we will refer to the genre of argumentative article and to its characteristics. We will present its structure and differentiate it from the structure of the news article and, as far as its teaching exploitation is concerned, we will connect it to the development of critical thinking. Then, we will present a teaching scenario on the argumentative article for primary school pupils created in order to improve primary school writing and thinking. The proposed scenario was based on the methodology and the scenarios proposed by Noverraz, Dolz and Schnewly (2001).

The teaching scenario we refer to was applied to the sixth grade of a primary school of the city of Florina to 12 year old pupils by the undergraduate student I. Papadakis in the frame of his final dissertation under the supervision of Professor A. Sakellariou. The scenario consists of three phases. In the first phase, the pupils were asked to write an argumentative article and then the strong points as well as the deficiencies of their texts were checked. In the second phase, some teaching interventions were implemented, in order for these deficiencies to be fixed. In particular, these interventions aimed at improving students' skills regarding article titles and introductory paragraphs, argumentation's linguistic characteristics, as well as argument development and effective rebuttal. In the final phase, a revision of the characteristics of the genre was made and the pupils rewrote their first argumentative article. A comparison between the initial and the final students' articles was held, in order for their progress to be evaluated.

According to the results of this comparison, the writing capabilities of most pupils were significantly improved; this demonstrates the importance of such scenarios for language teaching.

Promoting reflection: analysis of critical incidents from students' practice

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In the context of the teacher's modern profile as a professional and researcher, reflective practice should be a guiding principle in teacher education. The main research objective of the present study is to investigate the promotion of reflection by analyzing the critical incidents recorded by the four-year students of the Elementary Education Department at the University of Western Macedonia, in their teaching practice journals. The research was based on a qualitative approach to interpreting and analyzing the results. In particular, 13 critical cases of students, who completed the Third Phase of the Teaching Methodology and Teaching Practice, were examined for the academic year 2016-2017 and were analyzed, using the Discourse Analysis method to detect the depth of student's reflection.

The analysis of the critical incidents showed a differentiation in the level of reflection among the students. Nearly half of the students tend to confine themselves to a superficial approach to the experience they had (Recall Level), while the rest, which exclusively consists of girls, attempt a deeper approach by looking for the causality, so as to interpret the critical incident (Rationalization Level). It is clear from the above, that pre-service teachers do not obviously have the ability to reflect in practice and find it difficult to reflect on the Reflectivity Level, which requires a deep reflection and approach of the experience with the intention of improving in the future or searching for alternative strategies for managing critical incidents.

The students' views of the University of Western Macedonia for their Teaching Practice Program (third Phase)

Stavridis Pavlos

University of Western Macedonia, Florina

Teaching Practice is an integral part of the Teachers' Education Program that we meet in each Department of Primary Education. Through this, prospective teachers acquire a wide range of experiences through their contact with school, both by observing and conducting lessons, while focusing on both the practical and theoretical aspects of their studies.

In the Department of Primary Education of Florina, Teaching Practice Program is provided to the students in three phases, initially in the form of observation (1st Phase) and then with personal teaching in the classroom (2nd Phase). The third Phase is the conclusion of the Teaching Practice and aims at the acquisition of immediate experience of daily work and life at school by the candidate teacher, develop the capacity of self-evaluation of his / her work as well as awareness of his pedagogical responsibility towards the student through the undertaking a school class for about two weeks.

This paper presents students' views to the extent to which the main objectives of the third phase are met, how important it is to guide and support their work and the difficulties they have encountered in conducting it. This inquiring approach is part of an on-site long-term research examining the overall Teaching Practice Program, using all candidate teachers (126) throughout their studies as a control group, and having as a research tool the questionnaire and semi-structured interview, providing us with both quantitative and qualitative data.

By analyzing the research data, we find that students: a) consider that the Third Phase is one of the most important parts of their practical training, b) gain direct experience of everyday life in school, c) develop the ability to reflect and the self-assessment of their work, d) design and prepare teaching under real working conditions, e) develop the ability to deal individually with children with particular teaching problems, while f) dealing with significant problems in the time-consuming process of preparing the next day's lesson plan.

The employment of an innovative curriculum within the framework of young refugees' learning in a non-formal educational setting.

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The purpose of this study is to explore the teaching policies and practices of volunteers who offer language support to refugee children and adolescents within the framework of a non-formal educational setting in the Greek context. More specifically, it aims to present the contribution of an innovative short duration curriculum to young refugees' learning and social inclusion. In a field where research is limited and at initial stage, a qualitative inquiry is currently conducted with the contribution of two research instruments in an NGO school in the Thermopylae camp, in the region of Fthiotida. In particular, an exploratory case study is employed through semi-structured interviews and observation in the above mentioned refugee camp in order for the researcher to obtain the most valid results possible. At least 2 participants, the author and the co-author of the curriculum, will be engaged with the semi-structured interviews while a group of volunteers is thoroughly observed in the field of their teaching action which is based on the guidelines of the curriculum.

The findings of the inquiry are expected to present the grade of support provided by an alternative curriculum within the framework of a refugee teaching environment in Fthiotida, Greece. In a teaching area where challenges related to practical, sociocultural, religious, ethical

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

urban and rural environment. The research results are showing the opinions of the subjects involved in the research regarding the justifications and effectiveness of implementing this type of assessment in our schools.

Screen vs. Paper. Can technology change the way students learn?

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The use of information technology in educational institutions has increased significantly in the last decade, and the reason for this is the need for students to acquire skills that are necessary for their life and work. Application of ICT in education brings certain benefits to students. By using modern devices, they have much easier access to learning materials, discussion forums, and educational software. Students more often attend lectures over the Internet, read e-books, communicate with colleagues online, or watch video presentations related to their studies.

When it comes to the learning process, there is often a dilemma: is it better to read from a printed paper or an electronic medium? We read for many reasons. Sometimes we're looking for a very specific question. Other times, we just want to browse a book to find something interesting. The purpose of this paper is to examine if there is a difference in learning when using a traditional way of reading literature from printed material or reading from the screen of modern devices such as a laptop, a tablet or a mobile phone. Through a series of surveys and experiments, we will determine which way gives students better results.

Intercultural aspects on tradition and history in Italian and Greek literature. An approach to intercultural communication through comparative literature.

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Interculturality tends to extend the speech into force, while the mono-culture is based, historically, only on the public trust of the current nations. So, trust seems to be more active within the national cultures and the justified calculation of the complexity tends to be a characteristic feature of the intercultural societies. Cultures and their trading have common ground on universal human values. This new approach is crystallized in the ideas of the Interculturality. In the modern Western world and in our era of post-globalization, the cultural phenomenon that is noticed is that public institutions as well as the daily routine are gradually being removed from the influence of tradition. This phenomenon also seems to impact even the most traditional countries. When man is moving within his cultural limits, then the hope for their expansion is also maintained. It happens each time that language, logos, literature, every form of art, communication thrive in a wider context of inspiration and culmination of human passion, in every considerable defeat of the everyday life and of the absence. The human community does not recognize or it does not require any physical area, but it aims at the creation of a space where all cultures will be respected and will have equal opportunities to take into account cultural contribution. The defending of the characteristics of the cultures always ensures the response that is needed in today's society of the misleading which is a fact that will allow them their effective integration and participation in society. The main goal of the educational diversity for each teacher is, above everything else, to cultivate the emotional, the cognitive and the other behavior skills which help people to understand the differences. The social as well as the intercultural integration is a difficult task. The bridge between the international and the local cultural diversity may be based upon the foundations of

intercultural communication. On the other hand, intercultural theory can provide a clear picture of how people communicate with each other, or they try to or for what reasons people fail to communicate intercultural. Memory, tradition and history are the materials of the art of Palermo and Thessaloniki, the Italian South and the Greek North. The research that follows is considered to be an approach, an analysis of the Tradition and History reality and of the way in which this reality is filtered through literature in an intercultural approach by illuminating some of the aspects of the issue, by opening new fields in the liaison between Literature and Interculturality, by encouraging the study in order to establish tools, to promote and integrate values, beliefs, principles and therefore the gained knowledge of the literary texts in comparison in an open and vast intercultural system of Communication.

'The Rose Sultana of the Nightingale': Oriental images, characters and setting in Byron's The Giaour

Pop Zarijeva Natalija

University Goce Delchev, Shtip

It is surprising that Romanticism, a literary movement generally associated with nature, emotions and imagination, had close connection with imperialism, through its most distinguished cultural characteristic - Orientalism. Most of the major Romantic poets found in the Orient not just a noteworthy point of reference for various cultural or political backgrounds, but an important backdrop in the realization of their literary careers. Most of the writers of this period had never visited the East. Hence, their attitudes towards it differ from Lord Byron's, who not only embarked on the Grand Tour, among other countries to Albania, Greece and Turkey, early in his career, but also eternalized the theme of escapism in some of his greatest poetry like *Childe Harold's Pilgrimage* and *Don Juan*. The exotic East offered Byron the basis for the aesthetic achievement in his *Oriental Tales: The Giaour, The Bride of Abydos, The Corsair, Lara* and *The Siege of Corinth*, but also his play *Sardanapalus*. The main interest of this paper, however, is the study of Oriental elements in Byron's first Oriental tale - *The Giaour*. It represents an artistic mixture of Eastern and Western elements. We shall focus on the depiction of the East in images, settings, characters and themes, and explore the way the poet skillfully incorporates a Western hero in an Eastern setting and increases the overall impression by the poem's various narrators.

The Endurance of the Gothic: The Romantics' Contribution to the Vampire Myth and its Progenies in the 21st Century Culture

Pop Zarijeva Natalija

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The end of the eighteenth century and the beginning of nineteenth century were marked with the interest of the authors in the supernatural, horrible and the exotic. Critics have identified the significance of the Gothic influence on the works of most of the Romantic figures- Wordsworth, Coleridge, Byron, Shelley, and Keats. However, not much study has been devoted to the individual employment of the Gothic tradition by these authors. Although Byron's critics have established the poet's fascination by the Gothic and that he frequently made use of its effects in his works, the critical evaluation of the influence of the Gothic tradition on Byron's poetry is incomplete. Thus, this paper focuses on Byron's reliance on the Gothic conventions in the creation of his Oriental tales: *The Giaour, The Bride of Abydos, The Corsair, Lara* and *The Siege of Corinth*. It will particularly focus on the creation of the main characters and the way Byron developed the Gothic villain as well as the appropriation of Gothic setting. The aim of

the paper is to trace the changes in Byron's artistic evaluation of Gothic material in the Oriental tales.

The Chinese abacus in the light of instrumental genesis

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This article is part of a research study to investigate the Chinese abacus' potential as a tool for number sense development in school children. The approach is an instructional intervention in a class of seven third grade primary school students in Greece. Data collection was attained through a questionnaire along with personal interviews before (pre-test) and after the intervention (post-test), with the filling out of worksheets, as well as by observing students' activities during the intervention. Specifically, the study aims to elucidate the transformation of an artifact (the abacus) into an instrument, namely instrumental genesis. This process includes two inseparable aspects: instrumentalisation and instrumentation.

In terms of instrumentalisation, students: a) discovered the structural components of the Chinese abacus by describing and designing it, b) suggested alternative materials for its construction, c) realized the maximum representational ability of their abacus by forming the largest number they could on it and d) managed to develop the artifact by conceiving the placement of extra rods.

During the instrumentation process, students were asked to: a) discover how the Chinese abacus works, b) represent a three-digit number on it and c) perform an addition and a subtraction on it. Thus, the artifact turned into an instrument and was able to convey mathematical content to the students.

