Conference Agenda

COMBATING SKILLS
MISMATCH IN EDUCATION

Exchanging Paradigms and enhancing skills transferability
for combating students' skills mismatch in education

03-05 May 2023

University of Crete, Greece

ARGUMENTATION

ARGUMENTATION

Since 2003 higher education institutions in Europe participated more actively in the construction of what the European Commission called a 'Europe of Knowledge (Maassen & Olsen, 2007), serving its strategic aim to remain competitive within the global knowledge economy. The aim of building the European Higher Education Area (EHEA) is to promote, on the one hand, education designed according to a knowledge and skills approach and, on the other hand, to improve the professional integration of students (Bologna process, 1998). However, European universities often face a high failure rate for bachelor's degrees. For decades, European educational policies have aimed at improving teaching and learning to encourage academic engagement and integration and the professionalization of teaching staff. Providing better conditions for study, monitoring, and a better balance between studies, training, and professional careers is a major objective of the reform of universities in Europe to face these challenges.

This purpose remains nowadays more relevant than ever, especially with the constant crises from which our modern world suffers. The forthcoming conference is to be held in this context. In particular, the main objectives of the conference are the following:

a) maintaining and improving the quality of education in a constantly changing world,

b) improving the new institutions created in recent decades, through the exchange of know-how with university institutions that have a great history and excel in international assessments,

c) reducing the gap between education graduates and the labour market,

d) retraining people who have graduated from education but are unemployed,

e) development of soft skills as the abilities to respond in an observable and effective way to dynamic and complex situations,

The main axes of the conference are two, each consisting of individual subsections, as follows:

- teaching strategies for quality learning in education, ICTs, online learning, and teaching in higher education.
- policy, assessment and evaluation, professional development, graduate employability, and skills mismatch.

The aforementioned objectives with their corresponding thematic sections will be covered through the contribution of the conference participants, interested in a plethora of academic subjects and coming from various university institutions. Representatives of companies and NGOs will also participate in the conference delivering their speeches and presentations, as well as workshops on the aforementioned topics with the cooperation of all stakeholders (students, professors, lecturers, and representatives of companies and NGOs).

CONFERENCE THEMES

CONFERENCE THEMES

POLICY

- o Higher Education and Policymaking in the World
- o Leadership of quality in education
- o Higher education in developing countries
- o Enhancing Labour market relevance and outcomes through education

ASSESSMENT AND EVALUATION

- o Assessing the qualities of universities
- o Approaches to evaluation in higher education (program evaluation, case studies, responsive evaluation etc.)
- o Measurement, assessment and evaluation in higher education

TEACHING STRATEGIES FOR QUALITY LEARNING

- o Improving the quality of teaching
- o Students' experiences, perceptions and expectations
- o Problem based learning in higher education
- o Team-Based Collaboration in Higher Education Learning and Teaching
- o Arts based methods

ICTs, ONLINE LEARNING AND TEACHING

- o technological advancements in ICT in education
- o student-centred learning based on ICT
- o educational tools for technology enhanced learning
- o distance education and learning

PROFESSIONAL DEVELOPMENT

- o Education and Professional Development
- o Academic development and quality in higher education

GRADUATE EMPLOYABILITY AND SKILLS MISMATCH

- o Education-industry relationship
- o Bridges between practice and theory
- o Role of local bodies (NGO, community, municipalities…)
- o Recognition of non-formal and informal experiences (volunteering…)

SCIENTIFIC COMMITTEE

STEERING COMMITTEE

SCIENTIFIC COMMITTEE

STEERING COMMITTEE

Albina Khasanzyanova, Catholic University of the West, France
Alexandros Pediaditis, University of Crete, Greece
Antonios Chourdakis, University of Crete, Greece
Amalia Ifanti, University of Patras, Greece
Aristotelis Zmas, Aristotle University of Thessaloniki, Greece
Aspasia Chatzidaki, University of Crete, Greece
Athanasios Karafyllis, Democritus University of Thrace, Greece
Charl Wolhuter, North West University, South Africa
Claudia I.Iacob, University of Bucharest, Romania
Cristina Dumitru Tabacaru, University of Bucharest, Romania
David Pérez Jorge, Universidad de La Laguna, Spain
Eleni Vasilaki, University of Crete, Greece
Elzbieta Sanojca, University of Strasbourg, France
Emilio Jesús Lizarte Simon, University of Granada, Spain
Eric Mutabazi, Catholic University of the West, France
Fernando Barragán Medero, Universidad de La Laguna, Spain
Giorgos Iordanides, University of Western Macedonia, Greece
Ilias Kourkoutas, University of Crete, Greece
Ioannis Spantidakis, University of Crete, Greece
Ioannis Theodorou, University of Crete, Greece
José Gijón Puerta, University of Granada, Spain
Konstantinos Karras, University of Crete, Greece
Loredana Adriana Patrascoiu, University of Bucharest, Romania
Manolis Koutouzis, Hellenic Open University, Greece
María del Carmen Galván Malagón, University of Extremadura, Spain
Maria Drakaki, Hellenic Open University, Greece
Maria Sakellariou, University of Ioannina, Greece
Marisa Hernández Ríos, University of Granada, Spain
Meriem Khaled Gijón, University of Granada, Spain
Neli Kostoulla, University of Crete, Greece
Nikolaos Papadakis, University of Crete, Greece
Nikolaos Zaranis, University of Crete, Greece
Panagiotis Anastasiadis, University of Crete, Greece
Panagiotis Kimourtzis, University of Aegean, Greece
Pella Calogiannaki, University of Crete, Greece
Ruxandra Folostina, University of Bucharest, Romania
Simon Mallard, Catholic University of the West, France
Sophie Joffredo-Le Brun, Catholic University of the West, France
Stavroula Kaldi, University of Thessaly, Greece
Theodoros Eleftherakis, University of Crete, Greece
Vasilios Economides, University of Crete, Greece
Yann Duceux, University of Reims Champagne Ardenne, France

Aikaterini Sklavenitou,
University of Crete, Greece

Albina Khasanzyanova,
Catholic University of the West, France

Alexandros Pediaditis,
University of Crete, Greece

Leonidas Kotrogiannos,
University of Crete, Greece

Michael Kolioradakis,
University of Crete, Greece

Nikolaos Neveskiotis,
University of Crete, Greece

Ntina Pyrgiotaki,
University of Crete, Greece

Ruxandra Folostina,
University of Bucharest, Romania

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KEYNOTE SPEAKERS

Nikos Papadakis

University of Crete, Greece

Professor and Director of the Centre for Political Research & Documentation (KEPET), Department of Political Science, University of Crete. Director of the Centre of Training and LLL of the University of Crete (KEDIVIM-UoC). Member of the Scientific Board of the National Centre of Public Administration and Local Government (EKDDA)

Trends and Transformations in the Labour Market and the role of the micro-credentials in Training and Reskilling.

The speech deals with the ongoing transformation in the Labour Market (including the effects of the "mega- trends", such as digitalization) and the role of Training, as active employment policy, emphasizing the dynamics of micro- credentials. Initially, it provides an overview of the dominant trends in the Labour Market (including the rising of the various forms of precarious work, among Youth and its association with the social vulnerability). Then, it proceeds in briefly (critically) examining the projections- forecasting on future skills and future jobs. Given the abovementioned, emphasis is laid on the state-of-play regarding Training, and LLL, within this (rapidly) changing context, while the presentation analyses the role of the micro-credentials in Reskilling, (flexibly) building individual skills-repertoire and feed-backing the existing accreditation- certification practices and patterns.

Albina Khasanzyanova

Catholic University of the West, France

Associate Professor in Educational sciences at Catholic University of the West, France. She is a member of the research team LIRFE (Laboratoire Interdisciplinaire de Recherche sur les Questions Vives en Formation et en Éducation) at UCO and associate researcher at CEREP (Centre d'Études et de Recherches sur les Emplois et les Professionnalisations, EA 4692) at the University of Reims Champagne Ardenne. Her works are dedicated to non-formal and informal learning through voluntary and extracurricular activities, as well as to collaborative practices of different professionals in education.

Yann Duceux

University of Reims Champagne Ardenne, France

Associate Professor in Educational sciences at the University of Reims Champagne Ardenne and a member of research team CEREP (Centre d'Études et de Recherches sur les Emplois et les Professionnalisations, EA 4692). He works on the conception of identities of different professional groups.

Students' academic experience and conditions fortransferring the skills developed

In a context of strong professional uncertainty, social and economic changes characterized by restructuring in the production sector (frequent renewal of professions, changes in the forms and organization of work), the individual is expected to take initiatives, adapt and be autonomous in the performance of tasks while possibly changing professions several times during his or her career. It is no longer a question of producing reproducible behaviors, but of developing dispositions to generate behaviors adapted to diverse and changing situations (Chauvigné and Coulet, 2010). These new societal demands call into question the modalities and place of professionalization in higher education. Thus, the development of university professional training is reaffirmed as a priority by the member states of the European Union. The university has a role to play in linking the training offer with the needs of the economic world. In this context, how to accompany students in the construction of their professional project and in a reflection on their experiences in training, in internships or in other life contexts (Khasanzyanova and Duceux, 2016)? How can we promote the transfer of students' skills and knowledge for professional integration? Through "focus groups", interviews with students held in the framework of TASTSTRATEGY project and their internship document folder, the aim is to understand the students' academic experience and to study the conditions for transferring the skills developed. The notions of experience, informal learning, autonomy and transfer will be examined. Finally, directions for the academic training of undergraduate students to foster links between practice and theory will also be considered.

Claudia Iuliana Iacob, PhD

University of Bucharest, Romania

Assistant professor in the Department of Applied Psychology and Psychotherapy at the University of Bucharest in Romania. She teaches undergraduate students (Neuropsychology and Fundamentals of Psychology) and master's students (Clinical Psychological Assessment, Psychotherapy). She is a member of the Laboratory of Health Psychology and Clinical Neuropsychology of the University of Bucharest.

Optimising transversal skills in higher education - input from the TASTStrategy Erasmus+ Program

The presentation will summarize the main results of the TASTStrategy Erasmus+ program which aims to combat the mismatch of students' skills and the dropping out phenomenon in undergraduate university studies. In the first part, the necessity of such a program will be discussed from the perspective of the development of higher education in France, Spain, Greece and Romania. The positive impact of the program was delivered to academic staff through a MOOC course consisting in five modules: (1) preventing student dropping out, (2) developing student employability soft-skills, (3) diversifying your teaching, (4) question your assessment practices, (5) collaboration for developing students' soft skills. In the second part, qualitative and quantitative results of the TASTStrategy MOOC course will be presented for each participating country. In the third part, drawing from the course, recommendations regarding the optimization of the transferability of the skills acquired in higher education will be offered.

Emilio J. Lizarte Simón

University of Granada, Spain

Associate Professor in Department of Didactics & School Organization at the University of Granada, Spain. Member of the research group SEJ-059, ProfesioLab, Laboratory of Research in Training and Professionalization. His research field is focused on Competences-Based Training and, specifically, in the early dropout in Higher Education. Currently he's leading a research project about early dropout in higher VET in Andalusia (Spain).

