

Redefining the teacher's role in children's play

Jennifer Wong-Powell

Abstract:

The first outcome would focus on the role of the teacher during children's play. Using the Observation, Assessment and Intervention Cycle proposed by Duncan and Lockwood (2008), the role of the teacher takes on the form of understanding children's play to provide appropriate experiences and environments that support learning and development through play. In this light, the role of the teacher is that of support of play in what Bodrova and Leong (2006) propose, through direct and indirect means.

The abovementioned examination transitions into what the role of the teacher looks like. Taken from Tarman and Tarman (2011) when teachers are the support of play, the teacher's role has a positive effect on extending children's play so that play episodes become more mature and elaborate. It is about finding a balance between the different facilitative roles including the onlooker, the stage manager, the co-player and the play leader roles.

The final outcome details the strategies for intervention. Using what Salmon (2010) proposes, thinking routines will be adopted as a method of play intervention in order to extend and enrich the play of young children.

Keywords:

play, facilitative roles, collaboration

Professional Practice in the Faculty of Education in Prishtina

Phd. Nita Bakija-Haraqija

Abstract:

Rapid changes which are taking place in the socio-economic sphere, reflects in the field of education. Educational reforms have taken over, as in any other country, even in Kosovo, because of the transition.

Thus, among other things, the professional practice of students, is an integral part of these educational changes quick and obviously has an impact on quality within the university setting. But how is it evolving and what has come to be in step with the new educational trends?

This is an issue that requires additional attention and dedication, taking into account the effect of practice in professional development of students. In this regard, the management staff of the Faculty of Education in Prishtina, makes constant efforts to bring positive changes in perfecting the practice. However, we need a proper study to draw meaningful data for all what has to be achieved in this direction.

According to my own experience, as Coordinator of practice teaching, research, documentation and personal experience helped me to show information about the importance of practice teaching and his way of organization in the Faculty of Education in Prishtina.

Keywords:

professional practice, Faculty of Education, Kosovo

Students' skills and knowledge about universe

Jan Novotný

Jindřiška Svobodová

Abstract:

The paper reports on our research study undertaken by lecturers at Masaryk University. The aim of this study was to investigate students' ideas and main difficulties with understanding modern cosmology science and their progress through a cosmology course with a focus on active learning. We tried to identify factors might limit students' skills and knowledge about universe. The participants were students - pre-service teachers at the Science Education program in an Faculty of Education. We also try to help teachers to incorporate the process of science into curricula and show them well-established scientific theories including cosmological evolution. Our paper discusses the results of Case Study undertaken by physics lecturers in Cosmology topics. A combination of qualitative and quantitative research approaches was used in the study. Methodology of research study uses open-ended questions and interviews to ascertain what students know regarding modern cosmological ideas, what common misunderstandings and misconceptions they entertain, and what sorts of materials can most effectively overcome difficulties in learning this material.

Keywords:

cosmology education, misconception, teaching

How prospective teachers of theatre gain teaching competence: an interrelationship approach

Assoc. Prof. Vida Kazragytė

Abstract:

The purpose of the study described in this paper was to obtain information about the gaining of prospective theatre teacher's teaching competence during establishing interrelationship between 3 subjects of their study program: education of theatre expression, theatre didactics and research work.

In Lithuania, the theatre is included in formal general education as separate. As well, the study program of theatre teacher education is implementing at the Lithuanian university of Educational Sciences. One of the key issues in the process of teacher education is the supporting for acquiring teaching competence, for it is closely tied to successful learning in service and retention at school (Feiman-Nemser, Carver, Katz, & Schwille, 1999; McCaughtry, 2005). That is more important as theatre as a subject taught at school, is associated with practical artistic activity featured implicit teaching and learning.

The prospective teachers need to gain teaching competence, which is real and successful meeting demands of teaching depending on context, on the other hand, using the complex of individual attributes, such as knowledge, cognitive skills, beliefs, values, etc. (Rychen D. S., Tiana A., 2004). Thereby, acquisition of teaching competency pertains to practical teaching activity and learning from that experience, i.e. working with inner attributes needed for competent action. For this the case of practical teaching by using the interrelationship between 3 subjects of study program was created. The prospective theatre teachers were asked to teach children theatre by creating short theatrical performances with them, as well to do research work based on the reflexivity of their own teaching. The empirical investigation involved 13 prospective theatre teachers of the third course from bachelor study program. The qualitative data were gained from their interviews, observations of their theatrical performances and investigations of their research papers. The data were collected personally by the author of this paper from September till December 2014. The qualitative analysis of the obtained data was performed.