Further evidence that the abacus had turned from an artifact into an instrument in students' hands and minds was revealed after the instructional intervention, at the post-test. Here, the majority of students solved the questionnaire exercises correctly. The main characteristic is that they explained their working with words and phrases that clearly referred to the Chinese abacus. It appeared that they had formed the abacus in their mind, and that they were now manipulating it mentally.

Walking by the cormorants

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The "Cormorant Trail" walk was an innovative environmental program with emphasis on local history, which concerned the culture of Prespa lakes. It focused on the dangers threatening the lake ecosystems, the threat experienced by the species of fauna and flora that live in them and the possible manners of their sustainable management. Particular emphasis was placed on threatened species and on the importance of the work performed by the organizations active in the region aiming at their protection.

The program included dealing with other elements of the lakes' culture: small churches, shrines, legends, traditions, recipes for cooking.

Its purpose was to help students to get to know the Prespa lakes and the dangers that threaten them, the ecosystems that have been formed around them, their importance to the local community and their impact on local culture, through monitoring their progress over time as reflected in various cultural elements.

The goals of the project included the possibility of using various maps, the description of environmental terminology (e.g. wetland, water catchment area), information on threatened species of flora and fauna.

The development of this project was based on the inquiry-based learning model. On-site research and collaborative teaching were used, while the activities were governed by the principles of experiential learning and cross-thematic teaching. Works took place in the informatics laboratory, but also outside the school (visit at the Prespa lakes, field activities with the Society for the Protection of Prespa).

A walk in the streets of Florina: a local history project for primary school pupils

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Studying their local history is important for primary school pupils. Through it they learn the history of their region and become part of their local environment, while in the same time they develop research, discovery and correlation skills that help convert them into young explorers of their city. The project concerned the buildings of the historical center of the city, the statues and the full of meaning street names of Florina. The on-site research on buildings and statues has allowed the decryption of the individual history of each one. In this context, the project aimed at the students' learning the evolution of the historical center of the city through various time periods, highlighting the changes experienced by the local community as they were reflected in the local architecture, exploring their neighborhood, the statues and the streets of the city, trying to discover the history of their place of living. In particular, pupils were prompted to identify historical buildings, statues and meaningful names of streets, to describe their particular characteristics (architecture, color, materials, historical integration) to seek information (internet, books, interviews) to talk about the results of their work, to communicate effectively with people in their immediate surroundings (group, neighborhood, city) by developing cooperation and collectiveness relationships. The children had to reach for information in local libraries, in very few related books, in their neighborhood, in the internet, and choose between opposite versions. On-site survey, interviews and participatory observations were selected as the proper methods for this project. Group member interactions were used for the above individual activities.

Use of ICT in high schools case study: "Korça region"

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The continuous growth and evolution of information and communication technologies (ICTs) has changed the globe into a network of individuals, businesses, governments and schools. The wide extension of information and communication technologies, especially in schools and educational institutions, has made important the assessment of the level of penetration, usage and the impact of these technologies in education. The research problem we want to address in this paper is about the penetration and usage of ICTs on education in secondary schools in Korça region. We are interested in knowing the degree of penetration and usage of ICTs in high schools, and whether ICTs has facilitated student learning in Korça region.

In this paper, a qualitative research methodology has been used. Semi-structured interviews were conducted to high school teachers of Korça region and to each school director. We are also interested in knowing how will their future be compared to the level of penetration and use of information and communication technologies in developed countries. The authors believe this document will serve an even broader public audience, to recognize

the problems of developing countries, believing the findings will help improve the impact of ICTs in teaching and learning.

Exam coping strategies among pedagogical faculty students

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In the Lazarus' Transactional theory of stress, coping strategies, defined as changing the cognitive and behavioral efforts in order to overcome inner and/or external demands, appear when those demands are estimated as going beyond the limits of the usual efforts. Sorić, on the basis of her research, reports the existence of four types of these coping strategies: emotion-focused, problem-focused, imagination/distraction and assistance seeking.

The main objective of this research was to examine whether there was a difference in the level of expression of certain exam coping strategies among Pedagogical faculty students. The correlation of this coping strategies with satisfaction with one's performance on the written exam and with the grade obtained on the exam was also tested.

The sample included 111 students (28 boys and 83 girls) in the second year of the Pedagogical faculty in Vranje. Immediately after they had completed the written exam, students were given the Exam coping scale, which consists of four aforementioned coping strategies subscales. At the end, students were asked to, on the scale from 1 to 5, rate how satisfied they were with their performance on the previously completed written exam.

The results of ANOVA with repeated measures have shown that there was a statistically significant difference regarding the level of expression of certain coping strategies ($F(3, 108) = 426.32, p < .001$), where the most prominent one was the problem-focused. The results have also indicated that the imagination coping strategy is in the negative statistically significant correlation with the exam grade ($r = -0.23, p < .05$) and with the satisfaction with test performance ($r = -0.21, p < .05$).

Although the results indicated that the problem focused strategy is the most prominent one, the imagination/distraction strategy is the one that had the most influential negative impact on exam performance.

Challenges of assessment and evaluation in higher education in Korça city – A case study

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This paper aims at displaying and identifying classroom assessment and evaluation in higher educational system. The research implements useful aspects of tests (multiple choice tests, essay test, paragraph reading, etc), to argue and fulfill the aim in identifying different aspects of this crucial methodological phenomenon in education. The research was conducted in the first years of two branches; first in Finance and Accountability and second in English Language students, using "Platform" and "Ready for First", Cambridge textbook respectively.

Through the qualitative and quantitative research, data were driven out from various book activities used for student evaluation and assessment in different skills (reading, speaking, and writing). Student's assessment and evaluation process were evaluated on estimated criteria for 9 units of Platform and 16 units of "Text analysis course book incorporating a wide group of students (75 of Finance and 60 of English Language). The study focuses on different assessment methods and strategies related to students' level and tasks difficulty. The data collected through written essays, group works, individual papers (including grammar and vocabulary exercises), projects and different homework tasks given were interpreted and analyzed on measurable criteria. The paper answers three research questions raised since the

beginning of the paper shedding light on the challenges of evaluation and assessment in the group of population (students) taken for analysis.

The results of the research showed through the quantitative research using appropriate assessment strategies and techniques, teachers can increase their students' motivation and show them the level of language acquisition. Useful implications were withdrawn presenting some useful assessment and evaluation techniques in need of language teachers to create a dynamic classroom situation for evaluation.

Greek primary teachers' practices following professional development program

Samanta Angeliki, Psillos Dimitrios

ICT integration in class in a more explorative, participatory and co-operative way often requires changes in traditional forms of teaching. Therefore, teachers need to be trained to do so by Professional Development (PD) programs. In Greece, primary teachers are being trained on ICT integration in class by a multi-year, national PD program that is being coordinated by the Greek Ministry of Education under a scientific committee.

In the present study, we investigated Greek primary teachers' practices before and after participating in B' level. Our goal is to present the outcomes of B' level and show whether primary teachers change their teaching practices through this program. Our research was carried out through pre and post questionnaires (N=140) and personal interviews (N=10).

Concerning the level of ICT implementation, before being trained the majority of teachers noted integrating ICT rarely or not integrating at all but at the end, teachers considered that they were integrating ICT significantly more than in the beginning. In their interviews, teachers mentioned being more confident to integrate ICT after being trained. Regarding activities, worksheets and scenarios, pre questionnaires showed low integration of these elements and interviews showed confusion between worksheets and homework. After being trained, teachers appear to know how to prepare a full teaching scenario where students follow the instructions of a worksheet so as to run activities.

Conclusively, B' level helped Greek primary teachers to implement ICT in their everyday teaching in a more organized way using scenarios, worksheets and activities.

A social semiotic approach in mathematic problem solving of elementary school students with autism spectrum disorders.

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The current study examines under the lens of socio-cultural semiotic theories the solving processes of a 6th grade elementary school (male) student with autism spectrum disorders (ASD) without intellectual disabilities (ID) nor learning difficulties (LD), on three non-routine mathematical word problems during group working activities in an inclusive classroom setting. The analysis mainly occurred according to the theories of semiotic bundles of Arzarello and the semiotic means of objectification of Radford. McNeill' s gestures classification was also considered. The purpose of the study was to discern the ways in which students with ASD could benefit from the variety of emerging semiotic means of objectification, especially concerning gestures and handling of shared (in group) manipulatives throughout problem solving collaboration. Research outcome revealed that solving process was strongly depended on writing and speech, despite students language deficits. As it comes to gestures, they only appeared once facilitating students working memory, but serving no communicational purpose. Nevertheless, a written form of his former gestures was added to his repertoire for

showing others his solving strategy. The wide range of semiotic means, including plenty manipulatives, seemed to have a positive impact on the evolution of communication among the group members, promoting mediation of learning. The student developed great commitment to the group activities and increased his self-confidence. Finally, he declared his excitement and satisfaction about all the activities. In conclusion, it is obvious that social semiotic approach on mathematical word problem solving can also have a positive outcome for students with autism spectrum disorders.

Possibilities of developing citizenship at the Greek Lyceum: A research approach to students' views

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According to curricula, socialization and the development of citizenship are major educational aims of the Greek school. However, moving on to the 21st century, young people cannot be prepared according to previously used terms. Modern societies characterized by post-modernism are struggling to manage social and political issues even though they are organized according to democratic processes. Citizens' expulsion from politics and their growing abstention from the democratic institutions constitute risk factors for societies and this context may seem chaotic to young people who have not been prepared for it.

The paper will present results from exploring 16-year-old students' views on school and its link to real life, politics and democracy. The goal of the current research was the application of educational interventions regarding citizenship development in school settings taking into account the students' views. The students were asked questions about what they were expecting from school, whether school could educate them as citizens of a democratic society and the possible ways to this end. The research was conducted in September 2017. 75 students from three Lyceums of Thessaloniki participated in it and the methods of the questionnaire and the focus group were utilized. The answers were recorded and the data were analyzed with content analysis. The analysis shed light on students' views regarding the questions asked. The results may be a useful tool for teachers' reflection in order for them to enrich the teaching process aiming at citizenship development while renewing and updating the official curriculum.

Writing and graphomotor skills in Attention-Deficit Hyperactivity Disorder

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Handwriting is a complex process involving many skills and performance characteristics. Difficulties in handwriting and graphomotor skills can affect writing which is often slow and labored, and may cause high levels of stress, frustration, anxiety, and embarrassment at school. Children with Attention-Deficit Hyperactivity Disorder (ADHD) have been found to be more likely to have less legible handwriting, make more spelling errors, more insertions or deletions of letters. This study reviews the writing and graphomotor skills in ADHD as well as examines the possibility of strengthening them following an intervention plan. For this purpose, a student girl facing ADHD was selected. At first, all the past record regarding this student was gathered. Then the girl was assessed on the Beery VMI Developmental Test of Visual-Motor Integration (Beery & Beery, 2010) and a Greek test suitable for identifying difficulties in legible handwriting (Porpodas et al, 2007). Four (4) months later, and a total thirteen (13) interventions re-assessed on the same tests. Each intervention plan included activities and graphomotor activities. Teaching handwriting is more than just getting a child to practise writing the alphabet. According to the results, there had been a slight improvement regarding the graphomotor skills, but not any regarding other types of skills, which remained

stable. To conclude with, this specific intervention in a student facing intellectual disabilities can impact positively writing and graphomotor skills, though more time is needed for an intervention of that kind to prove fruitful in developing such a student's skills.