Competencies, Employability and Dropout in higher VET

The dropout is a very important challenge in Higher Education around the world because the investment in higher education is very important in developed countries, and the early dropout transform this investment in something worthless. Normally, researchers focused their studies on undergraduate students and their early dropout (causes, consequences, prevent actions, etc.), trying to stablish models that explain the process of desertion decision. But the Higher VET is also affected by dropout, and many universities are involved in teaching VET as a third level studies. However, the diversity of economic areas involved in VET difficult these studies, and the factors involved in the dropout can change between different "professional families". We present in this paper the results of a study conducted in higher VET institutions of Andalusia (Spain), describing especially what kind of general or transversal competences (soft skills) are involved in the student's perception about the quality of courses, and what teaching methodologies are related whit employability, and for this reason, are important to prevent or avoid the early dropout in VET

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Charl Wolhuter

North-West University, South Africa

Professor at the North-West University in South Africa. His research expertise are Comparative and International Education and Higher education

Education-skills mismatch: Perspectives from Comparative and International Education paradigms

Since their very inception some five thousand years ago, the rationale for the establishment of schools and supply of education was to train students for the labour market, and to supply the labour market with skilled labour. That was also one of the driving motivations of the global education expansion project which took off after the Second World War and which is continuing right up to this day. Yet since the early 1970s, brought to a head by the 1973, schooled unemployment and even graduate unemployment have been a growing problem worldwide.

With these two apparent contradictory trends in recent world history and in contemporary times, of frantic education expansion and growing schooled and even graduate unemployment, the search for finding a formula aligning world of work and world of education has been compelling. This paper surveys the major strategies that have been pursued by education planners all over the world in achieving this holy grail. This paper argues that the scholarly field of Comparative and International Education has a valuable and indispensable contribution to make in this quest. The paper explains the particular study object and objectives and significance of Comparative and International Education, and after having surveyed the rich stock of theoretical positions in the field, suggests that this field is turned to in the search for a solution to the challenge of matching education and work.

Patricia Champy Remoussenard

University of Lille, France

Professor of Science Education, University of Lille, CIREL (Interuniversity research centre in educational sciences), France. Responsible of the axis "Autonomy, initiative, entrepreneurial spirit: key skills for which transformations of the education system, training and society".

Developing entrepreneurial spirit as a key competence in higher education.

Developing Entrepreneurship with education answers social, ethical, economic, political and educational issues. Currently, the political recommendations, the development of practices, the sociopolitical interest for the role of education and training in developing entrepreneurship brings to question entrepreneurship education. School entrepreneurship? Educational entrepreneurship? Entrepreneurial education? Entrepreneurship education? Entrepreneurship training? Entrepreneurial culture awareness? The miscellaneous denominations reflect a field of various, emerging and professionalizing educational practices that intend to develop entrepreneurship aim at many objectives on, at least, two levels (large objectives promoting the sense of initiative, entrepreneurship, creativity, autonomy, critical thinking, capacities belonging to a same base of knowledge and skills identified as useful for every citizen , objectives specific to the development of entrepreneurship, to business culture, to the knowledge required to invest entrepreneurship activities, to create and keep a company active.

In a world dominated by permanent and fast change the expectations and social stakes are strong, entrepreneurship enters into social emergencies and regional, national, international and supranational policy agenda and in European Key Competence. The impact of the educational efforts made in that field is closely connected to the innovation and adaptation to societal change, vocational guidance and occupational integration, the evolution of types of employment, the pursuit of competitiveness...Political powers agree at a local, national and international level to say that promoting a culture, which can encourage entrepreneurial initiatives among the population, is mainly the role of educational systems. The mindset and the skills, which may make entrepreneurial initiatives possible, can be entirely or only learnt in the formal system of training. Moreover, the means do not always follow the policy incentives and the effects of these educational efforts are not yet necessarily always known.

The conference will insist on the reality of the educational practices intended to develop this key competence, and its challenges for our changing society. The light on ongoing research on micro entrepreneurs will provide a better understanding of what kind of skill and what vision of the society is involved in the entrepreneurial dynamic.

Ruxandra Folostina

University of Bucharest, Romania

Associate professor in the Department of Special Education at the University of Bucharest (Romania). She works on special education needs and inclusive practices. She also does research in Didactics, Educational Assessment and Comparative Education.

Future of work and transversal competencies

Many researchers sustain that the competencies required for successful careers differ from those needed for academic success. Although the predictors of important life outcomes have not been established entirely, the influence of creativity on academic achievement, job performance, and health-related behaviors is increasingly analyzed. Creativity is crucial for the progress of knowledge and transformation of the world in all areas of activity. In the business world, creativity generates new ideas, which means new opportunities and higher performance. Studies list creativity as the third most important skill an employee would have. In the future, automation will change the nature of work, and creativity will be the one that will help employees to adapt to change. Economic and social progress is mainly dependent on the intelligence and creativity of everyone, on the originality invested in the activities carried out in various fields. However, this involves changes in the education system, including introducing programs for developing creativity and creative skills in students and selecting those with higher creative potential.

The presentation focuses on the role of creativity in job seeking, job performance and satisfaction, problem-solving, and burnout.

WEDNESDAY

03

MAY

23

TIME			ACTIVITY
8h00 – 9h00			Registration
9h00 – 9h15		Amphitheatre D7	**Introduction. Opening of the conference by the organizers**
9h15 – 9h30			**Opening of the conference by The Dean of the Faculty of Education, University of Crete.**
9h30– 10h30	Chair: *Antonios Chourdakis*	Amphitheatre D7	**Keynote Speaker** *Trends and Transformations in the Labour Market and the role of the micro-credentials in Training and Reskilling* **Nikos Papadakis, University of Crete, Greece**
10h30 – 10h45			**Coffee break**
10h45 – 11h45	Chair: *Maria Drakaki*	Amphitheatre D7	**Keynote Speaker** *Students' academic experience and conditions for transferring the skills developed* **Albina Khasanzyanova, Catholic University of the West, France and Yann Duceux, University of Reims Champagne Ardenne, France.**
11h45 – 12h45	Chair: *Maria Drakaki*	Amphitheatre D7	**Keynote Speaker** *Optimising transversal skills in higher education - input from the TASTStrategy Erasmus+ Program* **Claudia Iuliana Iacob, PhD, University of Bucharest, Romania**
12h45-14h00			**Lunch**
14h00-16h00			**Parallel sessions** **SESSION 1: 1A and 1B**
16h00-16h15			**Coffee break**
16h30- 17h30	Chair: *Yann Duceux*	Amphitheatre D7	**Keynote Speaker** *Competencies, Employability and Dropout in higher VET* **Emilio J. Lizarte Simón, University of Granada, Spain**
17h30-18h30			**Workshop,** *Rhythmology-rhythmic experience & good practice suggestions* **Announcer: Themistocles Martekas, University of West Macedonia**

1

SESSION

SES 1A

TEACHING STRATEGIES FOR QUALITY LEARNING

Chair: Charl Wolhuter

Make it "podcastable": notes toward a principled integration of asynchronous teaching practices in post-COVID university environments

Pedro Branco, Brunel, University London, United Kingdom

The use of experiential learning of EU institutions as a method for enhancing citizenship and democracy in higher education

Stylianos – Ioannis Tzagkarakis, Dimitrios Kritas, University of Crete, Greece

The Suffolk Learning Hubs

Ivana Lessner Listiakova, Wendy Lecluyse, Marianna Stella, Phil Nicholson, Mary Cornelius, Kevin Wallace, University of Suffolk, Ipswich, United Kingdom

Use of learning and self-regulation strategies as a reflection of intrinsic motivation in higher education.

Estenka Mihovilovic Olguín, Borja Rivera Gómez-Barris, University of Granada, Spain.

1

SESSION

SES 1B

PROFESSIONAL DEVELOPMENT

Chair: Emmanouil G. Chalkiadakis

Re-imagining areas of staff participation in decision making at secondary schools in South Africa: Toxic frontiers

Alan Bhekisisa Buthelezi, University of Zululand, Richards Bay, South Africa

Interactions between business culture, professional culture and training

Robert Messanh Amavi, University Caen Normandie, France

Addressing the skills mismatch: promoting employability and careers awareness amongst school students

Dr Clare Gartland & Dr Tuba Gokpinar, University of Suffolk

Building accessible and adaptable servicelearning programs

Stephen Ellenbogen, Socal Work, Memorial University, St. John's, Canada

Workshop

Rhythmology-rhythmic experience & good practice suggestions

Announcer: Themistocles Martekas,

University of West Macedonia

THURSDAY

04

MAY

23

TIME			ACTIVITY
8h00 – 9h00			**Registration**
9h00–10h00	Chair: *Claudia Iuliana Iacob*	Amphitheatre D7	**Keynote Speaker** *Education-skills mismatch: Perspectives from Comparative and International Education paradigms* **Charl Wolhuter, North-West University, South Africa.**
10h00 – 10h15			**Coffee break**
10h15 – 12h15			**Parallel sessions SESSION 2: 2A and 2B**
12h15-14h00			**Lunch**
14h00-15h00	Chair: *Albina Khasanzyanova*	Amphitheatre D7	**Keynote Speaker** *Developing entrepreneurial spirit as a key competence in higher education.* **Patricia Champy Remoussenard, University of Lille, France**
15h00- 16h30			**Parallel sessions SESSION 3: 3A and 3B**
16h30-16h45			**Coffee break**
16h45-17h45			**Parallel sessions SESSION 4: 4A and 4B**
17h45-19h30			**Panhellenic Network on School Practice in Primary Education**

2

SESSION

SES 2A

TEACHING STRATEGIES FOR QUALITY LEARNING

Chair: A. Vasilopoulos

Optimizing quality of higher education in a constantly changing world: South African Context.

Mariska Basson, Ewelina K. Niemczyk, North West University, South Africa

Lecturers' perspectives on teaching in a South African rural university: in pursuit of quality teaching in higher education
Oluwatoyin Ayodele Ajani, University of Zululand KwaDlangezwa, South Africa

Improving the quality of teaching: How to make History an interesting subject

Emmanouil G. Chalkiadakis, University of Crete, Greece

2

SESSION

SES 2B

GRADUATE EMPLOYABILITY AND SKILLS MISMATCH

Chair: Darra Maria

U.o.C science students' attitudes and expectations towards the teaching certificate

Eirini Spanaki, Anastasia Pratikaki, Nikos Chaniotakis, University of Crete, Greece

Promoting Democratic Principles and Values in Higher Education in Covid-19 Pandemic: Perceptions of University Teachers

Konstantinos Klaoudatos, Charikleia Pitsou, Metaxia- Silia Kokla, University of Patras

Profiling secondary teachers' readiness and pedagogical competence: challenges and opportunities.

Aikaterini Sklavenitou, University of Crete, Greece

The aesthetics of photography and the music element

Themistocles Martekas, Konstantinos Christides, University of West Macedonia / University of Crete, Greece

3

SESSION

SES 3A

ICTs, ONLINE LEARNING AND TEACHING

Chair: Stavroula Kaldi

Performing in/Performing with the Digital.