The case study shows that all prospective theatre teachers gained the belief in their ability to perform the teaching activity, and that can be considered as an evidence of competence (Khamis, 1995). As well, they are able to use knowledge of the creating pedagogical content of theatre subject in the classroom effectively, and that is also evidence of their teaching competence (Stephenson, 1992). The prospective theatre teachers indicated that in the development of their teaching competence key elements were: 1) the need to articulate the tacit knowledge into explicit concepts during the research work; 2) the possibility to concentrate on one creative – research work as the part of the assessment of 3 study subjects.

Overall, the study gives the insight that the practical tasks in real teaching contexts based on the inner interrelationship between different core study program subjects can be efficient in the development of teaching competence of prospective theatre teachers'.

Keywords:

competence, interrelationship approach, teacher education, theatre subject

Arranged Marriages and Pre-nuptial Agreements in Peer Placement within Initial Teacher Education: An Irish Proposal

Dr Ruth Forrest

Triona Stokes

Abstract:

This presentation focuses on an aspect of the PPSTL (Personal and Professional Skills for Teaching and Learning) BEd course which prepares teachers for peer-teaching on a three-week placement. In line with recommendations from current international literature on the subject, the learning outcomes of this part of the course include the presentation of the theoretical rationale for the inclusion of this aspect of teaching on the BEd course. Those lecturers who deliver the course, when consulting with the students prior to commencing the placement, discovered that the personal/ relational element of the process, was of some concern. Many of the students, while colleagues, did not necessarily know their placement partner very well and were aware that this might give rise to tension, in an already stressful and somewhat competitive setting.

This led to the creation of the Froebel Department-designed Peer- Teaching School Placement Form (students sometimes jokingly call it the "SP Pre-Nup"). Discussing individual and shared perceived fears, challenges, hopes and aims for the placement is intended to "clear the air" and explore mutual requirements and expectations.

The presentation discusses the rationale for, creation and usage of the said form and the resulting student evaluations of the process.

Keywords:

peer-teaching, student-teachers, challenges, evaluations

Contested memories in the classroom Challenges for Initial Teacher Education

Laila Niklasson

Eva Insulander

Abstract:

In a medium sized Swedish community today there can be seventy different languages among the pupils in educational setting. It is not unusual that half of them could be considered as mother tongue language and thereby the pupils are granted learning them at school. The language example is just one of several of diversity in most classrooms. Teachers and Teacher Students work in a changing world, a changing society, which is everyday practice. Either pupils are newcomers – many in their teens, came to the country as infants or were born in the country but want to uphold their family language. It is not only varieties in languages which are brought to attention in the classroom. Families, or single young newcomers also have experiences and memories, sometimes collective/family memories to uphold. In some cases memories can be part of a family's everyday problem to handle. In some cases these memories of events could be challenged by what mass media is reporting, what is presented in instruction material used at school or by fellow pupils who have a different picture of a situation or of what happened. That is, the memories can be contested. Current events in society can also evoke conflict issues in classroom. Today's Student Teachers will meet pupils during practice in their Initial Teacher Education and find that they have to handle conflicting issues. As a way to develop understanding of how conflicting issues are handled in the classroom, the question of contested memory is one of the research questions in a European project carried out in Germany, Slovenia, France, Northern Ireland, Sweden and Estonia. The aim is to investigate different aspects of contested memories (for example borders) and in the end design instruction material for Initial Teacher Education. Based on earlier literature the current presentation will suggest question areas for a forthcoming case study.

Keywords:

memory, migration, border issues, conflict issues in classroom, Initial Teacher Education

**The dark sides of individualism - looking for opportunities
to change school culture**
Alicja Korzeniecka-Bondar
Bożena Tolwińska

Abstract:

The purpose of the text is to reconstruct, describe and interpret the dark sides of individualism in the work of teachers, in relation to the results of empirical research. We put a thesis that the variable which makes the differences in willingness to change in school environment is the quality of relationships. In the text we pose a question about the feasible changes in the current context of school functioning.

Keywords:

dark side of individualism, school culture, cooperation, teachers, head of school

The integration challenges of higher education students in research activity

Eliza Avdiu

Abstract:

Research activity are proved to be key pillars whatever development process and transforming of each society especially to the students development process and transforming.

This research investigates existing situation on scientific research in higher education in Kosovo. In the process, this research intends to understand problems and shortcomings in this area and the ways for improving existing situation. The main goal of this research is to obtain important information concerning the extent of scientific research of students in higher education and also the importance and practical use to results of these searches, including identification of the existing problems and recommendation for solutions of suitable alternative.

Present conditions in relation to investments in the field of research in Kosovo, have not shown to be favorable, also indicated a general lack of students in research activities while improvements in this area can produce awesome economic and social impacts and results.