The impact of research on educational work and the professional development of the teacher

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The contemporary educational work of the teacher encompasses a series of more or less identifiable procedures and strategies that signify research in the field of pedagogy and education in general. The influence of research in the educational work and professional development of the teacher is perceived in the supporting and the forming of the research spirit and behavior of the teacher in order to quality professional preparation, facing various challenges and improving their own educational practice and professional development.

Regarding the teacher, the impact of the research is an unrivaled learning opportunity, a reflection of evaluating one's own educational work, helping to make the right decisions, taking further steps and activities.

Within the professional development of the teacher, the impact of the application of research is recognized as one of the important prerequisites of overall quality, whereby the acquiring of new knowledge, skills, abilities and beliefs are the keys to fostering and developing professionalism in the work and the profession of teacher.

For this purpose, a quantitative research was conducted, using a descriptive method, through an analytical-descriptive, analytical-interpretative approach. A survey was used as a research technique. The sample of the survey includes 150 teachers from elementary education. The conclusions are related to certain aspects relating to the topic.

Multimodal texts and linguistic development in preschool education: comic's impact on oral language skills

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The last few decades we have seen a growing use of multimodal texts in education, specifically in language education. The use of multimodal texts in language teaching is recommended in the Preschool Education Curriculum in Greece. Furthermore, comics due to their multimodal character are considered as a useful tool in teachers' hands. However, comics have not been particularly exploited in preschool education. This presentation has the intention to stress further the role of comics as a teaching aid. It refers to an exploratory case study, which explores if the use of comics during preschool teaching and learning could improve oral text production competence. Specifically, it explores if preschool children oral text production can: a) obtain a greater cohesion and coherence, and b) be more efficient in introducing the sequence of events in a story by the using of time expressions. For this purpose, a range of innovative learning activities were designed and implemented in a preschool classroom (N=13 children, 5-6 y.o.) in Florina. Data were collected using a semi-structured interview protocol and were analyzed using content analysis method. The first results have shown that preschool children oral text production competence could be enhanced through innovative activities comprising the use of comics.

Pupils are painting the Citizenship in Florina

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In assimilation and production of images, there are important possibilities for education and learning processes in the media society (Lieber, 2008. Zaidi, 2011. Mayer et al., 1995). The purpose of this case study is to investigate the perception and social skills of pupils with regard to the value of citizenship as it is documented in Florina's area. Using the visual questionnaire which had been produced for this specific research, we focus on the children's trace that are made or reproduced by them about citizenship. We apply the grammatical design method of Gunther Kress & Theo van Leeuwen (2010) in order to study both the "presence and the absence" of signifiers as well as the linguistic significance.

Thus, the question arising in the semiotic analysis of the children's paintings, is whether and to what extent the narrative element of children's visual writing reproduces the elements of adult culture. In this case study we are looking for narrative scenarios that are likely to reproduce citizenship. It seems that these visual narratives are coming from the pupils "cultural capital", as adults, parents, guardians, teachers, as well as Mass Media operators perceive it.

Outdoor Education as an Entry Field of Intercultural Education in the Framework of School Evolution towards Sustainability

Sotiroudas Vasileios, Garitsis Ioannis

The main purpose of this study is the design, implementation and evaluation of a professional development program for Greek language teachers in minority education in Albania. The education of the Greek minority in Albania has been a separate part of the whole educational system of the country that has its own features and its own history (Barkas, 2015). The upgrading of Greek-language schools in the formal and the non-formal educational system plays a decisive role in the preservation of national identity of this minority community in Albania (Sotiroudas et al., 2017).

The starting point of the present study will be to outline the existing educational situation and to explore the needs of a) the specific teachers and b) the views of the head teachers and c) the professors at the University of Argyrokastro in order to form an overall picture of their training needs, their views and their suggestions for continuing education.

The ultimate goal is to present an integrated professional development framework for Greek language teachers in the minority education in Albania, where the advantages and the practical applicability of continuing educational models will be exploited. We hope that the suggested professional development program for minority education teachers will be an effective one to upgrade their work and, in the long run, to make a decisive contribution to the qualitative upgrading of the Greek language instruction.

A small-scale research about skype as a synchronous social medium and its use and writing practices as an educational tool

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In this small-scale survey quantitative and qualitative research about skype, I am trying to collect data with the help of a questionnaire with 20 structured questions and record the self reports of the respondents, who are students of the University of Macedonia in Thessaloniki, University in Ioannina and others, in anonymity, for the use of skype and its writing practices as an educational tool. The exploration and edit of the responses of the representative sample using data analysis methods with descriptive statistics and pair-wise comparisons lead to some significant findings about the use of skype as a synchronous social medium for educational purposes. A web survey via e-mail used which has the advantage of having each respondent's answers automatically entered into a data file and saving on data entry time. Spreadsheet (excel), database, graphics and statistical analysis software were also available for this step. The demographic characteristics of the representative sample of the entire group for this type of comparison include gender, educational level (status), age, etc. The final discussion about these findings reveals the protagonist role of the new educational technology in the age of digital literacy.

Differentiated instruction: Greek as a foreign/second language for refugee children in primary schools in Greece (Case Study)

Soutopoulos Nikolas

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This paper examines language education for refugee and migrant pupils with the use of differentiated instruction in public Primary schools in Greece. Specifically, it investigates the question: is the differentiated instruction effective with positive educational results when applied in mixed ability reception classes with refugee/ migrant children? (hypothesis) The case study of the Reception Class of the 4th Primary public school of Ioannina in Greece has been chosen for the reason that the RC is one of the classes that include refugee and migrant pupils (7-12 years old) from different backgrounds with different language, ethnicity or religion that arrived in Greece the last 2 to 3 years. The instruments used to estimate the effectiveness of differentiated instruction in the specific context and the data collection method include: Literature review about differentiated instruction, Observation of the operation of the reception class, Interview (semi-structured) with the teacher of the RC of the 4th primary school of Ioannina and Triangulation: verification of the results (interview, observation, literature review).

The aim is to examine the process of differentiation of teaching Greek as a foreign/second language in mixed ability classrooms with refugee and migrant pupils in Greece and to understand how this educational method influences the learning attitudes of refugee and migrant pupils. This is an effort to examine the issue of language education through differentiated instruction methods in Primary Schools in Greece.

Reading Comprehension and Vividness of Visual Imagery as Predictors of 5th-grade students' Fraction Representation Competence

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This study aimed to establish the possible relationship between reading comprehension competence, the vividness of visual mental imagery and fraction representations competence. Participants were fifth-grade Greek students, selected using convenience sampling from four

different public schools (N=105) in N. Greece. The research was designed as a correlational study by using the Spearman's rho correlation coefficient. The data gathering tools used in this study were (1): the Reading Comprehension Test (RCT), which was developed by Panteliadou and Antoniou (2008) as a part of the Test –A; (2) the Vividness of Visual Imagery Questionnaire (VVIQ), developed by Marks (1973); (3) the Fractions Representation Test (FRT), which was developed by the researcher and which includes 8 mathematical works in fractions. The analysis revealed that the relationship between reading comprehension and vividness of mental imagery with fractions representation competency is positive. In addition, the results indicated that reading comprehension and fraction representation are dependent variables and one ability affects the other.

The public discourses on the language education of refugee children: ethnocentrism vs. philanthropism and inclusion vs. transition

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The development of European citizens' multilingual skills, identified as the '2+1 formula', is considered a prerequisite for the fostering of the mobility and efficient communication among EU members (Commission of the European Communities 2003, 2007). Greek language educational policy seems to follow the European multilingual priorities, although foreign language (FL) learning is largely devalued in public schools, while children are often obliged to be taught a second FL (between German and French) which is not their choice (Kiliari in press, Kiliari et al. 2017). On the other hand, immigrants' heritage languages remain invisible. Against this backdrop, the recent immigrant and refugee flows coming from completely different cultural and religious backgrounds have inevitably raised new language educational challenges, interfering in the public discourses on Greek multilingualism, and largely mobilizing (amidst the economic crisis) xenophobic feelings towards this 'unfamiliar other' (Kiliari 2016).

In the present study, we explore the public discourses on the language education of refugee children, which are articulated on the media and the educational policy. In particular, for the former, we review recent studies on the representation of refugees in the Greek (social) media (Boukala&Dimitrakopoulou 2017, Deligiorgi 2017, Fotopoulos&Kaimaklioti 2016). For the latter, we critically discourse analyze (Stamou 2014) the reports published by the Greek Ministry of Education on the education of refugee children (Scientific Committee for the Support of Refugee Children 2016, 2017), focusing on issues of language policy. It is shown that the media tend to both criminalize and victimize refugees, balancing between a discourse of ethnocentrism and a discourse of philanthropism. On the other hand, despite the fact that the heterogeneity of the populations involved and the complexity of the issue are acknowledged in the reports analyzed, the proposed actions are ambivalent, oscillating between policies of inclusion (e.g. the teaching of Greek as L2/FL) and transition (e.g. the teaching of prestigious European languages), without taking into account the broader Greek language educational policy currently applied.

Metacognition and performance in Language and Mathematics: The interactive role of hope and self-efficacy

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This study aimed to examine (a) students' metacognitive knowledge (declarative, procedural, conditional) and metacognitive regulation (planning, monitoring, information management, evaluation, debugging) when they are doing school work or homework, their hope regarding pathway thinking and agency thinking, and their general self-efficacy, (b) the role of hope in the generation of self-efficacy and metacognition, and in the formulization of the impact of

self-efficacy on metacognition and (c) the interactive effect of the examined sets of concepts on school performance in Language and Mathematics. The participants were 165 primary school students, fifth and sixth grades, both gender, who randomly came from 20 state primary schools of various regions of Greece. The students completed the self-referred scales at the middle of a school year, whereas their school performance was estimated by their teachers. The main results revealed that (a) the students reported a moderate extent of use of metacognitive knowledge (predominately, declarative) and metacognitive regulation (least evaluation), **when the study, [?]** (b) both hope thinking and self-efficacy ranged from moderate to high, (c) hope had a moderate positive effect on both self-efficacy and, to a less extent, metacognition, and it influenced the impact of self-efficacy on metacognition, and (d) while metacognition, hope and self-efficacy, as a group, had a positive effect on school performance in both language and mathematics, hope (particularly agency thinking) proved the most powerful formulator. The findings are discussed with for their implications in education and **in** future research.

The social consequences of using social networks sites: spreading fear through apocalyptic proclamations and prophecies

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Theoretical background of this work is the theory of mass media within which are threatened the issues of social networks and their influence today (Giddens, 1998). This research about social consequences of using social networks sites are also very closely connected with the issues of “media literacy” and religion studies, and especially with believes and meanings of the people for above-mentioned issues influenced by the mass-communication media (Fulcher & Scott, 2011). More precisely, the theoretical background of this work is addressed to the theoretical discourses about the role of web resources for critical thinking (Macionis & Plummer, 2012).

From methodological point of view, this work is based on mixed methods research (Creswell & Clark, 2011), which use quantitative and qualitative methodological approach (Bryman, 2012; David & Sutton, 2011; Silverman, 2010) and as main method of collecting and analyzing data were content analysis and data analysis (Bryman, 2012; David & Sutton, 2011).