John Freeman, University of Huddersfield HD1 3DH, United Kingdom

Internet use and attitudes of employees with disabilities and their supervisors in sheltered workshops in France

Guirimand Nicolas, University of Rouen, Normandy, France

Mazereau Philippe, University of Caen, Normandy, France

Sovet laurent, Université Paris Cité, Université Gustave Eiffel, France

Beziat Jacques, University of Caen, Normandy, France

A scientific and technological approach to reduce the gap between (in)formal education and university/labour market required skills.

Grancho, João , Pinto, Augusta , Tavares, Maria José & Veloso, Lídia, Teachers Network, Portugal

3

SESSION

SES 3B

ASSESSMENT AND EVALUATION

Chair: Yiannis Roussakis

Quality assurance and assessment in higher education: Proposed framework and quality tools

Darra Maria, Kanellopoulou Eurydice, University of the Aegean, Greece

Student Teachers' Perceptions on Digital and Alternative Assessment Tools in the Higher Education Context.

Eleni Korosidou, Eleni Griva, University of Western Macedonia, Greece

Assessing subject mentors' responsibilities in mentoring student teachers during teaching practice.

Rachel Gugu Mkhasibe, University of Zululand, South Africa

Greek University and Erasmus mobility: active (?) participation policies

A. Vasilopoulos, PhD, University of Patras, Greece

K. Pirgiotaki, MSc, University of Patras, Greece

4 SESSION

SES 4A

PROFESSIONAL DEVELOPMENT

Chair: Theodoros Eleftherakis

Undergraduate students' life-long learning skills: cross educational cases.

Stavroula Kaldi, Aikaterini Rizaki, Vassiliki Tzika, University of Thessaly, Greece

Education for uncertainty: competencies, soft skills, and teachers' continuous professional development.

Antonia Samara, National and Kapodistrian University of Athens, Athens, Greece

Enhancing pre-service teachers & professional development: Reflections on their practicum in primary schools

Menelaos Tzifopoulos, University of Western Macedonia, Greece

Towards privatization of public education:
Teachers' professional development in an ever-changing world

Theodorou A. Ioannis, Karras Kostas, University of Crete, Greece

4

SESSION

SES 4B

POLICY

Chair:
Athanasios Tasios

Language Education Policy in Arab Schools in Israel and the Question of Multilingualism.

Fatin Mansour Daas, Ben Gurion University of the Negev, Israel

Teacher Education in the 21st century in Greece, Denmark and United Kingdom.

Leonidas Dimitrios Kotrogiannos, University of Crete, Greece

Teacher education and development in European perspective: policies and practices.

Yiannis Roussakis, National and Kapodistrian, University of Athens, Greece

Perceptions of University Students on the Inclusion of Students with Special Educational Needs or Disabilities in Mainstream Schools: A Case Study

Metaxia- Silia Kokla, Charikleia Pitsou, Konstantinos Klaoudatos, University of Patras, Greece

Panhellenic Network

on School Practice in Primary Education

With the participation of:

National and Kapodistrian University of Athens
Aristotle University of Thessaloniki
University of Aegean
University of Ioannina
University of Crete
University of Patras
University of West Macedonia
University of Thessaly

05

MAY

FRIDAY

23

TIME			ACTIVITY
8h00–9h00			**Registration**
9h30–10h30	**Chair:** *Charl Wolhuter*	Amphitheatre D7	**Keynote Speaker** Future of work and transversal competencies *Ruxandra Folostina, University of Bucharest, Romania*
10h30–10h45			**Coffee break**
10h45–12h30			**A. ONLINE sessions**
10h45–12h30			**B. ONLINE sessions**
10h45–12h15			**Parallel sessions** **SESSION 5: 5A and 5B**
12h15–13h15			**Workshop** **Slow Motion in a Rapid World** *Sandy Trichaki, University of Crete*
13h15			**Closure of the conference**

5

SESSION

SES 5A

TEACHING STRATEGIES FOR QUALITY LEARNING

Chair: Eleni Korosidou

Utilization of the various forms of Art as an Inclusive Practice in the democratic school

Anastasia Margeti, Theodoros Eleftherakis, University of Crete, Greece

Improving Reading Comprehension by Contextualization of English Language Curriculum

Ayyaz Ahmed, University of Technology and Applied Sciences, Ibra, Oman

Shayan Aqdas, University of Stavanger, Norway

Undergraduate student teachers' values / beliefs about life and education during the pandemic

Stavroula Kaldi, Aggeliki Lazaridou, Christos Govaris, Maria Chatzi, Athanasios Tasios, University of Thessaly, Greece

Blended Learning, the changing educational paradigm for a digital curriculum

Carvalho Maria José, Cervan Daniela, Firmino Gisela, Tavares Maria José, Teachers' Network, Portugal

5

SESSION

SES 5B

POLICY

Chair: Ioannis Theodorou

The characteristics of school and vocational counseling in the case of students with special educational needs.

Diţă Iris Ionelia, C.S.E.I., *Oraşul Vălenii de Munte, Romania*

Exploring an integrated management approach to address learner discipline in the context of multiple deprivations. A case of King Cetshwayo District schools

Hlengiwe Khanyile, Ingrid Kapueja, Hlengiwe Mhlongo, University of Zululand, South Africa

Critical Discourse Analysis of: A Portrayal of Cultural Genocide in Avatar.

Zunaira Aslam, University of Stavanger, Stavanger, Norway

Opinions and perceptions of teachers of the regional unit of Rethymno regarding the project of cultivating and developing soft skills, life skills and technology and science skills in greek compulsory education entitled "skills workshops 21+.

Nikolaos Neveskiotis, University of Crete, Greece

A. Online session

**Chair:
Aikaterini
Sklavenitou**

Design of hypermedia systems for the dissemination of training practices within the framework of cooperative engineering

Sophie Joffredo-Le Brun, Catholic University of the West, Nantes, France

Enhancing graduate student education using multidisciplinary research.

Sarah-Kay Walker, McMaster University, Hamilton, Canada- *Stephen Ellenbogen, Lisa Blundell, Sulaimon Giwa* Memorial University, St. John's, Canada

The role of distributed leadership in transforming schools into learning organizations. Perceptions of principals and potential leadership sources in Secondary Gymnasium Schools

Vasaki Maria Eleni, MSc, Pediaditis Alexandros, PhD, Hellenic Open University, Greece

A methodology for analyzing physics teachers' discourse on students' autonomy: a case study at the university.

Suzane El Hage, Université de Reims INSPE de l'Académie de Reims, France

Development of soft skills and performance in national entry exams. Students' and educators' perceptions of secondary senior high schools

Paximadakis Michael, MSc, Pediaditis Alexandros, PhD, Hellenic Open University, Greece

Teaching strategies for quality learning. Improving the quality of teaching

Ilias Daskalopoulos, Regional Education Directorate of Crete, Greece

B. Online session

Chair: Nikolaos Neveskiotis

Decomposing skill mismatch causes: Why are females more lik ely to be underemployed

Alma Bajramaj, Erisa Kallaba, Riinvest, *University of Prishtina, Kosovo*

Skills for employability in doctoral training.

Kristin Bracewell, Munster Technological University, Cork, Ireland

Graduate ICT skill development in 4 European countries: Gender-related findings from three international surveys.

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Creativity in Crisis: Art process vs art product and how it affects preservice teacher's experience

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Graduate ICT skill development in 4 European countries: Gender-related findings from three international surveys.

Jake Murdoch, Christine Guégnard, Institute for Research on Education: Sociology and Economics of Education (IREDU), Dijon, France

Abstracts

ABSTRACTS

"MAKE IT PODCASTABLE": NOTES TOWARD A PRINCIPLED INTEGRATION OF ASYNCHRONOUS TEACHING PRACTICES IN POST-COVID UNIVERSITY ENVIRONMENTS

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Abstract

Despite virtual teaching having existed in multiple forms for over two decades, it took a global pandemic to thrust it into the mainstream of higher education. However, not much of the accrued research and expertise around e-learning made it to the classroom, as the need for quickly reacting to lockdowns has led universities in Europe and the UK to embed asynchronous teaching practices in their pedagogical portfolios without a careful assessment of how to maximise its potentialities, mitigate its shortcomings, and balance its production costs. Since the purpose was to bridge the mandated distance between students and the university, the 'voice-over-slides' video became the default format for online lecturing, as it feels familiar to both educators and learners in relation to its in-person counterpart and because it allows for a quick, easy, and cheap production turnaround. In the face of evidence showing the drawbacks of this blanket solution, and now that on-campus activities are returning to normalcy, the time is ripe to think through more principled avenues for integrating asynchronous teaching practices in post-COVID university environments. In this paper, I review the current research on e-learning and set it against consumption patterns of comparable content, such as video-essays, web-docs, and podcasts, with the purpose of informing alternative avenues for designing asynchronous teaching practices and for embedding them into multifaceted pedagogical portfolios. I conclude by urging educators to consider how asynchronous teaching practices integrate with life outside of academia and to build on students' existing habits and expectations toward online content.

*Keywords***:** Higher education, distance learning, online education, asynchronous teaching, audiovisual technologies

THE USE OF EXPERIENTIAL LEARNING OF EU INSTITUTIONS AS A METHOD FOR ENHANCING CITIZENSHIP AND DEMOCRACY IN HIGHER EDUCATION

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Abstract

In modern democracies higher education is a prominent field for the development and consolidation of citizenship and active participation. In this context, academic learning should be understood as a social activity which offer the opportunity for strengthening

social cohesion, understanding the role and the functional characteristics of democratic institutions and preparing students to become active citizens. Based on these perspectives, this study aims to assess alternative non-typical experiential learning methods in higher education, in the fields of institutional learning, as well as their importance in combining academic and institutional integrity while enhancing active participation and student democratic awareness. To this end, focus will be given on a case study of a European Union institution simulation activity in order to evaluate the importance of such alternative methods of learning in terms of achieving the enforcement of active citizenship. The analysis aims to evaluate such learning methods and their subsequent impact on students' institutional understanding and democratic awareness. Consequently, policy proposals will be formed focusing on the necessity for the integration of new methods to the contemporary academic context of institutional learning in order to enhance citizenship, institutional knowledge and democratic values.

Keywords: experiential learning, simulation, active citizenship, democratic awareness

THE SUFFOLK LEARNING HUBS

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Abstract

"The Suffolk Learning Hub" is a learning and teaching initiative developed at the University of Suffolk(UK) and represents a platform for extended learning and skill building aligned to the University's widening participation agenda supporting access and progression in higher education of diverse learners.

The Suffolk Learning Hub is a resource pool of online, interactive activities centred around the learning dimensions of University Life and Wellbeing, Academic, Transferable and Employability skills. Themed learning activities maximise the use of the interactive components of the blended learning environment. The activity pool is available to students and lecturers providing an accessible, flexible and sustainable learning and teaching resource. In addition to online activities, collaborative workshops are regularly offered with an aim to extend the existing library and learning skills provision and to increase student engagement with these subject- and course-specific interactive resources.

The nature of the platform provides students with opportunities to select activities that support their individual learning needsand encourage progressive and active learning towards becoming independent learners. The activities were collaboratively developed within the academic team, sharing expertise in online pedagogies and the affordance of IT tools, further upskilling staff into blended learning pedagogies.