Relying on interviews conducted with researchers from various fields study identified a variety of causes ranging from those of financial nature to a lack of human resources.

Methods: qualitative and quantitative

Instruments: questionnaires and interviews

Codification of data:

The survey was conducted with 50 questionnaires which contain 17 questions

42% females, 58% males, Urban areas,

Employed 30% Unemployed 70%

The average age 22 years old

Keywords:

research activity, students, higher education, challenges etc.

The topicality and substantive framework of recommended civic education program in Latvia

Dr.paed. prof. Alīda Samuseviča

Mg.sc.educ. Pāvels Jurs

Abstract:

The issue of the introduction of civic education in comprehensive schools of Latvia was raised in parliamentary level in autumn, 2014. In order to carry out the necessary reforms in the curriculum, theoretical analysis of the current situation must be done. Using theoretical and empirical research methods, as well as being aware of the existing social and educational reality, the publication provides a recommended model of civic education program.

Keywords:

civic competence, civic education, civic engagement, civic upbringing, civic upbringing program, content of education

Prospective primary teachers' reflections on emotions about mathematics: A necessity to quality teaching?

Ineta Helmane

Astrida Cirulis

Abstract:

This study investigated the positive and negative emotions experienced by prospective teachers while learning mathematics in primary school and those experienced during mandatory methods courses. Discussions and reflection on psychological and pedagogical factors were found to mitigate long-standing negative emotions and develop improved dispositions for learning to teach and to learn mathematics qualitatively.

Keywords:

mathematics, prospective teachers, emotions

The significant qualitative management criteria in non-governmental sports organisations

**Magister Andra Priedniece
Dr. paed., professor Agita Ābele
PhD student Ingrida Amantova**

Abstract:

Quality Management is a relatively new field in the sports industry. Not only scientists, but also practitioners often emphasize the importance of implementation of quality management in the sports industry (Breuer & Erdtel, 2005). The Sport Management literature is mostly about the transfer of general models of quality management into the sports industry (Horch & Breuer, 2006). This paper will analyse the specific issues of sport industry, namely non-governmental sports organizations in accordance to quality management. For the most part of this paper it will be analysed the qualitative management criteria in non-governmental sports organisations.

Tasks:

1. To evaluate the major quality management models;
2. To evaluate the significant quality management criteria for non-governmental sports organizations.

The purpose of the research:

The evaluation of the significant criteria for the quality management in non-governmental sports organizations

The following methods will be applied to enrich the nominated tasks and purpose:

Theoretical analysis of literature

Results: Criteria for assessment of quality management in non-governmental sports organizations were established based on literature research and review. Initially, the complex characteristics of quality management in the sports sector were defined. This evaluation was based on scholars Horch and Beuer (2006) developed criteria, as well on the four vital aspects by Meffert and Bruhn (2006). These scholars took into account significance, completeness, actuality, patency and costs for assessment of quality management in non-governmental sports organizations. The criteria for analysis were applied in an appropriate and adequate model - ARCHSECRET (Vaughan and Shiu, 2001). The ARCHSECRET model helps to examine the external stakeholders of non-profit organizations in detail.

Keywords:

Quality Management, Total Quality Management, Non-Governmental sports organisation; Latvian University Sport Federation, Service Quality Management

The Quality of Evaluation in Pre-service Teacher Training

Otilia Clipa

Abstract:

Problem Statement: The quality of teacher training process is a very interesting and challenging subject for science of education literature. The evaluation process is an important part of these didactical activities.

Purpose of Study: The purpose of the study is to investigate the perceptions of the students who enrolled in teacher training process upon the quality of evaluation process in Higher Education.

Research Methods: The investigative part is done through the survey about some aspects of the educational process in Higher Education. The number of questions are 72 items, out of them was about evaluation (14 items). The sample comprises students from Stefan cel Mare University (ROMANIA).

Findings: The student's opinions about evaluation are depending on some factors (educational level, program of study and performance). In terms of the gained results we have described the perception of students about the evaluation process and specific methods of assessment.

Conclusions: The results obtained after the quantitative and qualitative analysis help to figure out more clearly the roles and the ideal methods for educational and evaluation process in Teacher Education. The final data helps to build a better system for teaching in university education and for the optimizing the quality of the assessment process.

The gained data were correlated with the data derived other research with a same topic.