The revelation of St. John, the last part of the New Testament, in an unambiguous way points to the destruction of the world and the introduction into the new world in which only the truly righteous will receive admittance to entry. For centuries, it has been used to spread fear through prophecies and proclamation based on the various pre-omens. The emergence and widespread use of social networks has made the communication easier, but that prevalence came followed by a lot of negative consequences. Often, they are used for the non-selective and unchecked publishing of information that relates to a certain global destruction scenarios. Also, they are often related to a current geopolitical, military, climate, demographic, astrophysical, macro and micro historical and genetically events on a local or a global scale and raise that fear almost at the level of hysteria. At the same time, many omens and “evidences” of older prophecies related to those prophets and/or events that have already been fulfilled with great “accuracy” are also used. This paper classifies these announcements and prophecies, the social networks on which they appear and spread, and addresses their social consequences. Such announcements can cause a different level of fear - from a mild panic and the accumulation of life supplies for survival, to the phenomenon of violent behavior and murderous and suicidal drives.

In-service Early Childhood Education teachers practices in Science Education

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Instructional design and subsequent implementation are both important issues of teachers' professional development and it contributes in developing Pedagogical Content Knowledge (PCK). International and Greek Early Childhood Education (ECE) curricula incite teachers to adopt practices that reinforce children scientific literacy and serve the adoption of an investigative attitude to everyday experience and problems and an understanding of science as a social endeavor working under constant rules and procedures. However, ECE teachers often adopt a traditional, transmissive model when organizing science activities with young children revealing inconsistency between their practices and their beliefs. Several researchers consider that training ECE teachers in designing, developing, implementing and evaluating of Teaching Learning Sequences could reduce this inconsistency. This research intended to investigate eight ECE teachers' practices in science education in relation to three of the most significant factors that influence teachers' PCK and their practices: a) content (scientific, transformed and use of myth), b) students' alternative ideas, and c) use of digital or other teaching tools. It also involved observations of teaching based on an observational protocol, which was the main research tool, developed on factors representing current trends in science education theory and practice. Teachers' instructional designs were also analyzed in conjunction to the protocol, in order to examine the consistency in implementing what was designed. Children also filled pre- and post-tests in order to examine the influence of the instruction. In this work will be presented: a) the description of the teachers' profile (about the factors that influence their PCK), b) the consistency between their design and teaching practice and c) the comparison of students' answers to the pre- and post-tests for controlling the path of learning.

Cultural Education in Multireligious Society

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Cultural Education in 21 century multireligious societies is faced with new challenges and possibilities. Actual digital net of shared information enables each participant to become a part of global culture despite national, race or religious differences.

Ethical function of cultural education is merely connected with religious attitudes and beliefs. Material needs are usually connect with procedural interests; they are changeable with usually negative connotations. On the contrary, spiritual needs are always evaluative, historically – cognitive, based on Descartes "Cogito ergo sum", thoughtful and efficient.

Cultural and socio-integrative function of religious are realized on various ways and trough different contents, religious and ethical rituals, liturgics, cultural manifestations, rhetorical and symbolic spiritual activities. Mostafazadeh, 2015 states that the main reasoning emphasizes that multicultural education and its implementation, especially in a multicultural societies connects different races, different cultures and different languages.

The aim of our research was to determinate attitudes of students of faculty of Pedagogy "St. Kliment Ohridski" – Skopje in relation with understanding for possibilities for mutual dialog and conventions for religious and ethical connection, integration and tolerance. We gain the findings with realization of the interview on 161 students. Results suggested that further education in culture is necessary with systematical introduction to other religious and by use of contemporary didactic methods of teaching.

Competencies for Sustainable Development among Science Teachers in Primary School

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In order to prepare students to cope with complex challenges and permanent science innovations and take action and achieve sustainable development goals (SDG's), there's a need to rethink the mission of schools. The integration of competences for sustainable development into education could be a first stepping stone towards sustainable education and serve as a basis for a change in science curriculum and education pedagogies in order to establish connections with SDG's.

To date, little attention has been given to the circumstances in which developing key competencies for sustainable development may take place in science subjects. In this paper we present results from a research carried out among science teachers in primary schools aiming to assess the level of teachers' competencies with respect to ESD . The objective of the study is to explore the perceptions and views on teachers' competencies in relation to education for sustainable development and SDG's. For this purpose as research instrument we have designed and applied an online questionnaire on separate samples of science teachers (biology, chemistry and physics). The gained results from the empirical analysis are used to promote the awareness amongst science teachers about the development of ESD competencies in order to become more alive and integrated within the existing education curriculum.

This paper presents a model that furthers the development of basic competencies for sustainability among science teachers, which can be incorporated into the science curriculum of primary education.

Hearing and experiencing the music with children from preschool age

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In this paper we will dedicate attention to the thematic activity "listening to music". In addition to singing, listening to music has a significant role in the development process in the children from the preschool age. The good organized activity "listening music" affects emotional development and aesthetic improvement for the overall development of the children. The goals and objectives of the activity listening to music depending on the age group takes place in a vertical placement. However, there is possibility to make one gradation, starting from the smallest to the largest age group.

The selection of compositions is the key moment that it is necessary to pay special attention, i.e. the compositions that are being listened should suit the corresponding children's age, children's knowledge and experience, but also to have artistic value. It is needed for the educator is to be creative and to be able to motivate the children.

The research was done with pre-school children (middle and large group), with the composition "The Dwarf Marsh" by E. Grieg. Within most of the meetings, the composition was performed with one musical instrument. The same composition was reproduced with various musical instruments. Depending on the age group, different results were obtained, but within the realistic expectations. The melody was recognized, but a number of questions followed. The purpose of this research is to obtain appropriate results for the perception of the same melodies in the performance of various musical instruments.

The Balcony railings in Florina: the Custom metal art in borders area

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This announcement is part of a research and documentation for the organized workshop groups of metalworkers of Florina, in balcony railings constructions.

These artisans in their workshop evolved and adapted their decoration crafts developing a substantial number of metal constructions and products in balcony railings, in center courtyards surroundings of the buildings, in windows, and of course in the ornate hand crafting traditional style entrance gates of the houses in Florina.

Specifically, from the first decades of the 20th century, the conditions for the development and the prevalence of the new architectural morphological character of the city were created with new aesthetic and decorative impressions, mainly on the facades of the buildings in Florina.

We are interested in recording the different techniques - methods and the ways of creating and design of the metal motifs in the field of balcony railings, using the hand tools of that period. Construction techniques that were tailored to the functions of local manufacturers, but also to the same characteristics and behavior of that kind of materials, as the technology of the era had imposed specific rules on application developments.

At the same time, we compare the common references and the influences received by the local metalworkers in balcony railings from the two major urban centers of Bitola - and Korce in borders area.

Creative thinking in young students

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The aim of this study was to compare young girls' performance in terms of creative thinking who are involved in ballet and those involved in Tae-Kwon-Do. On the one hand, teaching ballet to young children is inextricably linked with the use of music and free kinetic expression. On the other hand, Tae-Kwon-Do is a sport, which includes a rich motor repertoire. A total of 36 girls aged from 7 to 9 years completed the Torrance Tests of Creative Thinking (TTCT) (Form A). The TTCT is a highly reliable creativity test and the most widely used test to assess creative thinking and creativity. All participants completed the Verbal TTCT, Thinking Creatively with Words and the Figural TTCT, Thinking Creatively with Pictures. The TTCT is appropriate for all levels, from kindergarten to adulthood and is scored based on four scales: 'Fluency', 'Flexibility', 'Originality' and 'Elaboration'. These scales are considered to be the most important ones to evaluating creative thinking and creativity. To compare the performance between the two groups, Mann-Whitney non-parametric control was used for independent specimens. The results showed statistically significant differences that favored girls who were involved in ballet only in the Figural Test. However, no statistically significant difference was found between the two groups in terms of their performance in the Verbal Test. The discussion of the results focuses on the contribution of music to teaching and free dancing as well as the important role they seem to play in developing young students' imagination and creativity.

Digital literacy and safety in the Internet from the perspective of teachers of stage II of education in Poland

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Digital literacy (DL) has become one of the key skills in the modern world. Together with fluency in first and second language, STEM, collaboration and cultural activity, ability to use new media forms new canon of educational standards. Today, DL has become the key

competence for people living in more and more computerised environment, called information, network or computerised society. DL is necessary for full and efficient functioning, both in private and professional life. In the context of development of information society services, safety is an important component, as it naturally complements technical skills and knowledge regarding use of software, websites or operating system. Lack of developed skills in safe use of new media may lead to many problematic situations that strengthen risky behaviours among the stakeholders of educational process. In this paper we assume that full digital literacy include expanded knowledge and skills regarding digital safety. To this day, the number of studies into e-threats, in the context of measuring the level of these competencies, is insufficient. Therefore, it seems necessary to view DL in quantitative perspective that would show distribution of certain components that form DL. It is also important to compare weak and strong aspects of DL. The text focuses on presenting components of digital literacy in the area of e-threats. For this purpose, we use results of the study commissioned by the Polish Ministry of National Education (conducted by the Cities on the Internet Association). A competency test was conducted among 316 teachers of stage II of education. The test was measuring knowledge and literacy regarding: ergonomic of using digital devices, assessment of credibility of online information, preventing risky relations mediated by the Internet, securing online accounts, image protection and copyright. Presented results refer to part of the study from the years 2016-2018. The research was conducted with respect to the ethics of collecting quantitative data. The data allow to design activities supporting development of DL. Adopting the risks paradigm from media pedagogy provides a chance to strengthen DL among teachers during non-formal education and improve curricula addressed to future pedagogy students.

How Did Probability Theory Emerge in the Modern Greek State?

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In this paper, we are interested in the introduction of probability theory in Greece during the first decades after the liberation from the Ottoman Empire and the establishment of the new state. We mainly focus on the first references to Probability, which we found in textbooks (from 1888 onwards), linking these findings to external influences and internal peculiarities of the newly formed country.

In recent years there has been a development of national history of mathematics in countries of the European 'periphery'. Scientific ideas and theories emerge from pioneering and particularly gifted people. Individual creativity is inherent, in general, with surrounding incentives and welcoming consensual framework.

The introduction of Probability, a relatively new branch of mathematics in modern Greece is a historic event. The remarkable thing is that the investigation of the matter revealed an interdisciplinary historic reality. Branches such as Artillery, Topography and Experimental Physics compose the initial recruitment for Probability, which is interwoven with the institutional and epistemological statuses of Greek scientific education at the turn of the 20th century.

How can project-based learning cultivate students' 21st Century skills?

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Project-based learning (PBL) is considered to be a popular and effective method teachers can use to help students develop their key competences. The term 'key competences' includes eight key competences specified by the European Reference Framework for Lifelong Learning, each one of which is underpinned by transversal skills used in various situations and work settings, such as critical thinking, decision-taking, creativity and initiative. The popularity and effectiveness of PBL as a method for teaching key competences lies on the cross-curricular and deep-knowledge aspects of PBL.

According to the relevant bibliography, several important keys and elements have to be taken into consideration for PBL to be effective and successful. It is important for students to provide multiple drafts of their work throughout the project, learn from each other's critique and feedback, and finally exhibit their project outcomes to the public. Other important elements for PBL relate to in-depth inquiry, intriguing driving questions, students' need to know, and taking initiatives throughout the project. Following particular steps for PBL from getting an idea to exhibiting the project helps teachers design their projects. For instance, 'backwards planning', contacting with experts, or filling out a project plan are some ideas that can make project design easier. PBL also changes traditional practices of assessment by laying emphasis on self, peer, teacher and/or outside assessment of the learning process, and capturing students' thinking processes and problem-solving skills.