The impact on student experience was evaluated through questionnaires, interviews and focus group workshops.

The next phase of the project includes co-creation of the platform with students and learning technologists with the aim to better meet the needs of the learners and to increase their engagement.

Keywords: Blended learning, academic skills, transferable skills, employability skills, resilience

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USE OF LEARNING AND SELF-REGULATION STRATEGIES AS A REFLECTION OF INTRINSIC MOTIVATION IN HIGHER EDUCATION

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Abstract

The self-regulation of learning implies the use of cognitive, metacognitive and contextual strategies besides the willingness to take charge of the act of learning itself. It is a self-directed process in which mental abilities are transformed into academic skills, using metacognition as the central axis for the continuous improvement of someone's own performance (Flavell, 1979, Khiat, 2017, Kim et al., 2021, Pintrich 1995, 2001, 2002, Zimmerman, 2001, 2008, Zimmerman & Schunk, 2011). This study explores the learning strategies used by a sample of 35 undergraduate students from the Faculty of Education of Psychopedagogy career in Santiago, Chile. The research used a descriptive and not experimental method, through the application of surveys. The results show that students use few diversified strategies, focused on traditional techniques to organize, elaborate and build knowledge, whose source of inquiry is, mainly, the Internet search. Further, with a low self-regulation in which the goals are oriented to the task`s approval, rather than to meet long-term objectives, this could reveal a lack of knowledge of effective self-regulation strategies. Consequently, students' intrinsic motivation is decreasing and they have propensity to develop stress more easily and an extra difficulty to achieve meaningful learning. Data justify the need to apply specific innovation approaches in classroom (Torrano, 2014) by inserting self-regulation and visible thinking strategies (Sanz, 2021, Shwartz et al., 2013) in contextualized and interdisciplinary activities, enhancing metacognitive, reflective and collaborative skills. It´s essential to provide students with better tools to face this current context of uncertainty.

Keywords: learning strategies, self-regulated learning, metacognition, higher education.

RE-IMAGINING AREAS OF STAFF PARTICIPATION IN DECISION MAKING AT SECONDARY SCHOOLS IN SOUTH AFRICA: TOXIC FRONTIERS

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Abstract

This study investigates areas of staff participation in decision making at secondary schools in the King Cetshwayo district of KwaZulu-Natal province of the Republic of

South Africa. Apart from literature on participatory decision-making processes and distributed leadership, the study reports on empirical investigation based on quantitative research methodology that was used to collect data from school principals. The literature findings reveal that school principals need to revisit, redefine, and clarify potential areas of staff participation in decision making. Empirical findings of this study also confirm such a need for school principals to revisit and clarify areas for staff participation in decision making. The study is concluded by the submission that on-going capacity building or management development programmes are critical for assisting school principals and other management teams with theoretical and practical skills.

Keywords: Impact leadership, staff involvement, contrived collegiality, pure collegiality, empowermen

INTERACTIONS BETWEEN BUSINESS CULTURE, PROFESSIONAL CULTURE AND TRAINING

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Abstract

Ultimately, the fundamental issues of educational sciences remain economic and societal. The interactions between "business" culture, professional culture and training are part of this. This contribution is a reflection resulting from a longitudinal empirical research entitled: "Professionalization of an establishment in the social and medico-social field: a French monograph after the law 2002-02 of January 2, 2002". Three concepts were used. "Making sense" (Weick, 1995). The "strategic paradigm" (Jonhson, 1987). "Cultures of action" (Wittorski and Sorel, 2005), (Barbier, 2010), (Ardouin, 2015).

Keywords: Business culture, professional, training, professional development, making sense.

ADDRESSING THE SKILLS MISMATCH: PROMOTING EMPLOYABILITY AND CAREERS AWARENESS AMONGST SCHOOL STUDENTS

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Abstract

Governments internationally have focused on promoting the development of skills in STEM to address current and anticipated future skills needs. While STEM skills are widely seen as vital for economic growth,girls, lower socio- economic groups and some ethnic minority groups remain persistently underrepresented in STEM subjects at university and in the workplace. Research widely indicates that young people have formed narrow, gendered, raced and classed conceptions of STEM careers by the time they are in late primary/ early secondary education (9-14 years old). These perceptions can contribute to their dismissal of STEM subject areas as being of value for their own futures and to a lack of progression into STEM fields.

The poster presents findings from research and evaluation on a national UK Continuing Professional Development Programme for teachers which aimed to support the introduction of project-based STEM learning approaches with embedded Careers Information Advice and Guidance for students aged 11-14. Teachers from across the UK (n=22) were interviewed as part of the research. Teachers' accounts indicate that the use of practical, hands-on resources with links to real life applications and inclusive and culturally sensitive STEM pedagogies can be motivating and engaging for students and can even contribute to raising awareness and changing patterns of progression in STEM subjects However, substantial constraints imposed by existing policy and practice to embedding such approaches were widely identified.

TOWARDS PRIVATIZATION OF PUBLIC EDUCATION: TEACHERS' PROFESSIONAL DEVELOPMENT IN AN EVER-CHANGING WORLD

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Abstract

In 1995, the World Trade Organization incorporated the Education and Health sectors into the General Agreement on Trade in Services. However, the commercialization of education and, by extension, its privatization has been considered as one undermining human rights (Roberson, 2006). In particular, the privatization of education is now a global trend that can be classified into six main categories, taking the following forms: (1) as a state reform with examples of implementation in Chile and England, (2) as the model of its implementation in the Nordics states, (3) as a school choice in the US, (4) as an admission to low-tuition schools, (5) as historic public-private school partnerships, in the case of Netherlands, Belgium, Spain, and (6) as a means of coping with natural disaster (Verger et al., 2016). This trend has several causes, among which it is worth mentioning the concern of the middle class about its economic survival (Thrush & Haberman, 2017).

In the shadow of these changes and in a precarious work environment, Public Education officials are called to keep a balance between a customer-centered education system and the values of a democratic society, aiming at students' future integration into the society of active citizens. In that context, professional development is proposed as a tool for dealing with demanding school environments. In that vein, the present work aims at highlighting the problems caused by the privatization of the public-school regarding teachers' work and the extent to which it can be addressed through their professional development.

RHYTHMOLOGY-RHYTHMIC EXPERIENCE & GOOD PRACTICE SUGGESTIONS

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WORKSHOP Indicative Plan

1. Rhythmology. Basic Theoretical concepts of rhythm, pulse, rhythmic patterns.
2. Experiential approach with verbal patterns - the system Takedimi.
3. Experiential approach to rhythm-rhythmic patterns with body percussion.
4. Rhythmic Accompaniment with body percussion in songs.
5. The musical language and the relationship between rhythmic idioms. Body-movement-dance-tone. Role and importance in aesthetics and the musical effect.
6. Creating a sound environment in the process narration. Soundscapes – Percussion sounds ambient-body music.
7. Participation in small groups and with the use team-cooperative approach-teaching, creation original pieces of music.

ENHANCING GRADUATE STUDENT EDUCATION USING MULTIDISCIPLINARY RESEARCH

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Abstract

Research questions can be asked and analyzed in several different ways, this affectsthe type of data collected, the results obtainedand,ultimately, the conclusions and recommendations.Typically, students in one faculty are trained to frame their ideasregarding research in certain ways. There is a benefit to exposing students to multidisciplinary research, as this enhances the way they look at issues and frame research questions. In the long term, students can apply these perspective gains to the benefit of research they undertake within their faculty.

In this paper, a graduate student will trace her educational journey from psychology to business studies and highlight her collaborationwith faculty and students in social work and community health on a community-engaged research project, examining pediatric oncology camps. Her work involved conducting interviews with families, analyzing data in MAXQDA, and collaborating with others to write a manuscript. The benefits of multidisciplinary research include exposure to different and unfamiliar: perspectives, topics, research methods, analytical tools, and styles of writing. She will also share perspectives on how multidisciplinary teams can improve the quality of

research and enhance the preparedness of graduate students by providing a more well-rounded understanding of epistemology and research. We will then encourage audience members to share theirmulti-disciplinary experiences.

Keywords: Research Collaboration, Interdisciplinary, Learning

OPTIMIZING QUALITY OF HIGHER EDUCATION IN A CONSTANTLY CHANGING WORLD: SOUTH AFRICAN CONTEXT

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Abstract

In alignment with the scope of the conference, this paper speaks to enhancing quality of education in a constantly changing world. As per one of the two main axes of the conference, online learning and teaching in higher education will be also covered. We frame our work in VUCA (volatility, uncertainty, complexity, and ambiguity) times and look at changes implemented in South African higher education institutions, with a zoom on postgraduate education during the recent pandemic (2020-2022). It is uncertain if we can talk about a post-pandemic era since we might just be passing-through-pandemic era or post-intense-crisis era, however, what we can state with certainty is that The only constant in life is change (Heraclitus, 500BC) and that we are living in VUCA times.

Based on the systematic literature review as well as our personal experiences, we first explore changes that the pandemic imposed on postgraduate education. Next, we signal the changes, thus implemented practices, which we consider sustainable, therefore worth keeping for the future. We then identify competencies that need to be acquired and enhanced to foster quality of and accessibility to higher education in a constantly changing world. As Milton Friedman, the American economist, wrote "Only a crisis – actual or perceived – produces real change. When that crisis occurs, the actions that are taken depend on the ideas that are lying around." The findings of our study indicate that HEIs were able to overcome many challenges and adopt to imposed changes. Furthermore, there is a visible transition from crisis management to focus on prospects and development of competencies for the future. There is also a clear need to embrace flexibility, become comfortable with change, and foster a sustainable ecosystem of HEIs.

Keywords: Quality education, competencies for the future, changing world, VUCA times, South African context

ABSTRACTS

LECTURERS' PERSPECTIVES ON TEACHING IN A SOUTH AFRICAN RURAL UNIVERSITY: IN PURSUIT OF QUALITY TEACHING IN HIGHER EDUCATION

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Abstract

Poverty is rife in many African countries and this has serious implications for the provision of quality education. Rural universities face severe challenges that are unique to their environment. Insufficient funding, lack of resources, ill-prepared students from rural high schools, and multi-grade teaching are some of the barriers to effective education. These challenges can be attributed to numerous sources, from within school structures and from the external environment, including local communities and education authorities. After 28 years of South Africa's democracy, educational standards and student performance in rural schooling has shown little improvement. This study illustrates the complexity and inter-connectedness of the problems faced by lecturers in South African rural universities. Using qualitative research within the interpretivist paradigm, this article explores the perceptions and experiences of 10 purposively selected lecturers in a rural based university located in the KwaZulu-Natal province, in a semi-structured interview. This grounded-theory research focuses on effective teaching and learning. Thematic analysis was employed to analyse the data. The findings reveal that most rural universities do not have adequate resources, modern facilities, or stable electricity, inadequate lecturers, and ICT-enabled classrooms. These issues have serious implications for effective teaching and learning. The study therefore recommends total overhauling of rural universities, to determine the necessary areas of intervention by the governments and the NGOs. *Keywords*: nepotism, perceptions, quality teaching, ICT, rural universities

IMPROVING THE QUALITY OF TEACHING: HOW TO MAKE HISTORY AN INTERESTING SUBJECT

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Abstract

History is about stories. But even though we like stories, we do not always like history. Despite the obvious etymological connection of the two terms, there is a major difference between them. The main difference is that usually history refers to what really happened, but stories are morefictitious. When a past incident combines fact with fiction, such as the genre of biography, it then becomes more interesting.

Some people don't like history, because they don't like to memorize facts, dates or names and also because, sometimes, the way of the teaching history is related to the lack of enthusiasm and to the absence of enjoyment. Therefore, the question is, how to make history an interesting subject?

There are some suggestions in teaching and studying history. Firstly, teaching or studying history requires collaboration between History and other disciplines. Interdisciplinarity in history is a process of examining a variety of different topics. Furthermore, teaching history through interdisciplinary sources, such as Literature, Oral History, Photography, Cinema, Religions, Arts, Geography, Archives, Archaeology, Music, Theater, Mathematics, Philosophy, or other disciplines, combined with visiting a museum, a cinema, a gallery, an archive or a historical site, or looking at maps or watching historical films and documentaries or working on diverse history projects or splitting history into small stories during the process of the teaching, makes history more accessible and more fun. Finally, we have to examine the impact of history in our daily life, because what we do today is the history of tomorrow.

U.o.C SCIENCE STUDENTS' ATTITUDES AND EXPECTATIONS TOWARDS THE TEACHING CERTIFICATE

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Abstract

The aim of this study was to investigate the need, expectations and benefits of students studying in the Natural Science departments at the University of Crete regarding the teaching certificate. Quantitative data was collected with 35 questions, using a 5-point Likert Scale divided into 5 sections. 3 questions were open ended. There were 109 participants (79 female, 29 male). In addition, the 3 open-ended questions provided the template for student feedback regarding the necessity and benefits of the certificate. Most of the participants responded (54) were from the Department of Mathematic and Applied Mathematics. The smallest number of students (4) were from the Department of Computer Science.70% of the participants indicate a strong correlation of their studies in the specific subject with future job opportunities. 65% students indicated that the certificate will allow them to work as teachers in secondary education, in general.41% indicated that sciences curricula of their department do not prepare them adequately to teach in secondary education.69% of the participants indicate that the Certificate optimized to science curricula is very important for their future carriers.The data obtained from the questionary indicates that the benefits gained during their studies for the certificate satisfies their expectations and needs. On the other hand, they would like more emphasis put on hands-on experience in teaching.In conclusion, this study showed that our students gain the required fundamental skills and knowledge in order to prepare them as teachers in secondary education.

Keywords: Teaching Certificate, Science Education, Secondary Education.

PROMOTING DEMOCRATIC PRINCIPLES AND VALUES IN HIGHER EDUCATION IN COVID-19 PANDEMIC: PERCEPTIONS OF UNIVERSITY TEACHERS

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Abstract

Education's one of the core social objectives is to prepare children and young people to become active and responsible individuals, equipped with the competences that will enable them to have a full and productive life in society. As concerning higher education its formal priorities lie in teaching and research, but it has a key civic role beyond this through the wider social, cultural, and economic impact of its people involved. However, the covid-19 pandemic changed everything as enrolled university students and active teachers got stuck at the home. To continue the education process, the online class was introduced. The question arisen is if democratic principles and values reflected in the way online class functioned especially during the pandemic. The general objective of this quantitative study was to examine the perceptions of university teachers about the promotion of democratic principles and values during the online class. 51 university teachers were questioned of two departmentsof School of Humanities and Social Sciences in a Greek University. The study results indicated that the promotion of democratic principles and values such as active participation, cooperation, critical thinking, equal opportunities and trust between the stakeholders were restricted. It's also worth mentioning thatthere was a difference to answers according to the gender of the respondents.The discussion arisen is about distance education in pandemic times or the promotion of democratic principles and values in the university premises.

Keywords: covid-19 pandemic, online class, democratic principles and values, higher education

PROFILING SECONDARY TEACHERS' READINESS AND PEDAGOGICAL COMPETENCE: CHALLENGES AND OPPORTUNITIES.

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Abstract

The teacher is a crucial factor in the educational process and the way this role is envisaged is highly related to the training received. Recent studies have underlined the significance of students' pedagogical competence formation as a determinant

element which will form their future as teachers. Globalization and technological development being major characteristics of our century have had an undeniable impact on educational thought and practice which imposes the need to acquire new types of knowledge and skills to ensure teachers' capacity to deal with the needs of the new generation. Secondary teachers must implement targeted handlings towards a special age group – adolescence - in combination with the principles of the curriculum. Through "focus groups" with secondary teachers of various specialization and teaching experience the aim is to understand their needs and level of preparation for the purpose of entering the classroom ready to conduct their demanding role and at the same time to explore the ways the undergraduate studies of secondary teachers can be enriched both theoretically – and especially – at a practical level.

Keywords: pedagogical readiness, pedagogical competence, school climate, teacher training.

THE AESTHETICS OF PHOTOGRAPHY AND THE MUSIC ELEMENT

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Abstract

This paper investigates its aesthetic relationship photographic medium with music through its perspective recording and imaging. In particular, the way is examined which the musical element contributes and shapes it aesthetics of the photographic image as well as trends and the techniques that appeared in his aesthetics photographic medium from its initial appearance until our days. In this direction, the basic is used Greek and foreign language bibliography regarding semiotic relationship and meaning that develops between in photo-image and music-sound. Work concludes with the presentation of an issue of it single-theme magazine "Perceptions", with the theme "photo and music".

INTERNET USE AND ATTITUDES OF EMPLOYEES WITH DISABILITIES AND THEIR SUPERVISORS IN SHELTERED WORKSHOPS IN FRANCE

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Abstract

Our study aims to explore internet use and online attitudes among a representative sample of employees with disabilities, in training or not, and their supervisors in a sheltered workshop (Établissements et Services d'Aide par le Travail or ESAT) in

France. Data were collected using an online survey related to digital experiences and preferences, frequency of internet use for 17 motives, and attitudes toward the internet. The final sample included a total of 937 employees and 479 supervisors. As an initial step, factor analyses (i.e., exploratory factor analysis and confirmatory factor analysis) were conducted or investigating factorial structure of attitudes toward the internet. Four latent factors were identifying: (1) Seeking challenges and excitement, (2) Seeking calm and safety, (3) Experiencing negative feelings and anxiety, (4) Experiencing discernment and position emotions. On daily basis, employees with disabilities were more likely to send emails (65.5%), search information (64.7%), and listen music (42.5%) while supervisor were more likely to listen music (61.7%), watch TV (54.8%) and use social network sites (45.9%). Vector generalized linear models showed that sociodemographic variables and the four latent factors of attitudes toward the internet explained between 7 and 36% of the frequency of internet use or each motive. Theoretical and practical implications of the results will be discussed in the lens of the sheltered workshop and status of employees with disabilities in France.

Keywords: Internet use, online attitudes of workers with disabilities in training, cross-modelling in education, skills mismatch

A SCIENTIFIC AND TECHNOLOGICAL APPROACH TO REDUCE THE GAP BETWEEN (IN)FORMAL EDUCATION AND UNIVERSITY/LABOUR MARKET REQUIRED SKILLS.

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Abstract

Education in Portugal has evolved since 2018 to meet specific needs. Within strong innovation and high technology, the labour market has demanded an educational system reorganisation. A reference framework aiming at a final profile defined by responsibility, work valuing, self-awareness, participation, tolerance, among others, has made school responsible for developing the skills set out in this profile, recognizing students' diversity.

Our school has been involved in STEM projects to meet those requirements with science and technology students, with stakeholders like Oporto University and Catholic University that have provided technological resources. These projects, sometimes suggested by students, are carried out either in the school's or in those institutions' laboratories. As an example, microplastics and food waste have been studied, using genetic and tissue analysis, bacterial cultures, and carrying out animals' autopsies, as well as Ocean acidification, integrated aquaculture, contamination of food chains, using experimental protocols. Some outcomes have been presented at science fairs, such as the National Science Exhibition organized by the Youth Foundation. Being an Eco School, all activities are integrated in an ecological perspective, with a view to preserving the quality of the environment. Thus, students develop creativity, aesthetic sense, ability to problematize and hypothesize (1), working collaboratively and communicating science. (1) Freeman, S., Eddy, S. L.,

McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., &Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences of the United States of America, 111(23), 8410–8415. https://doi.org/10.1073/pnas.1319030111
Keywords: STEM projects, stakeholders, soft skills, communication, Collaborative work

PERFORMING IN/PERFORMING WITH THE DIGITAL.

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Abstract

'Performing in/Performing with the Digital' is a practice-based project exploring embodiment in XR (extended- or cross-reality, including augmented, virtual, and mixed-reality). In the research phase of the project, the writer/presenter kept reflective practice journals, which form the data for this autoethnographic and phenomenologically-driven practice analysis. These perspectives are supported with user-testing with professional actors and students, who developed the work at major UK and Australian drama schools/conservatoires. Through a kaleidoscope of perspectives, the paper is used to explore embodied awareness and pedagogic practice in existing and novel XR design.

This paper presents findings from first-person accounts of shifting practice into mixed-reality environments. Theatre has always been an embodied art form. However, in recent years, there has been an explosion of activity in what could be called theatre tech. Research has shown the impact of technologies in theatre education, as stimulus in performance creation and reception, in scoring, archiving, documentation, and annotation. The proliferation of internet-connected devices has radically altered how audiences consume theatre content, a trend that has been heightened by the international shift to digital collaboration, creation, production, and promotion during the Covid-19 pandemic and ensuing shut-downs of travel, border closing, social distancing and lockdown measures. The project under discussion in this paper offers an opportunity to identify and define some of these new ideas and processes of making and presenting theatre, especially around aspects of movement, somatic sensation, embodiment and reception.

Keywords: Digital learning, Mixed reality environments, Reflective practice.