Studying the impact of a Professional Development Program on Science teachers' practices

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In this study we discuss four science teachers' competences progression after their participation in a long-term professional development (PD) program. The aim of the program was to train teachers in instructional design and also to detect possible broadening of their views and practices according to current trends in science teaching. In order to identify common factors and possible differences in teachers' development depending on their educational level, the four participants were equally balanced from primary and secondary education. In particular, this paper focuses on changes observed in teachers' practices, during three implementation phases of the PD program, and discusses three out of eight research domains that were under study. Data were collected through guided, semi-closed observation protocols, and analyzed using a semi-quantitative method. Results indicate an improvement in domains related to content presentation and transformation. In addition, in terms of verbal interaction, traditional practices (e.g. lecturing, close ended questions e.t.c) seemed to be partially restrained within the program, while more innovative types of communication were enhanced. As far as the highlight and deconstruction, by teachers, of students' alternative ideas is concerned, no variation was observed. Finally, a comparison of the development achieved by teachers belonging to different educational levels is attempted, based on the recorded changes in their practices in each domain of interest.

Creative writing and speech as part of creative leadership in educational management

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One of the important areas of education is its organization and administration. Educational management can contribute in creating the essential conditions in order to enable teachers

and students to be creative and to improve their knowledge and skills, in the changing conditions of education in the 21st century. In the context of changes in education, creative leadership is an innovative type of leadership that involves the organization and administration of education, since it suggests ways in which it is possible to organize and manage educational units more efficiently and effectively so that its members to be able to work in the best possible conditions and to progress in it. The present paper deals with creative speech and creative writing as to their interconnection with creative leadership. Are presented areas of creative leadership where creative writing and creative speech can contribute to the emergence of the creative leader. Also analyzes ways in which the manager of an educational unit or the administrative manager of a larger educational organization, through the use of creative language and creative writing in communicating with the other members of educational organization, can apply the model of creative leadership and finally to be creative leader and successful in his/her work.

Ottoman domination in Florina – Educational material for the local history of Florina (primary education)

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The local history is part of many aspects of historical reality and constitutes a new proposal in the teaching of History, in Primary and Secondary Education as well, involving multiple instructive and learning benefits. For this reason, this dissertation aims to the creation of educational material for the local history of Florina, available to teachers who wish to deal with the history of the city and the wider region of Florina. More analytically, the present work is constituted by two sections. The first part includes the theoretical framework and information with regard to the history of Florina as well, during the Ottoman domination (approximately 1385-1912). The second part includes fifteen (15) worksheets which refer to four thematic units: a) the urban plan of Florina – the constitution of the wider region, b) the Christian monuments during the Ottoman domination, c) the Islamic monuments during the Ottoman domination and d) the Macedonian Struggle. It should be also clarified that the proposed worksheets, were not delivered to students, due to certain practical impediments that came up. However, the teaching material was made with assiduity and they were revised by my supervisor professor, Mr. Kasvikis Konstantinos, so as to correspond successfully in a future implementation by students of 5th or 6th class of primary school. It's a pity that regions with so rich cultural and historical heritage, like Florina, are not so developed and left to decline their monuments with the byway of years.

"Lesson Folder" of Religious studies at primary school: A new school text book – challenge for a Greek school and its students' education

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According to the Constitution of Greece, education aims, among other things, to "develop religious consciousness". The consciousness is formed according to the Orthodox Christian doctrine and is meant as the prevailing religion in Greece, which is presided over by the overwhelming majority of Greeks. The Greek State must provide education in accordance with the religious beliefs of the students and not require simple religious information so that the

student becomes critical about the main religions or doctrines and, when he is spiritually mature, to choose free his religion or doctrine. On the contrary, the Greek State is particularly dedicated to the Orthodox Christian students "to be possessed by faith and true elements of the Orthodox Christian Tradition. Because of the "student folder" of the religious lessons, the present religious books do not teach the pupils not even the elementary ones about the Orthodox Christian life. On the contrary they are provided with plenty of material relating to other religions and doctrines and as a result they bring cognitive confusion to the students, do not deepen nor inspire the Orthodox Faith. Therefore they are considered to be inadequate and inappropriate to achieve their legitimate tasks. Research was carried out through observation during a school year (2017-2018), as the writers of this paper were involved in teaching primary school lessons as mentors for undergraduate students. The research showed that there are some controversial and "dangerous" for proselytism, fanaticism and violence, points of the lesson in four grades of the Primary School (C'-ST'). Finally, it is interesting to see if this 21st century's new status quo in religious education is converging into orthodox culture or pan-religious propaganda.

Border's fairy tales as common narratives

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The geographic identification of the research concerns the Balkan countries. In particular, fairy tales were documented in local research in Florinas' borders area.

The language material we present refers to Balkan languages. According to the linguists (Ivan Čolović, 2003; Paul-Louis Thomas, 2002-2003), the Serbo-Croatian language is defined as a polycentric common language, a language spoken by many peoples in different states, with recognizable linguistic variants. In linguistics the Balkan language link *or Balkansprachbund* refers to the name given to similarities in the grammar, syntax, vocabulary and phonology of the Balkan languages, although belonging to different branches of the Indo-European language family, such as Greek, Latin, Albanian, and Slavic languages.

Methodologically, we attempt the semiotics study of translation as an approach called translation semiotics: following Tzvetan Todorov, narrative is defined as a disturbance of balance, while as a myth the material of the story, which is narrated by a text.

Thus as researchers and as readers we take on the techniques of narration, plotting and myth. The aim is to highlight the common and different patterns in the Balkan fairy tales, resulting in the translation material itself as new narratives.

The articulation between arithmetic and algebraic thinking

Tzirtziganis Vasileios

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Algebra is an important field of school mathematics as a closer look to many curricula indicates (Χρήστου, 2009). However many students seem to face difficulties in the understanding process, as empirical studies reveal (Χρήστου, 2009), despite the fact that great interest is putted on and many time is spent in algebra teaching. These difficulties are attributed, on the one hand to the abstract nature of algebra objects (Kızıltoprak, 2017) and on the other hand to the elaborated notion of unknown, that many students face for the first time. In order to overcome this troublesome condition many different approaches has been proposed, nonetheless our research focus on the issue of articulation between arithmetic and algebraic thinking and the way that fosters the passage from one to the other. This approach as proposed by Hitt et.al (2016) is trying to make smoother the above transition, by mobilizing the so called arithmetic-algebraic way of thinking.

In order to understand the way in which the above mentioned mechanism works, we are investigate the manner in which students of the Department of Primary education, future primary school teachers make the passage from arithmetic to algebraic thinking, by collecting and analyzing data by means of worksheets focused on triangular numbers. The collected data was analyzed with the use of the mathematical working model, after the transformation that Hitt et.al (2016) proposed. Our decision is based on the undeniable fact that teachers are an essential factor, of every educational system and are in daily contact with students, who are leading to the learning

Designing a philosophy-inspired learning environment for biological classification

Valanidou Eftychia, Ergazaki Marida, Gasparatou Renia

University Of Patras, Patra

This paper reports on the exploratory phase of a developmental research, which aims at designing a learning environment based on philosophical theories of concept formation. Here, we will present the first version of our learning environment designed to support primary school students in (a) constructing biological concepts such as "fish", "amphibian", "reptile", "bird", "mammal", and (b) enhancing their categorization skills. *Family resemblance inspired theories* suggest that we classify, e.g., individual birds under the concept "bird", by intuitively grasping their shared features, or by intuitively relying on a list of key properties of birds we may consider as prototypes. Moreover, *classical theory* suggests that we classify, e.g., individual birds under the concept "bird" by articulating bird definitions. Considering the above theories of concept formation we developed a three-part, collaborative learning environment within the theoretical framework of constructivism. Our learning environment consists of 7 teaching-learning activities that aim at helping students actively engage with the vertebrate animals classification while using different types of reasoning. More specifically, students are expected to collaborate in small groups in order to classify vertebrate animals into their classes, by (a) observing different examples of each vertebrate class, (b) making lists of their key-features, (c) deducing some unique features of each vertebrate class from the corresponding list and (d) using those unique features to articulate reasoning strands about vertebrates. The learning environment will be thoroughly discussed in the final paper, along with some preliminary results of its implementation.

The impact of a school leader's political skills at work

Vampa Magdalini

"Fan S. Noli" University of Korçë

Rapid changes in society are influencing the context of education, rising school expectations and its role in societal development. Continuous waves of reforms have placed the role of school leaders at the center of implementation efforts directed at school improvement.

This paper analyses various political skills and the role they play in a school leader's ability to influence staff members and therefore their potential career success. The results are presented, after analyzing the data collected from observing and interviewing 50 school principals in the District of Korça, in Albania.

The aim of this paper is about understanding how to apply political skills at work. How can school principals influence teachers? They need to develop a style of interaction that allows them to read and interpret various situations. They have to exhibit just the right kind of behavior to induce teachers to act willingly regarding the tasks to be accomplished; as if it were their idea in the first place. Political skills represent an effective and essential set of tools that - if properly applied – help both school principals and teachers in achieving high results in their working environment.

This paper is organized in two main sections. The first one introduces the political skills of a school principal and explain the necessity of applying them in any work environment. This section describes the level of a school principal's political skills, how this level is measured and assessed, as well as the ways on how to further develop it. The second section shows how school principals can use their political skills for self-improvement and increasing proficiency at work.

National representations of the Balkan area in the covers of «The Illustrated History» magazine (2009-2018)

Vasileiadis Germanos, Vamvakidou Ifigeneia, Sailakis Ilias
University of Western Macedonia, Florina

The national states of the Balkans have emerged very recently and both historians and politicians have tried to strengthen their legitimacy by associating them with other older medieval or antiquity states in order to secure them against other nation-states competitors. All historic moments of the past, all historical figures and historical processes have been evaluated according to their contribution to fulfilling the national ideal. Nevertheless, there were also many distorted, dominant historical narratives that had been used to build national cohesion or to strengthen the effort to modernize society. Public history as a “nonacademic narrative” had played an important role throughout this process for the modern construction of national or historic mentality.

In this research we study on “The Illustrated History” as the first Greek historic illustrated magazine which published from the July 1968 to nowadays from the company Papyrus Press. In particular we focus on magazine's covers as well as on the titles referring to Balkan area. There are only 5 issues as “519, 537, 590, 593, 596” which are analysed as a “public historic discourse”. The new material that comes because of the agreement in Prespes (17-6-2018) will be also correlated. We apply the historical thematic analysis in order to open a debate on Greek public narratives about Balkans.

Challenges in L2 learning & teaching in the combined high school “Taki Daskalo” in Bitola

Vasilevska Jasmina , Sotirov Elena , Bogojovksa Valentina ,Kotevska Natasha , Trajkovska Vesna, Veljanov Kristijan

The aim of this paper is to point out high school-students' motivation in learning foreign languages from public high schools compared to private language courses and their future priorities, in the region of Bitola (Dornyei: 1998; Gardner & Lambert: 1959; Dornyei: 1994a). The students from “Taki Daskalo” public high school (wikipedia: SOU Taki Daskalo), as well as the students of several private language schools will be the representative sample of this research. “Taki Daskalo” is the only combined high school in Bitola which includes general-knowledge and vocational education. Students that attend this school, unlike other schools, are of mixed social, economic and ethnic background, originating from all the minorities that live in our country. Students' approach to L1 at school environment will be taken into consideration and correlated to the approach students have (Bausch & Kasper: 1979; Heyd: 1990; Kraschen & Terrel: 1983; Nold & Dines: 1985), on that base, to L2. The results from the research should provide further directions on learning L2 in mixed societies on all levels and contribute to constant improvement of teaching plans and programs that will motivate students to engage more in learning L2.