QUALITY ASSURANCE AND ASSESSMENT IN HIGHER EDUCATION: PROPOSED FRAMEWORK AND QUALITY TOOLS

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Abstract

Quality assurance in higher education involves a multi-dimensional overview of inputs, processes and outcomes that are constantly evolving over time.On this basis important

issues raised, among others, have to do with what is defined as quality assurance of curriculum content, approaches and practices of individual dimensions of learning and teaching and expected learning outcomes. The main purpose of this paper is twofold: firstly to propose a framework for quality assurance in higher education as well as to present the basic tools and techniques for collecting, measuring and interpreting quality data most commonly used for quality assurance, according to the standard ISO certification, which is also the second objective of the work. The proposed quality assurance framework covers key aspects of program performance and development from the student entry profile to the educational institution's graduate competencies. Also, the proposed quality tools are standardized procedures for solving quality-related problems and provide the management and employees of a higher education institution with the tools necessary to properly diagnose problems affecting quality, analyze relevant figures and formulate appropriate solutions to eliminate the problems. The work consists of two parts. The first part describes the development and conceptual support of the quality assurance framework and presents the structure and components of the framework. The second presents the basic tools and techniques for assessing, measuring and improving the quality of education services, their basic structure elements and their utility for the quality improvement process as well as the categories of improvement activities to which they are implemented. *Keywords*: higher education, quality assurance, assessment, framework, tools

STUDENT TEACHERS' PERCEPTIONS ON DIGITAL AND ALTERNATIVE ASSESSMENT TOOLS. IN THE HIGHER EDUCATION CONTEXT

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Abstract

Assessment constitutes an integral part of the teaching and learning process, primarily aiming at the improvement of the quality of education and the enhancement of students' skills. Educational systems are making an effort to move beyond traditional assessment practices and to adapt modern assessment practices that are moving to a) aholistic orientation, b) adaptation of informal assessment techniques, c) implementation of formative assessment techniques (Griva&Kofou, 2018). In this line, experts have experimented different ways of alternative assessment that could record a wider variety of information on students' skills and knowledge as well as their motives, flexibility, self-confidence, learning strategies, etc. (Tsagari, 2004, inGriva&Kofou, 2018). Since the current era calls for the development of the '21st century skills', researchers, educational and economic bodies place emphasis on this new set of skills (Marbach-Ad, Egan & Thompson, 2016, National Research Council, 2013, World Economic Forum, 2016). The current study explores students' perceptions on a diverse range of online and offline alternative assessment tools. A questionnaire specially designed for the purpose of the study wasadministered to student teachers of the Department of Primary Education in the University of Western Macedonia-

Greece. The results revealed students' degree of familiarity with alternative methods of assessment and the opportunities they can gain towards the improvement of their future performance. Insights are provided on the assessment methods that can be adopted in the higher education context and how they can influence student teachers' learning and studying.

Keywords: alternative assessment methods, evaluation tools, 21st century skills, teaching and learning, higher education

ASSESSING SUBJECT MENTORS' RESPONSIBILITIES IN MENTORING STUDENT TEACHERS DURING TEACHING PRACTICE

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Abstract

The research raises concerns about the commitment of subject mentors when mentoring student teachers during teaching practice.Student teachers are placed under the supervision of subject mentors when they are in schools for practice teachers. Therefore, the subject mentors are expected to be well-versed in their responsibilities because they are expected to guide student teachers toward pedagogical decision-making within the complexity of the classroom (Van der Haar, et al., 2022). Additionally, subject mentors are expected to assist student teachers to bridge the theory-practice divide (Van Wyk, 2019).The data was gathered from 10subject mentors from one of the South African districts. The data analysis was mainly qualitative. The main aim was to find out from the subject mentors whether they do justice when mentoring student teachers who are placed under their supervision during the teaching practice session. The findings from this study, among others, revealed that most subject mentors do not have appropriate knowledge of what is expected of them to assist student teachers during teaching practice. The recommendations among others were that teacher education institutions should offer small courses of mentoring. The courses will be accredited for Continuing Professional Teachers' Development(CPTD). In addition,teacher education institutions should establish a good relationship with partner schools so that it will be easy to workshop their teachers on how to mentor student teachers.

Keywords: Practice teaching, subject mentors, Continuing Professional Teachers' Development.

HIGHER EDUCATION AND POLICYMAKING IN THE WORLD. GREEK UNIVERSITY AND ERASMUS MOBILITY: ACTIVE PARTICIPATION POLICIES

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Abstract

Mobility constitutes a key policy priority in the EHEA countries realized by the ERASMUS(+) programme. While its main priorities are being formulated at the European level (EU-Bologna), its implementation involves the coordination among the supranational (EU), national level and Universities -the ERASMUS Offices and the Departments themselves. The current paper focuses on the latter, the Universities, and looks into the potential for formulating active policies regarding participation in the ERASMUS(+) programme. It refers on policy documents and interviews with 11 Heads of Erasmus Offices of Greek Universities, drawing from a wider research project on the University's role regarding the barriers to international mobility.

All in all, in this paper, we will present the means of promotion of the Erasmus(+) programme to the students and highlight the potential differences between Greek universities on that matter. Even though possibilities exist, Greek Universities, for various reasons, limit themselves in administering their participation in the programme within a framework set at both the national and the European levels.

Keywords: student mobility, promotion of Eramus+, differences between Greek Universities.

UNDERGRADUATE STUDENTS' LIFE-LONG LEARNING SKILLS: CROSS EDUCATIONAL CASES

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Abstract

The present study aims to produce new research data about undergraduate students' views concerning the development of life-long skills through their studies in two Greek university departments. Life-long learning skills of the 21st century are considered to be soft and cross-curricular skills which can be developed through education and are considered as important in personal and professional life. They are horizontalacross curricular areas, transversal and can be divided into eight more specific categories according to existing literature: (a) critical thinking skills, (b) collaboration skills, (c) communication skills, (d) creativity and innovation skills, (e) self- directions skills, (f) making global connections skills, (g) making local connections skills and (h) using technology as a tool for learning.

Research data on undergraduate students' views about the above life-long learning skills are limited especially in comparing them amongst different discipline areas, such as between students of social and science studies.

The research method of the study was quantitative and the research tool was a self-reported questionnaire with Likert-scale questions based on previous research. Participants were 173 undergraduate students from two university courses, i.e. from a teacher education university department (N= 78) and from a university school of applied mathematics and sciences (N= 95), in their final year of studies.

The outcomes showed that the participants have developed these skills to a moderate level. More specifically the teacher education students showed slightly higher means (M= 3.5) in each skill compared to the applied mathematics and sciences students (M= 3). Statistically significant differences between the two groups of students were found in the collaboration, the communication, the creativity and innovation, the self-direction skills, in the skills regarding making global connections and those of making local connections skills. The outcomes are discussed within the framework of the holistic-ecological approach of knowledge.

Keywords: life-long learning skills, undergraduate students

EDUCATION FOR UNCERTAINTY: COMPETENCIES, SOFT SKILLS, AND TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract:

The international discourse on lifelong learning has considerably affected all aspects of education vis a vis the emerging knowledge society and economy and the notion of risk societies, initially as a declarative vision for education and later as an all-embracing concept. In the 21st century the discourse on lifelong learning has turned to the applied dimension international policies on competencies. Competence frameworks have since been proposed and promoted, projecting a new educational subject, a future lifelong learner. Life competencies and soft skills in particular, advocate for a flexible "entrepreneurial self", capable of leading their individual learning and life path with responsibility and self-awareness.

The concept of competencies sets new challenges for initial education as well, as schooling is where future lifelong learners first develop their competencies and soft skills. In this paper we focus on teachers as the agents of change towards competence development in initial education. We argue that competence development in initial education can only take place when teachers themselves have developed soft skills and competencies at a high level. To this end we examine the challenges forteacher training higher education departments. Finally, we focus on the concept of schools as learning organizations and communities as landscapes for continuous professional co-development of educators.

Keywords: lifelong learning, soft skills, teachers' competencies, continuous professional development

ENHANCING PRE-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT: REFLECTIONS ON THEIR PRACTICUM IN PRIMARY SCHOOLS

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Abstract

Change in education depends not only on teachers' competencies in their subject matter, but also on their assumptions about learning. The preparation of modern teachers from their university education should therefore include reflective perspectives through practicum. Thus, the teacher practice can enhance the professional development of pre-service teachers. Through Interpretative Phenomenological Analysis, the experiences of students of the Department of Primary Education of the University of Western Macedonia from teaching in primary schools in Florina will be discussed. Throughout their reflections, their focus is on issues of teacher-student interaction as well as student-student interaction. University students reflect on issues of teaching methods, learning theories, teacher behavior and classroom relationships. As a result of their reflections, their personal theories about the teaching profession, as well as their perceptions of how teachers should teach in the modern school to be known as effective, are "illuminated".

Keywords: professional development, practicum, students' reflections, teacher observation

LANGUAGE EDUCATION POLICY IN ARAB SCHOOLS IN ISRAEL AND THE QUESTION OF MULTILINGUALISM

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Abstract

Language education responds to and is reflective of emerging social and political trends. Language policies and practices are shaped by political, economic, social and cultural considerations. Flowing from this, Israeli language education policy as implemented in Arab schools in Israel is influenced by the particular political and social situation of Arab-Palestinian citizens of Israel. This national group remained in their homeland following the war in 1948 between Israel and its Arab neighbors and became Israeli citizens following the establishment of the State of Israel. This study examines language policy in Arab schools in Israel from 1948 until the present time in light of the unique experience of the Palestinian Arab homeland minority in Israel with particular focus on, questions of politics and identity.

This qualitative study will analyze five components of language education policy:curriculum, learning materials, assessment, interviews and archives.

Keywords: Language education policy, Multilingualism, language education, identity, Palestinian-Arabsin Israel

TEACHER EDUCATION IN THE 21ST CENTURYIN GREECE, DENMARK AND UNITED KINGDOM

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Abstract

The rapid changes that have recently taken place at the economic, social, political, cultural and educational level, due to the developments in the various technological and scientific fields, are shaping the role of modern education and consequently the role of the teacher. As a result, education and especially the teachers, as an exponent of educational policy, are called upon to adjust their tactics and methods to improve the quality of educational services. In this context, the problems that arise and the new directions that are required are the subject of discussions and reflections at an international level.

The purpose of this paper is to examine the educational policies, as far as the training of teachers is concerned, in Greece, Denmark and the United Kingdom. Through the study of different systems, the role of the teacher in the 21st century will be examined, despite any systemic and contextual differences in order to explore possible transformation and challenges.

Keywords: Education, Teacher education, Comparative Education

TEACHER EDUCATION AND DEVELOPMENT IN EUROPEAN PERSPECTIVE: POLICIES AND PRACTICES

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Abstract:

The presentation aims at discussing and analysing policies and practices shaping teacher education and development in the European Union, in view of the emerging European Education Area. The current landscape is influenced by a range of factors, including demographic changes, economic, societal, and environmental trends, and the rapid pace of technological innovation. During the past decade, in response to such challenges, many European countries have introduced policy reforms aimed at improving the quality and performative ability of teachers. These included, inter alia, changes in initial teacher education, i.e. upgrading teacher education programmes, and investments in different forms of teacher professional development, for adopting new technologies in their practice, teaching in diverse and inclusive settings and adapting to demands for lifelong learning, collaboration within schools and between education, society and the business sector (i.e. for providing out-of-school and work-based learning experiences).

European Education Area (EEA) is probably the most important current Europe-wide initiative with a significant impact on teachers. EEA is, aimed at creating, by 2025, high-quality, resilient, and inclusive education and training systems across EU member states. It focuses on teacher education and development by promoting teacher mobility, collaboration and networking opportunities, and by establishing new European action programmes.

In my presentation, I attempt an overview and analysis of EEA-initiated policies and practices and for teachers, within the EEA strategic framework of quality education and continuous improvement of knowledge and skills, to understand their impact on teacher education and development.