This research has been performed using the method of survey comprised of case study utilizing a survey comprised of combined questions (Creswell: 2011). The representative sample includes 50 respondents, both from “Taki Daskalo” and private language schools.

Taking into consideration the rapid change of society's priorities and economic conditions, especially in this period of turbulence in global labour market, students are often confused which language to learn and which level is sufficient for them. Furthermore, they are confused if their priority is the grade or the knowledge.

Primary students' views about sustainability aspects of Kastoria's urban landscape as seen through their drawings

Vasou Lamprini, Kasvikis Konstantinos
University of Western Macedonia, Florina

Nowadays, sustainability is realized as an overarching concept with environmental, social, economic and cultural dimensions and in this way, urban sustainability provides cities with the opportunity to be self-supporting, flexible and responsive according to changing circumstances. This study is based on the theoretical foundations and interaction between the fields of Local History and Environmental Education, and explores the ways that primary school students understand the concept of "sustainability", and more specifically, its aspect concerning the local landscape and students' living area. The methodology was based on the collection and analysis of student's drawings depicting their perceptions about their town of living. Participants are primary school students from grades 4th and 6th, all inhabiting in Kastoria town, Greece. Collected drawings were subjected to qualitative (categories' development) and quantitative (frequencies and percentages) analysis. Findings indicate students can understand rather well the environmental sustainability, especially concerning its natural and social aspects. However, in order to trigger further students' interest in those fields, and especially regarding the economic aspect, additional educational and political measures should be promoted and adopted. In other words, the outcomes of this study need to be taken into consideration aiming to promote innovative ways of environmental education and local history teaching in primary schools.

Challenges and priorities of education in the following period

Vejseli Sabit, Sulejmani Vildane, Sulejmani Emil, Alla Muamer
'St. Climent Ohridski', Skopje

It is necessary to conclude that the segment of education today is experiencing a certain conceptual, content - structural, pedagogical and organizational transformation. These changes and transformations implicitly presupposed the definition or redefinition of various pedagogical, organizational and methodological postulates in the educational activity. Expert teams in all segments of education are seeking for models of how to reconcile old models with contemporary world trends and tendencies.

The efforts to redefine the goals and objectives of the upbringing and education with the willpower of the students to be involved in the promotion of the overall school, teaching and extracurricular activities, where they would be emphasized as free creative, autonomous, initiative and communicative persons who will by that experience themselves and others through the universal values of life.

If we want to talk about a real modern education, and if we want to leave the traditional orientation by putting emphasis on materiality, less on the developmental-formative and educational task of preparing the students for an adequate solution to the challenges of life, it is necessary to point out the need for direct participation of pupils in the school process, to encourage them in their visions of the future, in which their creativity and creative fantasy will be a necessary factor for taking concrete action.

The teacher has a great role to play in the role of a guide, participant and researcher in the educational process. Through the all changes he teaches how to fit in and directly investigate his work and the work of the students. The teacher must, above all, be didactic and informatised with knowledge which can apply it in the teaching.

One of the ways to increase the effectiveness of teaching leads to the thoughtful engagement of students in gaining new knowledge, it is especially effective if in the gaining new knowledge the students are brought in a situation to solve certain problems.

Tomorrow's active citizens- today's active students: lessons of the past

Veljanov Kristijan

University of Western Macedonia, Florina

It is often said that today's students many times lack of interest in community activities. Fortunately, there are many that do not lose an opportunity to engage in youth activities organized by various Non-Governmental Organizations (NGOs) and/or Service organizations (e.g. Leo Clubs organized by Lions Clubs, Rotaract organized by Rotary Clubs etc.). This is especially visible in Bitola, where 25 NGOs, specialized in working with youth programs of the EU, such as Erasmus, out of 87, according to municipality's official information, active citizens' organizations or NGOs, as they are better known. Those, not only encourage mobility of young people throughout Europe, but also help youngsters detect the problems their teenage friends are facing and see the opportunities for solving them.

This, however, is not a new habit or trend of today's Bitola. The roots of this organized form of active citizenship in the Bitola region can be found as early as the beginning of 19th century and the foundation of organized educational institutions. Leaving the traditional religion-based approach of education, community schools are organized. This happened somehow later than in the rest of Europe (inside the Ottoman Empire, that is) and in that direction these schools included nursery and primary school, as well as *parthenagogeion* and *arrenagogeion*, girls' and boys' school accordingly. The type of organization and the after-school activities of the above mentioned schools, existing in a community service-oriented society, regarding the active and useful citizens of the tomorrow of those days, is going to be analyzed through the prism of today's civic societies.

Positive Discrimination Policies in Education: The Case of Greece

Zachos T. Dimitris, Patsikouridi Maria

Aristotle University of Thessaloniki, Thessaloniki

Positive discriminations are actions in favor of individuals or groups living in an unfavorable social or economic situation. Positive discriminations that have also been called preferential treatment, reverse discrimination and affirmative action, may be preventive or reparative policies and practices aimed at balancing the disadvantage that these individuals or groups suffer because of their social status. The design and implementation of positive discriminations policies is an issue framed by social justice concerns.

In education, many governments and institutions all around the world have implemented positive discrimination policies. Those policies are designed to deal with the effects of socio-economic disadvantage which may hinder the opportunities and potentials of students. The criteria on which students benefit from these policies are relevant to their social class, national origin, ethnicity, cultural background, gender and the geographical area of the school.

In this paper, we attempt to critically analyze positive discrimination policies in education. Using Greece as a key -but not exclusive- area of our research, we explore the ideological and political arguments of those advocating or opposing the implementation of positive discrimination policies in education, as well as the pros and cons of the implementation of such policies.

Primary Student Teachers' Scientific Literacy Development in an Open Inquiry Training Program

Zachou Panagiota, Spyrtou Anna, Manou Leonidas
University of Western Macedonia, Florina

This study focuses on promoting the main aspects of scientific literacy to primary student teachers. It is argued that contemporary teachers' education should include training programs aimed at developing knowledge and practices in order to support their students' scientific literacy. Open inquiry learning environments constitute an emerging and promising context needed to this attempt. In this paper we outline the development of 37 primary student teachers' conceptions about scientific literacy. Participants experienced a semester training program that aimed at familiarizing primary students with the open inquiry learning environments as well as at their thorough preparation for the planning and implementation of science and technology festivals. The main directions of this program were three: science and technology, inquiry learning environments and modeling. The data collection tool was an open-ended questionnaire, completed before and after their training. Qualitative content analysis method was chosen following the content science literacy standards proposed by the National Research Council and on Science, Technology and Society (STS) trend. The results revealed that there has been progress in participants' conceptions about scientific literacy. Specifically, primary student teachers enriched their own awareness about inquiry aspects and technological designing ability. For example, researchers recognized in a post answer concrete inquiry processes: "a scientific literate citizen raises questions for a specific phenomenon and makes hypothesis, in order to explore it and finally to answer the related questions". In addition, it was acknowledged that their conceptions of the relation between Science, Technology and Society were considerably broadened.

Can children in kindergarten use the Control of Variables Strategy method? The case of floating and sinking phenomena

Zoupidis Anastasios, Soultanis Konstantinos
University of Western Macedonia, Florina

Scientific practices are a fundamental aspect when approaching students learning in science education. Especially in kindergarten, this aspect could satisfy children curiosity and cultivate positive attitude towards science. Control of Variables Strategy (CVS), i.e., the ability to design appropriate experiments and to draw conclusions from their results, is one of the essential scientific practices. This research intended to investigate if twenty kindergarten children were able to use the CVS method when they were prompted to examine variables that possibly influenced Floating/Sinking (FS) phenomena. In addition, the research intended to investigate if the use of the CVS method could improve children choices and explanations of the relevant FS phenomena. A hands-on experimentation task was adapted to dynamically assess the use of the CVS method by the children. In this task, the children were challenged to design experiments using several objects and vessels with up to four independent variables: width of the vessels, size, shape and material kind of the object. The number of variables to be set gradually increased from one to four. Consequently, this increased both the level of children freedom and the difficulty of the task. The results showed that most of the children were able to use the CVS method but in different level of freedom and difficulty. In addition, there is evidence that the use of the CVS method, and the discussion that was held during this task, improved children choices and explanations concerning FS phenomena.

Round Table - Thematic session

Refugee Students Language support. XENIOS ZEUS European Programme. Needsfordevelopmentofnewteachingmaterial

Coordination of round table: Konstantinos Dinas, Konstantinos Konstantopoulos, Nikos Akritidis

Panel's Participants (20 min per person):

Anastasia Patsiou & Konstantinos Konstantopoulos, *Refugee students at schools of Western Macedonia*

Nikos Akritidis, *Refugee students in Greek school: mapping the situation in Central Macedonia, needs and suggestions*

Vassiliki Papadopoulou & Nektaria Palaiologou, *Teachers' Education and Needs for their training about Refugee Education: University of Western Macedonia as an example*

Christos Papias, *Presentation of Language Supportive Material NEFELI for Refugee Students: Diavata spot as a case study*

CLOSURE-DISCUSSION WITH THE AUDIENCE

ABSTRACT

XENIOS ZEUS European Programme(Erasmus+/School Education Section) was implemented for 24 months (from 01-09-2016 until 31-08-2018) with title: "Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults".

The Regional Directorate of Primary and Secondary Education of Central Macedonia was the leader, with partners: 1) Aristotle University (Department of Primary Education and School of Modern Greek Language), 2) **University of Western Macedonia (School of Education)**, 3) Aix-Marseille University in France (ESPE), 4) H.R.Y.O. in Italy (N.G.O. for Human Rights in Youngsters), 5) Paionia Municipality (PolycastroKilkis), 6) Delta Municipality (Diavata), 7) Diktyo Alpha (Centre for Psychosocial Health in Western Thessaloniki) and 8) Archives of Ordnance Heritage of State's General Archives

Main objectives of the project, raising awareness, with relevant actions, through three main priority axes:

1. Creation and development of a toolbox for refugees / migrants as well as for their teacher-trainers:new material, organization of workshops aimed at children, teenagers and adults.This material can be enriches and used by future users.
2. The organization and implementation of workshops from the Regional Directorate of Primary and Secondary Education of Central Macedonia in Greece, Italy and France, as well as from the University of Western Macedonia at the School of Education. These workshops were

addressed to educators, researchers and stakeholders to take action on the issue of refugee / migrant education in order to exchange good practices.

3. The use of the toolkit by future users and the design of a platform (under development) to assess the overall programme, based on the needs of refugees / migrants in each partner country of the program, tailored to the changing needs.

The ultimate goal is to disseminate and give publicity to the project's results through all involved actors and decision-makers across the broader region of Macedonia and throughout Greece, as well as to decision-makers, aiming at raising awareness of the local communities towards refugees / immigrants and their children. New data, therefore, require new designs in curricula, textbooks and educational materials. At the panel-round table the main question is: How prepared are we, as educational systems and in particular as Universities, to face this challenge? In particular, what are needs in the broader area of Macedonia?

Panelists, Speakers (in alphabetic order):

Nikos Akritidis, Head of Scientific and Pedagogical Coordination at the Regional Directorate of Primary Education of Central Macedonia

Konstantinos Konstantopoulos, Regional Director of Education at Western Macedonia

Konstantinos Dinas, Professor at the University of Western Macedonia

Christos Papias, Early Childhood Education Teacher, M. Ed. Teaching Greek Language

Nektaria Palaiologou, Assoc. Professor at the University of Western Macedonia

Vassiliki Papadopoulou, Professor at the University of Western Macedonia

Soula Patsiou, Coordinator of Refugee Education in Western Macedonia

Evaluation and recognition of Albanian teachers' linguistic and communicative difficulties

Brame Olger

"Fan S. Noli" University of Korçë

Unfortunately the number of children facing communicative and linguistic problems and disorders constitute a constant increasing tendency all over the world. Generally speaking Albanian children are suffering from the same identical problematic aspect. Teacher's training in terms of achieving a specific level of inclusion and involvement represent a real and serious challenge in current educational processes. In this sense teachers find it really difficult dealing with specific complexities especially related to their preparation and the specialized sustain they have to provide to the pupils. The aim of this scientific paper is to make a detailed analysis regarding teachers' ability and skills in recognizing children communicative and linguistic difficulties throughout the teaching process. Our research is directly related to Albanian teachers' of elementary and secondary education within the framework of Supporting Quality and Inclusive Education in Albania 2016- 2018 project implemented by Save the Children Albania and applied in five different Albanian regions more specifically Tiranë, Elbasan, Shkodër, Gjirokastër, Mat. The methodological criteria being applied is based on quantitative data analysis using question forms aiming at testing teacher's general knowledge and approach towards their communicative difficulties. This study survey gives us convincing data and arguments on how teachers present specific knowledge and general grounding regarding characteristic features of these difficulties and point out any shortcoming being derived from any detailed element. Based on progressive results we projected a strategic plan on how to make necessary interventions with a single objective that of monitoring teachers' competence application monitoring related to the real contextual situations they operate.

Communicative and cultural competence in learning French as a foreign language for the Albanian natives attitudes and practices.

Cicko Pavllo, Zilexhiu Mihallaq

"Fan S. Noli" University of Korçë, Korçë

This paper aims to analyze how communicative and cultural competence helps in enhancing the process of learning French as a foreign language. In the last decades, teachers are making use of various techniques and strategies to implement Communicative Language Teaching to help students develop their ability to use language appropriately in real circumstances. This objective requires from teachers to arrange French classes with this main objective; i.e. to develop their communicative and cultural competence.

But, what is required to integrate intercultural aspects in the acquisition of French language? Communicative competence requires linguistic and sociocultural knowledge. Thus, teachers need to build their work on the recognition of students' needs and their background knowledge on the foreign language in order to set up clear objectives.

Therefore the issue of how to save exchange of thoughts and experience from losses and how to avoid the creation of stereotypes and prejudice while communicating interculturally, become of great importance.

Secondly, teachers' success lies on the recognition of individual factors, their motivation while learning French as a foreign language (FFL). The integration of the cultural information in the FFL classes, comparative activities and discussions are prerequisites of the intercultural education, of the recognition of other cultures.

Students can also be involved in research activities on cultural aspects, authentic material and pedagogical approaches in French, whose learning outcomes are properly designed with the help of the lecturer.

Based on a well-designed syllables, well-thought and techniques, practice activities, observations and personal experiences, we believe that French language acquisition can be better achieved if communicative and cultural competence becomes one of the main targets of French classes.

Linguistic transfer in EFL; translation issues viewed in corpus-based discourse

Çyfeke Juliana

“Fan S. Noli” University of Korçë

Translation or linguistic transfer from one language to another seems to result increasingly influential in SLA. It endeavors the efforts from the learners’ part to negotiate lexis across different genres of the targeted second language principles in reference authenticity and linguistic use both in oral and written discourse. The present study investigates certain translation issues elicited from the semantic and syntactic transfer of the learners’ corpora in L2. It addresses the universal features of translation to: the components of the transferring process, the linguistic irregularities and the strategies that Albanian EFL learners generally employ to process EFL writing.

On purpose, the study reflects the researcher’s observations underpinned from a comparative stylistic analysis versus corpus-based discourse. It highlights the pervasive translation strategies and procedures that the Albanian students employ interchangeably in L2 writing. Conclusions are drawn upon those structures that dominate and as a result foster the students’ indulgence to dwell with the native’s inter-language grammaticality in reference learner corpora. Yet, thorough observations elicited from a range of corpus English written discourse have led to the conclusive remarks that a great number of student writers use the direct translation method in EFL oral and/or written discourse.

A survey of Pomak (parents’) views on Greek language teaching at elementary school (Minority Primary Schools)

Georgitsis Nikolas

Institute of Technological Education Thessaloniki, Thessaloniki

This quantitative research is an empirical effort to capture the views of the Pomak-speaking parents, whose children attend Minority Primary Schools, concerning the teaching of the Greek language.

The specific purpose of this research is to present the views (at a general level) of Pomak parents about the teaching of the Greek language in Minority Primary Schools. Although the parents are not directly involved in the whole educational process, it was felt necessary to record their views.

Thereby, the views of the Pomak-parent population were derived from the answers they gave to the questionnaire that was handed out to them, which concerned not only the way the Greek language lesson is taught but its efficiency as well. General views were expressed which reflect perceptions about the factors that make learning Greek difficult.

In conclusion, as a result of the survey, we have a sample survey of the Pomak parents' opinion, for the first time, about the type of education they would choose and the extent to which the Ministry of Education is pursuing its goals and aims in relation to the Greek language.

Greek-speaking education in Europe: cases of Sweden, Germany, Belgium – France and Albania (Case Studies)

Georgitsis Nikolas

Institute of Technological Education Thessaloniki, Thessaloniki

This bibliographic research is an attempt to capture the image of Greek-speaking education in Europe with the cases of Sweden, Germany, Belgium - France, and Albania.

The teaching of the Greek language abroad is based on a variety of factors. These are for example, church, archbishoprics, Greek communities, parents' associations, governments, private or public bodies, the European Union, universities, university institutes. The multi-level promotion of language reveals the effort of the Greek state and the Greek bodies to transmit it in as many ways as possible and to maintain or create coherent links with fellow-countrymen or non-fellow-countrymen.

The curriculum, generally abroad, is characterized by diversity, and in general the hours devoted to teaching vary from 3-6 hours per week with deviations in many areas even in the same country. Such discrepancies arise according to the priority given to the language in each of the countries above, where the directions of the Greek Ministry of Education are readjusted. Also, not only does the use of the language affect the level of teaching and the degree of involvement of the factors in this effort, it also affects the organization of the whole educational activity.

As for the composition of the population in the expatriate schools, the students either come from first, second and third generation mono-ethnic families or from mixed families. In Central Europe (Germany, Belgium-France) and in Northern Europe (Sweden) students who attend come from first and second generation mono-ethnic families, but also from mixed families.

To sum up, the Greek language is taught variously in the above countries in relation to-as far as the student is concerned- descent, population and the degree of usefulness of the language in each country. However, the degree of success in this effort encounters many obstacles that are either disregarded or dealt with.

Evaluation process of some students' types of writing in Higher Education

Kaçani Dorela

"Fan S. Noli" University of Korçë, Korçë

This article addresses the issue of students' writing in higher education. It focuses on the findings of a group of students in the first academic year 2017-2018 in the subject of "Text Analysis" at "Fan S. Noli" University, Korca, Albania. They are given different types of writing such as: an essay, an article, an email, a letter, a report and a review. So, in turns problems and difficulties are pointed out for each type of writing as they display a variety of features which "can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure." Therefore each type of writing requires more or less skills, and the more complex the writing, the more essential writing skills are.

In addition, this paper will outline the process of evaluation as it is an interpretive one. Just as we construct meanings for the texts that we read and write, so do we construct 'readings' or interpretations of our students based upon the many texts they provide for us. So, conclusions on the effectiveness of the process of writing in relation to specific examples are drawn and they will be helpful for teachers and educators to fulfill a good evaluation.

Spiritual and intellectual enlightenment in Albanians – Protestants' contribution in Albanians' education

Kadi Fabiola, Pani Helona

“Fan S. Noli” University of Korçë, Korçë

The Protestant Movement in Albania should not be considered exclusively in terms of a “spiritual” movement of a religious character. Its contribution in the field of education and culture should never be neglected. It is specifically due to this movement that solid foundations of written Albanian language and education were laid down in Albania. Several examples can be brought to support this argument, such as publication of Albanian books, their use for the composition of Albanian alphabet, as well as the foundation of the very first schools in several cities in Albania where Albanians could be taught in Albanian language. This paper aims to outline the role of Protestants in the foundation of Albanian schools in the nineteenth century. Sevasti Qiriazhi, one of the first Protestants in Albania, having studied in the Girls School in Monastery in 1887, was the first Albanian female who graduated from university, and also the first teacher in an Albanian school in 1891 – the year which marks the foundation of the Girls School in Korça. Sevasti Qiriazhi and her brother – Gjerasim Qiriazhi – have both attempted to adapt the model they had observed in Protestant schools of other countries in the Albanian context. What is particularly distinctive is the application of a modern pedagogy in teaching, accompanied by strong willingness to provide education to youngsters, especially to females. Even though being essentially religious in nature, the school represented a national institution and a patriotic nucleus where females of several religions could be taught indiscriminately, were they Muslims or Christians. In a time conquered by ignorance and impossibility of being educated or receiving education, the fruits bore by the contribution of Sevasti Qiriazhi were the bliss of all Albanians. To the present date, such fruits never cease to bring still hope and enlightenment to the eyes and hearts of Albanians.

(Not) using Translation during EFL Teaching A Study Case in some Albanian High Schools.

Karasaliu Alma

“Fan S. Noli” University of Korçë, Korçë

Understanding and speaking English accurately and fluently require a lot of instruction, study and practice from the EFL learners. They need to have good knowledge on grammar, vocabulary, listening, speaking, reading and writing. Among these overall language aspects, pronunciation instruction and practice take a decisive role in accomplishing the final learners' goal; that of becoming intelligible, accurate oral communicators. Although the importance of pronunciation as a skill is widely accepted, there is still much to be done by English language teachers and learners.

This study aimed to investigate and analyze the views, beliefs and attitude of high school students to EFL pronunciation, classroom activities for pronunciation enhancement and the attempts students make to improve their pronunciation confidence through out-of-classroom practice activities.

A surveyed- based study was conducted with II and III year students of four high schools in Korça City who were delivered a four part questionnaire on the above mentioned pronunciation issues. The findings showed that students have difficulties with English pronunciation and fluency though they try to improve them; pronunciation practice in and out-of-classroom environment is necessary but does not take equal attention when compared to other language skills. They claimed that pronunciation can improve a lot if the right amount of instruction and practice are applied.

“Movie stories: insights for collective and individual movie analysis”

Karountzou Georgia, Tsetsekou Aikaterini, Lagonikou Sofia

Movies are not a mere entertaining tool showing captivating plots, but they could also be used to prepare students to trigger their autobiographic stories and experiences, thus shaping and sharing memories. Travelling with movies through someone else’s eyes can become an innovative educational experience. In this way students will be able to meet different interpretations of our complex world and discuss interculturalism and plural identities. Movies always show a reality, filtered through a certain culture, as all movies are culture-bound. This opens to both dialogue and reflections on one another’s world perceptions and on how people interpret reality.

The power of movies to make an emotional connection and how best to enable people to experience this power through them, aims to put films at the heart of children and young people's learning and cultural experience.

When children from very different family backgrounds come together, there are culture clashes between them, and this means their relationships elsewhere could be volatile. A key value of movie stories is that they are something children have engaged with already. Even children with severe learning difficulties and disabilities who struggle with any kind of academic curriculum can often relate to film. "Film is a universal language."As a result, it can be used to spark discussions about issues that could be difficult to tackle, such as racism or homophobia.