PERCEPTIONS OF UNIVERSITY STUDENTS ON THE INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES IN MAINSTREAM SCHOOLS: A CASE STUDY

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Abstract

Achieving equitable and inclusive education for all has been the objective of educational policies of most international organizations. According to the UN 2030 Agenda and through its fourth Sustainable Development Goal inclusive education is one of the greatest challenges to be overcome through the policies and practices of different countries and territories. Inclusive education requires all students to share time and space together in the mainstream classroom. However, this means that the educational community has a positive attitude towards diversity and respect everybody's human rights. The general objective of this study was to examine the perceptions of future preschool and primary school teachers, university students of the University of Patras, regarding the inclusion of students with special educational needs or disabilities in mainstream schools.This study was a quantitative one, using the "My Thinking About Inclusion Scale" (Stoiber et al., 1998). 136 university students took part. The study results indicated that most of university students took part in the study were positive on inclusion. There was an agreement on the benefits of inclusive education considering it as socially beneficial for pupils. Additionally, the majority of the sample considered that inclusive education strengthens the self-esteem and self-concept of children with special educational needs or disabilities promoting both their social independence and academic development. The discussion arisen is about that teacher education programs should focus on promoting positive attitudes to improve pre-service teachers attitudes toward inclusion.
Keywords: inclusive education, perceptions, university students, pre-service teachers

SLOW MOTION IN A RAPID WORLD, WORKSHOP

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Abstract

Everything today around us seems to move faster and faster- from our education, to our food, even to our entire lives -making slowing down more of a privilege rather than a condition (or even a right). The following workshop deals with this notion and

tries to explore the two opposite concepts of fastness and slowness through Music and Movement, in search of a much-desired balance. The workshop focuses on the everlasting connection between Music and Movement and tries to find innovative ways on how these two Arts sectors can transform Education and the process of Learning in general.

UTILIZATION OF THE VARIOUS FORMS OF ART AS AN INCLUSIVE PRACTICE IN THE DEMOCRATIC SCHOOL

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Abstract

This study examines the potential relationship between Art and Inclusive Education. In particular, it seeks to suggest that teachers' own Aesthetic Education can be an important aspect of developing inclusive practices in the teaching process. The purpose of the research was to study the elements related to the development of aesthetic awareness of future primary education teachers within Greek universities and its correlation with the use of more inclusive practices in the teaching process.

In order to accomplish the purpose, a qualitative methodological approach was chosen to conduct the research. The grounded theory was used as the method of qualitative research, while the thematic analysis method was used to analyze the collected data. Observation and interviewing were used as the means of data collection, and the necessary criteria were obtained to ensure the trustworthiness of the findings. The research participants were educators who served in public kindergartens, in the area of the South Aegean islands in Greece, during the school Years 2019-2020.

The findings of the study revealed that teachers' aesthetic awareness has an impact on promoting inclusive practices, when the organized artistic activities have learner-centered goals and not logistical goals.

Keywords: inclusive education, inclusive practices, aesthetic awareness, arts in education, teachers, initial training.

IMPROVING READING COMPREHENSION BY CONTEXTUALIZATION OF ENGLISH LANGUAGE CURRICULUM

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Abstract:

English is a global language used for communication all across the world, with the gaps between the countries being bridged with the help of English language, there has been a rise in EFL/ESL schools and teachers. One of the most crucial language skills is

reading, this study has explored the impact of academic content on reading comprehension skills of English language learners (ELLs).

A survey was conducted to test the students' reading ability by providing them two different excerpts, one based in a local setting while the other one was based in foreign. The comprehension questions were formulated on Frederic Bartlett's Schema Theory, according to which an individual constructs psychological material when he comes across things, he utilizes this knowledge to interact with new information. The data analysis suggested that students' schema plays a significant role in comprehending a text, the close-ended answers were examined according to a rubric and open-ended questions were assessed via Likert scale. The results revealed that students perform better by employing their language, content, and formal schema when the academic content is contextualized, and familiar cues are provided.

A significant difference was seen in the answers for both excerpts, students' vocabulary, grammar, syntax, and analysis skills were assessed in the comprehension survey. The study offers suggestions to re-evaluate textbooks to improve students' interest in the text to engage them in the language learning process by using culturally relatable and appropriate material. The target audience of this research is English language teachers, curriculum planners and policy makers, the study helps the audience to realise the impact of employing familiar cues to improve ELLs' performance.

Keywords: Comprehension, Curriculum, Language learning, Schema Theory

UNDERGRADUATE STUDENT TEACHERS' VALUES / BELIEFS ABOUT LIFE AND EDUCATION DURING THE PANDEMIC

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Abstract

This study focuses on undergraduate student teachers' views about their values, life attitudes and / or beliefs concerning their lives, society and education during the pandemic. Values and beliefs play a crucial role in the process of finding meaning in life. Individuals can envision their lives within a set of life-goals or philosophy of life. Therefore, the theoretical framework of the study lies on the principle that individuals strongly need the guidance of certain values in their search for purpose and meaning in life which appeared to be important for people and especially for young people during the pandemic.

The research method was quantitative and 180 second and third undergraduate student teachers from a Greek four-year university course answered in an open-ended question: "what personal values or life attitudes and/or beliefs, about your life and about society in general, do you feel that you have revised in the period of the recent pandemic".

The analysis revealed five (5) values /beliefs that the student teachers mentioned most often in their answers and which they revised during the pandemic. Starting from the ones that they pointed out most often to the ones they stated least often, it was (a) the values of companionship, friendship, and family, (b) the value of gratitude and appreciation, (c) the value of safety and health, (d) the physical presence education model and (e) the value of small, everyday things in life. The outcomes are discussed under the theoretical constructs of meaning of life and the effects of values in students' lives.

Keywords: undergraduate students, values, beliefs, pandemic

BLENDED LEARNING, THE CHANGING EDUCATIONAL PARADIGM FOR A DIGITAL CURRICULUM

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Abstract

In a disruptive moment as the COVID pandemic, emerged the understanding that digital skills are mandatory and effectively encompasses the entire school. We couldn't continue to ignore the world in which our students interact, we cannot close our eyes to the technological advances in our society, nor can we leave the school incapable of keeping up with the evolution of humanity itself. The relevance of digital competences is evidenced, in "systemic reconciliation" with other non-digital competences, which thus become indispensable to generate in individuals' proactive postures in solving real world problems. We can provide our schools with the best equipment and technological infrastructure and even though still not have the assumption of a digital culture! We limit ourselves to use digital tools in an educational context, but they are not truly used as pedagogical tools in the construction of knowledge. Digital competences cannot be dissociated from pedagogical and assessment practices, on the contrary, they should be imbued with an educational intention and integrated in the teaching learning process. This presupposes an effective change in the educational paradigm, where learning becomes student-centered and the teacher takes on a new role as a guide and mediator. ICT in education is required so that there can be a dialogic intersection between curriculum and teaching methodology. Blended Learning emerges, a hybrid reality marked for its flexibility, which allows the teacher to propose diverse teaching and learning solutions with the use of ICT. This solution should provide to the student an integrated educational experience that can be applied to nonformal and informal contexts. This requires the re-engineering of learning processes and cultural changes in institutions and actors. This is the challenge posed

by ICT to education, a vision of sustained innovation based on new paradigms, communication processes and new educational scenarios. A hybrid education, understood as presence, as technology, as culture, and, above all, as environments and spaces (analogue and digital), can only happen through a dexterity of ICT use and its potential. *Keywords*: educational paradigm, digital skills, blended learning, innovation

THE CHARACTERISTICS OF SCHOOL AND VOCATIONAL COUNSELING IN THE CASE OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.

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Abstract

The purpose of this paper is to present forms of support for children with special educational needs and means of integrating them through implementing case studies with the theme of ''Counseling the families of children with special educational needs in order for their integration''.

With each year new theoretical approaches emerge and educational practice permitted the enrichment of the learning experiences. The content of the present study tries to update and structure certain aspects of the education meant for children with special educational needs, while also trying to clarify the theoretical context of inclusion/ integration in school keeping close examples of good practice originated from various European states while also sharing from the accumulated experience to favor the attendance of children with special educational needs in learning activities, thus preventing dropping out of school.

Keywords: Special educational needs, differential diagnosis, mental deficiency, recognizing and diagnosing mental deficiencies, classification of mental deficiencies,

EXPLORING AN INTEGRATED MANAGEMENT APPROACH TO ADDRESS LEARNER DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS. A CASE OF KING CETSHWAYO DISTRICT SCHOOLS.

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Abstract

The United Nations Conventions on the Rights of the Child (UNCRC) has located the safety and the protection of the child as the global priority. Therefore, the South African government introduced the abolition of corporal punishment as a measure of handling discipline among learners in schools. The banning of corporal punishment led to a resurgence of learner indiscipline in schools. This study aimed at exploring an integrated management approach to address learner discipline in the context of multiple deprivations. This qualitative study collected data through interviews from purposively selected participants. The findings revealed that in an integrated management approach, learners' voices are hardly heard by the other stakeholders. Teachers themselves were not good role models for the learners as some come late to school, and classes are left unattended. The findings have also revealed that the discipline, safety, and security committee were not appropriately instituted. The study

recommends that the Department should organize ongoing workshops for SMTs, SGBs, educators and RCLs to capacitate them about their roles in discipline. The principals should ensure that all stakeholders are represented in the disciplinary committee and ensure decentralization of decision making so that more suitable disciplinary measures are taken, bearing in mind the social context of the school.
Keywords: Abolition, disciplinary committee, corporal punishment, role models, social context.

CRITICAL DISCOURSE ANALYSIS OF: A PORTRAYAL OF CULTURAL GENOCIDE IN AVATAR.

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Abstract

Language is an essential part of human social structure. Through our social interaction we create and shape this world so we perceive our world in terms of our language. This paper aims to examine the textual and linguistic features used in the portrayal of genocide in the series Avatar: the Last Airbender which was released in 2005. It also analyses the power structures present in the language of the characters. The analysis is based on the concepts of Fairclough's Critical Discourse Analysis as he asserts that language is a form of social practice and these discursive practices are ideologically motivated which legitimizes the production and reproduction of unequal power relations. The results of the study indicated the asymmetrical power relations and the narrative of cultural genocide in the discourse of the characters. This study proves to be helpful for the readers as it creates awareness of the importance of media in the representation of important aspects of life and how language is used to portray social and cultural issues in media. The study seeks to generate a serious discussion of cultural right violations and the strategies it employs through language and highlight this type of genocide depicted in cinema as it as a dominant medium of representation of social and political issues.

OPINIONS AND PERCEPTIONS OF TEACHERS OF THE REGIONAL UNIT OF RETHYMNO REGARDING THE PROJECT OF CULTIVATING AND DEVELOPING SOFT SKILLS, LIFE SKILLS AND TECHNOLOGY AND SCIENCE SKILLS IN GREEK COMPULSORY EDUCATION ENTITLED "SKILLS WORKSHOPS 21+"

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Abstract:

Despite the proven importance of individual, social and emotional skills as an integral part of a comprehensive education, the inclusion of institutionalized life skills programs in the Greek educational reality is a very recent achievement. Greece is at a new, turning point and uncharted stage of research development, having recently incorporated in compulsory primary education a particularly important and

ambitious project. The "Skills Workshops 21+", as an innovative teaching and educational project, is the first integrated and at the same time generalized effort of the Greek state in the direction of cultivating and developing soft skills, life skills and technology and science skills for all types of school units in compulsory primary education. Our research attempts to highlight the perceptions and opinions of teachers regarding the attempted project, focusing on their own recognition about the importance that these skills receive in the holistic education of their students, the acceptance of this project by the educational community, the challenges during the implementation, as well as their intention to broaden their academic background in order to contribute to strengthening the resilience of their students.