On the other hand, teachers may not have the time or confidence to use movie stories effectively in lessons, so training and support are important.

Movie stories can be a gateway to exploring complex ideas and opening children's eyes to other ways of looking at the world. Since young people are increasingly visually literate, the curriculum needs to reflect this.

Some important issues on idiom acquisition

Koça Suela

“Fan S. Noli” University of Korçë, Korçë

This article deals with the importance of idiom acquisition, in general, and the implementation of various concrete techniques, in particular. It is divided into two main parts. The first part is concerned with various issues related to the difficulties encountered in the process of acquisition and use of idiomatic phrases in English as a foreign language. In the second part are presented the difficulties encountered by Albanian students in acquiring these phrases. In order to have a real picture, the data was collected through various questionnaires completed by students. We have chosen to treat idiomatic phrases because they are the most difficult to be understood, interpreted and used in comparison to all the other types of set phrases.

The teaching of Logarithms in upper Secondary school using various didactic tools

Lappa Eleni

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The present work deals with the design and implementation of a didactic intervention aiming at the development of structural understanding both of the logarithm as a mathematical subject incorporating the exponential process and of the logarithmic function as inverse covariance in upper secondary school students. Comprehensive understanding of these concepts constitutes a challenge for students. Specifically, the logarithmic function’s teaching faces difficulties concerning the nature of logarithm as well as the substantial meaning of

function itself. The History of Mathematics (HM) was used as a tool for the understanding of mathematical concepts and, in parallel, as a goal for viewing Mathematics as a human activity involving trials, mistakes and revisions. Students, divided into four groups, acquainted with the most important elements of the historical evolution of the concept and worked on worksheets that contained historical texts, designed in a way that promotes the development of the three dimensions of the theoretical model of the Mathematical Working Space (MWS), i.e., semiotic, instrumental and reasoning. The collaborative teaching method favored exchange of views, development of arguments and active participation of all students. The use of the Geogebra software, allowed the simultaneous observation of the multiple representations of the function and created an appropriate environment for experimentation and exploration. The results showed that the elements that were used in this intervention contributed positively to the acquirement of structural understanding, to the reorientation of students' attitudes towards mathematics and to the satisfactory application of knowledge.

The linguistic interference of Albanian language with the Greek language among consecutive bilingual children

Lubonja Helena

Bilingualism consists in the linguistic ability of an individual's competence to convey information easily within two linguistic systems. This study concentrates on the language development cycle in children whose first or predominant language is Albanian as their native language, while Greek being their second language which they acquire in school environments, mostly at the age of 6-7. These children can be defined as late subsequent bilingual children, according to McLaughlin (1978).

The study was conducted in Albania and the participants were students of the Greek-Albanian College "Arsakeio of Tirana". They were born and raised in an environment where their native language has been the prominent language, the one they have employed in family or external settings.

Therefore Greek is necessarily placed in a weaker interface position as it is primarily applied and used in school during lesson hours with the respective teachers or co-students. As the acquisition of the second language is a persistent procedure evolving into subsequent levels of mastery, the learner who assimilates a second language is faced with the constant endeavor to conceive their linguistic mechanisms.

This article aims to treat the issue of Albanian language's interference as the dominant language with a second language - precisely with Greek language - among the late consecutive bilingual children. Technically, this phenomenon is displayed as an effect of the linguistic contact amid two languages, where the elements of one of them impact the composition of the other and could result in the establishment of new models in conformity with the second language.

Linguistic interference of Albanian language in Greek language was noticed in morphology, in lexical categories, as well as in syntax. For each case, examples are given below:

gender, cases and number of nouns i.e.: "η κορίτσι" instead of "το κορίτσι", "Συνάντησα χτες ένα φίλος" instead of "Συνάντησα χτες έναν φίλο.", "οι Πάσχος" instead of "το Πάσχα", definite and indefinite articles i.e.: "ο αγόρι" instead of "το αγόρι", "ένα μαθήτρια" instead of "μια μαθήτρια", tenses and diathesis of verbs i.e.: "Μπορώ να μαγειρέψω κάθε μέρα" instead of "Μπορώ να μαγειρεύω κάθε μέρα", "Οι γονείς χωρίζονται" instead of "Οι γονείς χωρίζουν", "Στόλισα το χριστουγεννιάτικο δέντρο με λόντρες" instead of "Στόλισα το χριστουγεννιάτικο

δέντρο με στολίδια”, “Στα Χριστούγεννα θα πάω στην Ελλάδα” instead of “Τα Χριστούγεννα θα πάω στην Ελλάδα.”

Perception of organisational justice and teacher job satisfaction

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Organisational justice is a key factor linked to the success of every organization. In order to maintain employees' satisfaction, commitment and loyalty to an organization, the organization should treat them fairly. When employees believe that they are treated fairly in all aspects by the organization, they tend to demonstrate a positive attitude and job satisfaction.

Human resources are considered as the most powerful resource of a country in its enrichment. All other resources, such as monetary and natural resources, depend on talented and capable human resources for their optimal utilization. Every employee likes justice in his/her working environment in terms of fair procedures that are used for setting rewards, reward distribution and interaction with supervisors in order to make them more satisfied and engaged in their work and with the organization.

Being aware of the significance of education for the coming generations and consequently in the development of a country, it is important to analyse teachers' job satisfaction because thus they perform better in conveying knowledge to their students.

Therefore, the purpose of this research is to present teachers' perception about organizational justice in the schools where they work, as well as their job satisfaction rating.

Increasing English Pronunciation Confidence through in and out-of- classroom Practice Activities

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Understanding and speaking English accurately and fluently require a lot of instruction, study and practice from the EFL learners. They need to have good knowledge on grammar, vocabulary, listening, speaking, reading and writing. Among these overall language aspects, pronunciation instruction and practice take a decisive role in accomplishing the final learners' goal; that of becoming intelligible, accurate oral communicators. Although the importance of pronunciation as a skill is widely accepted, there is still much to be done by English language teachers and learners.

This study aimed to investigate and analyze the views, beliefs and attitude of high school students to EFL pronunciation, classroom activities for pronunciation enhancement and the attempts students make to improve their pronunciation confidence through out-of-classroom practice activities.

A Surveyed- Based Study Was Conducted With Ii And Iii Year Students Of Four High Schools In Korça City Who Were Delivered A Four Part Questionnaire On The Above Mentioned Pronunciation Issues. The Findings Showed That Students Have Difficulties With English Pronunciation And Fluency Though They Try To Improve Them; Pronunciation Practice In And Out-Of-Classroom Environment Is Necessary But Does Not Take Equal Attention When Compared To Other Language Skills. They Claimed That Pronunciation Can Improve A Lot If The Right Amount Of Instruction And Practice Are Applied.

Developing translation competence in Albanian students studying EFL at university level

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Translation has traditionally been used as a tool in foreign language acquisition. Such a thing has led to the use of several evaluation methods which also include the use of translation as one of the criteria to assess the level of foreign language acquisition. Recently, with the development of Translation Studies as an independent discipline, there has been a shift of attention towards teaching and learning translation in educational courses of different levels. The aim of this paper is to explore into the didactics of translation and the methods that can be used in teaching translation and the respective issues that might be related to the use of such methods. The interdisciplinary nature of translation will be described and taken into account in such an analysis. It will also be explored on the necessary criteria that are deemed as necessary for the acquisition of translation competence, and at the same time, for the assessment in translation classes, which, through students’ performance, demonstrates the level of acquisition of translation competence. The paper is concluded by some suggestions that can be helpful to students and lecturers alike.

Factors affecting teacher motivation

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The purpose of this research is to analyse factors affecting teacher motivation at nine-year public schools in Kosovo. Two schools were researched with 29 teachers interviewed. The data were collected by means of a questionnaire which consisted of 22 closed questions measuring teacher motivation through the six following factors: choosing profession; socio-economic status; teacher’s confidence/personality; classroom anxiety; peer relation; and awards/incentives. The data analysis results showed that the motivation factors which teachers find more satisfying are student relations, peer relations, and choosing profession; whereas the motivation factors that teachers were less satisfied with are awards and incentives, socio-economic status and confidence and personality.

Alternative Assessment: Enhancement of the use of foreign language learning strategies

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Foreign language learning has proved to be a complex issue either for teachers or for learners due to the fact that the learner’s individual background, learning style and learning outcomes play a crucial role and need to be taken into consideration by the instructor. The teaching style of “one size fits all” inhibits language learning and teachers are already aware that there is urgent necessity for the learners to be instructed on how to design their own learning. Research has revealed interesting and easily applied learning strategies that enhance language skills. Strategy-based instruction is playing a significant role in language learning and the textbooks display space of language learning issues that encourage independent learning.

In this context, assessment of linguistic progress gains a significant function. Formal assessment in the form of unit, progress and end-of course tests, as well as written papers measure the acquisition process, compared to the standard level, to the acquisition timeline or to the class/institutional objectives. In a word it displays a quantitative evaluation of the progress made in language. However, there are also other forms of assessment, called non-formal or alternative assessment, which include narrative feedback, collaborative grading, acquisition portfolios, rubrics, self-assessment, objective-based assessment, etc. These forms make the learner participate in the learning process, evaluate the progress and be able to alter or enhance the use of proper learning strategies. Learning assessment becomes more objective and individuals have the chance to measure their own progress and understand

whether the learning outcomes have been met. This paper focuses on ways in which reading and vocabulary learning strategies of can be boosted by the use of alternative assessment in the intermediate foreign language classes.

Education in the context of old age and ageing issues in southern Serbia (sociological approach)

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This paper was created based on the current need to present demographic and social issues related to the quality of life of the elderly in the economically devastated area of southern Serbia from the perspective of sociology of adult education. The goal of this paper is to describe the gloomy picture of individual ageing under the conditions of globalization in the Balkans. This picture is very pessimistic, because an average older citizen in Serbia is not financially situated, he/she is not interested in sport, socializing, traveling, does not invest in health and better nutrition. The goal of this paper is to empirically prove that an average Serb older than 65 has no perception of active and healthy ageing, of the needs and potentials in the third age, as well as to show that they are aware of the fact that they are ageing and that they are already at a very old age, but the measures they take are insufficiently effective. The results of this research aim to promote the need of elderly people to require the society to establish the university of the third age, which would train professional staff to support and help this group of people to meet their cultural and educational needs. We conclude that by investing in higher education in the third age of life, by establishing new study programs at the faculties of pedagogy, it would provide the elderly with a better quality of life, and at the same time prevent illnesses that occur precisely because of loneliness in the elderly and single-person households, which are numerous in the south of Serbia.

Crafting a cultural identity through social location maps

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Mapping one's social location entails using a web-like diagram to illustrate the complex and potentially contradictory contexts in which people find themselves. This process is directly linked to the multifaceted constituents of one's social identity such as their race, class, gender, religion, ethnicity, and so on and can prove quite beneficial in the teaching and learning domain as well. Educators can use social location maps as a means to raise cultural awareness in their multicultural classrooms. This presentation probes into the role of using social location maps in the foreign language classroom. It describes a case study that was carried out at *The International Summer Academy for Intercultural Communication* at the Ionian University. Overall, this study mainly endeavors firstly to illustrate the merits and manifold benefits of using social location maps within a broader EFL (English as a Foreign Language) setting and secondly to explore the implications of this process for second/foreign language pedagogy with respect to cultural identity and linguistic diversity. Finally, this study provides some practical teaching suggestions regarding the use of social location maps in teaching.