Keywords: Skills Workshops 21+, Greece, compulsory primary education, opinions and perceptions, teachers

DESIGN OF HYPERMEDIA SYSTEMS FOR THE DISSEMINATION OF TRAINING PRACTICES WITHIN THE FRAMEWORK OF COOPERATIVE ENGINEERING

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Abstract:

Research methodologies including collective work between researchers, teachers and other educational actors have been developing since the 1950s, both in France and internationally. These methodologies include trends such as action research (Sussman et Evered, 1978), design-based research (Cobb et al., 2003, Collins et al., 2004) and cooperative didactic engineering (Gruson, 2019;Joffredo Le Brun et al., 2018;Sensevy et al., 2013).

In this paper, we will present the cooperative is characterized by iterative design cycles: design, analysis and re-design in real-life implementations (Wang and Hannefin, 2005) to improve practices. The methodology engineering methodology thus refers to this process in which teachers process in which teachers, trainers, researchers, and others implement and re-implement sessions after a collective analysis and evaluation analysis and collective evaluation of the sessions.

This engineering is constituted as a network of Associated Places of Education (LéA) at the French Institute of Education (IFE). Its objective is the production of hypermedia systems (STHIS for Hybrid System Text, Image, Sound) of documentation of teaching-learning practices (Blocher &Lefeuvre, 2016, Blocher 2018) around the creation and resolution of problems in elementary school. We propose to analyze from the theory of joint action in didactics (Sensevy, 2011, CpD, 2019) how these STHIS are conceived and how this instrument can allow a diffusion of practices in different contexts, in research and in training.

Keywords: cooperative engineering; mathematics, hypermedia systems, diffusion of practices, initial and continuous training.

Development of soft skills and performance in national entry exams. Students' and educators' perceptions of secondary senior high schools
Paximadakis Michael, *MSc* **Pediaditis Alexandros,** *PhD, Hellenic Open University*

Abstract

The current research probes into 314 teachers' and 143 students' conceptions of Lyceum, regarding the development of horizontal skills throughout tutoring and the relationship with the performance of the Panhellenic Exams candidates. The research indicates that teachers and students consider the development levels of horizontal skills as mediocre. However, they consider the effect of these levels on their performance in the exams of utmost importance. These perceptions present statistically important correlations with a few personal features of the participants. The significance of the teachers' tutoring is catholically recognized as well as the weaknesses from the absence of relevant educational training. Most participants formulate reservations in the eventuality of skills assessment, whereas the subject of Language is denoted as the most significant for the skills development. Finally, students deem composure and stress management far more critical for high grades attainment, while teachers deem a considerable and systematic studying more crucia

TEACHING STRATEGIES FOR QUALITY LEARNING. IMPROVING THE QUALITY OF TEACHING
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Abstract

In recent years, the world of education in general has been trying to create and include attractive teaching methods, in order that, on the one hand the teacher is satisfied by the undiminished interest and willingness of the students to attend the teaching of his/her subject. On the other hand, the student becomes more participative and creative in the context of the learning process.

The opinions of most researchers converge in the aspect that modern teaching methods include techniques and strategies such as to limit the traditional conduct of teaching based on lecture-lecture, demonstration, narration, etc. A large part is now taken or should be taken by methods and techniques that actively involve the students, so that learning is for them, an experience and the acquisition of knowledge and skills by themselves. In this way, learning becomes an asset, endures over time and is not a simple piece of information.

Such modern methods could dialogue, question-and-answer, discussion, brain storming, exploratory such as case study, work plans (project method), team-collaborative methods, simulation, role-playing, experiential dramatization such as research and working groups, use of digital media and software.

In today's era, the world is changing rapidly and at high speeds. Teaching based entirely on traditional forms does not help us attend to this new world. The least we could do is to follow developments if we cannot create them.

THE ROLE OF DISTRIBUTED LEADERSHIP IN TRANSFORMING SCHOOLS INTO LEARNING ORGANIZATIONS. PERCEPTIONS OF PRINCIPALS AND POTENTIAL LEADERSHIP SOURCES IN SECONDARY GYMNASIUM SCHOOLS OF RETHYMNON PREFECTURE.

Vasaki Maria Eleni, *MSc,* **Pediaditis Alexandros,** *PhD, Hellenic Open University*

Abstract

This paper investigates the perceptions of school principals, so as those of potential sources of leadership, such as teachers, students, parents about distributed educational leadership and its role in transforming schools into learning organizations in Secondary Gymnasium Schools of Rethymno Prefecture. The results of the qualitative research indicate that distributed leadership is performed by school principals without any theoretical knowledge, but entirely empirically. There are factors that promote and there are also those that impede distributed educational leadership. Moreover, the potential sources of leadership do not accurately recognize their leadership role in exercising leadership. Finally, regarding the role of distributed leadership in the transformation of a school into a learning organization, this study concludes that the educational leader's vision is a primary factor, followed by the promotion and creation of Professional Learning Communities (PLC). The data of this paper can be used for training education executives in more flexible and collective ways of conducting their duties.

DECOMPOSING SKILL MISMATCH CAUSES: WHY ARE FEMALES MORE LIKELY TO BE UNDEREMPLOYED?

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Abstract

Despite improvements over the years, the socio-economic situation in Kosovo still remains with two thirds of the working age population being economically inactive. Having the youngest population in the region, the transition from education to employment is of high importance in Kosovo's economic growth. However, there exists a high discrepancy between skills needed and skills offered in the labor market. This paper tries to explain the skills mismatch with special emphasis on females who tend to have a higher percentage of graduates, but a lower percentage of labor force participation. Previous studies state that females graduate from programs that offer jobs with less responsibilities, but on the other hand the chances of finding a job are lower compared to more male dominated industries. The purpose of this study is to understand the factors leading to skills mismatch in Kosovo, thus we use the qualitative methods of analyzing papers with a related topic. We recommend that

stakeholders in the areas of education and training offer career guidance with a focus on the development of soft skills that are of high demand in the labor market.

Keywords: Skill mismatch, underemployment, Kosovo, labour market, female education

SKILLS FOR EMPLOYABILITY IN DOCTORAL TRAINING

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Abstract:

Transferable skills training has been suggested as a key method to enhance employability and, therefore, prepare PhD graduates for more career options (Germain-Alamartine & Moghadam-Saman, 2020, Horta, 2020). However, it is important to understand the skills and employment experiences that PhD students enter their doctoral education with as well as their post-PhD career ambitions to identify appropriate and meaningful opportunities for training and development. A mixed-methods approach was undertaken to explore PhD students' perceptions of their skills development, prior work experience, and current career goals. A survey was conducted of 66 PhD students across 5 Irish universities and triangulated with semi-structured interviews of 8 PhD students.

The survey data indicated that PhD students have significant and varied employment experience at the onset of their doctoral education. 64.1% of respondents have at least 4 years of work experience and the experience ranges from industry (45.12%), academia (24.39%), self-employment (15.85%) and government or NGOs (14.63%). Additionally, 37.29% have international work experience and 59.32% indicate that their work experience directly relates to their field of research. Despite their existing employment experience, PhD students report a wide range of skills developed in PhD programs and express confidence that their doctoral education will be useful in attaining future employment.

Keywords: PhD, Skills, Employability, Mismatch

GRADUATE ICT SKILL DEVELOPMENT IN 4 EUROPEAN COUNTRIES: GENDER-RELATED FINDINGS FROM THREE INTERNATIONAL SURVEYS

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Abstract:

The aim of this paper is to compare the access to employment for women and men in four European countries based on the skills they acquired during their studies. The paper draws on data from three surveys from research projects focusing on the employment of higher education graduates (cf. Teicher 2007, Allen & Van de Velden, 2007, Meng et al. 2020). The originality of these three surveys is that they compare, in a twenty-year period (since 2000), the skills acquired by students with those required

in their jobs using graduate self-assessment. The surveys also provide information on general job satisfaction. The paper looks over time at skill development in the countries common to the three surveys (Austria, Czech Republic, Germany, Norway), centering on the ICT skills acquired by graduates and how they are used in their job. It focuses also on differences in the organization and structure of higher education systems as well as issues linked to gender and field of study. The results complement previous studies on graduates' access into the labour market and job perceptions (Allen & de Weert, 2007, Avvisatiet al. 2013). Indeed, two thirds of the graduates were satisfied with their job situation at the time of the surveys. Most of them felt that their jobs were appropriate for the level of skills that they had acquired during their studies. However, the graduates also revealed that they lacked some skills such as ICT skills, especially women.

Keywords: Graduate employment, European comparisons, ICT skills, Gender issues, Job satisfaction

CREATIVITY IN CRISIS: ART PROCESS VS ART PRODUCT AND HOW IT AFFECTS PRESERVICE TEACHER'S EXPERIENCE

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Abstract

Many preservice teachers approach art education as an instructional manual in which students are expected to confine their creativity within the strict boundaries of pre-defined images or objects. The plethora of Pinterest-type images provides preservice teachers with αsecure environment, ensuring that the art class will have a satisfactory and measurable outcome. Children are presented with various craft-like images, which they are asked to duplicate to while also being encouraged to add their personal touch. The result usually fulfills all the preservice teacher's lesson plan requirements. But the final product lacks diversity and the characteristics that define every child's personality and imagination. Art class should allow children to explore and experiment with various materials while encouraging them to think creatively through problem-solving, collaboration, and self-expression. This can only be accomplished when art education is process-oriented rather than product-oriented. Process-oriented art education allows preservice teachers to develop an understanding and appreciation for positive student assessment while encouraging and supporting early childhood developmental standards such as social-emotional development, fine motor skills, cognitive and sensory development, critical thinking, and problem-solving.

Keywords: process-oriented art, preservice teaching, critical thinking, cognitive and sensory development, positive student assessment

A methodology for analyzing physics teachers' discourse on students' autonomy: a case study at the university.
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Abstract

Our aim consists in presenting a methodology allowing the analysis of the point of view of 3 French teachers at the university about what "autonomy" means, in the context of physics classrooms and how teacher can contribute to the development of student autonomy.

We distinguish here between different kinds of autonomy (pedagogical and didactic autonomy) and different dimensions composing it.

We present an analysis methodology composed of several steps and covering several scales (microscopic and mesoscopic level). The analysis of our corpus (interview with physics-chemistry teachers') reveals some common elements between teachers regarding their opinions of what an autonomous student is mainly from a didactical point of view. However, there is a gap between teachers' expectations for their students' autonomy and the conditions they put in place to develop it.

Keywords: students' autonomy, didactics autonomy, pedagogical autonomy, university, physics classroom.

DURING THE CONFERENCE, A PHOTOGRAPHY EXHIBITION WILL BE HELD

In the D7 amphitheater

By Themistocles Martekas, Teacher of Music & Photography / MA Student, University of West Macedonia