Keywords:

assessment, methods of evaluation, perceptions of students, criteria and correct evaluation

Pre-school teachers' cooperation with the family in the evaluation of a child's physical development and language of dialogs

Agita Abele

Agrita Taurina

Abstract:

Pre-school aged child's personality formation is a process that has a significant impact from many sides both the elderly and from the kindergarten. How to promote the cooperation of pre-school educational institutions with the parents? How important is it to agree in a discussion on the objective vision of the child's achievements from both a teacher's and parents view? How do you encourage and strengthen the parents' interest in the child's physical development and dialog-speech development?

The aim of the study is to analyse the teachers and the parents of pre-school age child's physical and dialogue development cooperation in assessing skills, using a segmented valuation model, as well as to provide recommendations for the use of this model in our daily lives. The study applied both the theoretical and empirical methods (monitoring and surveys). The results obtained suggest that parental involvement in a child's achievements encourages the family's responsibilities to the child's personal growth, as well as contributes to increased parental awareness and support for the child's physical development and the development of dialogue skills.

The study found that the use of the segmented ranking model for evaluating children's skills by the parents and the teachers for at least two years, better shows the child's development nuances and encourages the parents' responsibilities, awareness and interest in your child's future growth.

Keywords: physical development, language of dialogs, evaluating, preschool children

Relationship of students' attitudes toward physical activity in universities study process and an evaluation of teachers

Eleonora Šišlova

Andra Fernāte

Abstract:

Latvian is observed a reduction of voluntarily involved in sport and physical activity. 36% studentiu not physically active (Eurobarometer 2013). Immobility is the fourth leading risk factor for death (WHO).

RTU are organized as compulsory sports activities for 1st year students, but 10% of students do not participate in sports activities. The aim is to determine the reasons for student absence sport classes and relation to the teaching staff activity. The survey involved 154 RTU 1st year students. As a result, it was determined that the student participation in sport activity is related to their attitudes towards physical activity and teaching stuff activity.

Learning theories and didactic models in expert's continuing education

Dagmāra Pandere

Irēna Žogla

Abstract:

The article "Learning Theories and Didactic Models in Expert's Continuing Education" is based on the results of theoretical and qualitative empiric research and analyzes doctor's necessity for continuing education and motivation in postgraduate studies. The research discusses learning theories and didactic models for efficient learning and improvement of expert's experience, as well as substantiates the didactic models and pedagogical paradigms chosen during study process for successful provision of expert's continuing education.

Keywords:

continuing education, didactic models, expert, learning theories

Construction of expert's competences in continuing education

Dagmāra Pandere

Irēna Žogla

Abstract:

The article "Construction of Expert's Competences in Continuing Education", based on the results of theoretical and qualitative empiric research, analyzes the construction of expert doctor's competences in the postgraduate studies. The research discusses emerging expert's ability to be self-organized, proactive, creative, and proficient. The research analyzes the option to acquire the study program of expert's continuing education with the help of distance education and organized postgraduate studies in the university and work place.

Keywords:

expert, competence, continuing education, distance education

Self-Assessment of Student Teachers' Pedagogical Activity. School Mentors' Standpoint

Evija Latkovska
Lūcija Rutka

Abstract:

Self-assessment of pedagogical activity is one of the most important elements of a teacher's professional competence. Student teachers are encouraged to carry out systematic self-assessment of pedagogical activity already at the beginning of their studies, however, it is a complicated process and students find it problematic. During a practicum students are supported by university educators and school mentors who help them with the pedagogical activity and help to reflect on things they do during the practicum. The aim of the research described in the article is to study the theoretical nature of self-assessment of student teachers' pedagogical activity and to reveal school mentors' viewpoint on what they think how they can effectively help students self-assess pedagogical activity. Data collection methods: analysis of scientific literature and a structured interview for school mentors. Data processing methods: qualitative content analysis and interpretation. Data processing instrument: a programme of analysing qualitative data AQUAD 7. Research sample is a non-probability convenience sample – 13 school mentors. Data of the empirical research show that mentors consider that self-assessment of student teachers' pedagogical activity should be carried out in close cooperation between a student teacher and a school mentor and it is purposefully guided, a student teacher's self-initiative is enhanced and purposeful, structured reflection on one's pedagogical activity is promoted.

Keywords:

initial teacher education; self-assessment; pedagogical activity; student teachers; school mentors

Development and validation of a tool for the observation and evaluation of the teacher's practice in primary school

Laura Tartufoli

Abstract:

This PhD research aims at developing a tool for the observation and evaluation of teacher's practices in primary school, and the context where they occur. The main hypothesis is that observation, collection of data and the consequent feedback to the subjects involved (stakeholders) can lead teachers to put into place some effective processes of formative evaluation.

Keywords:

formative evaluation, observation, tool, teacher's practice, primary school

Role of teacher educators in promoting quality in teacher education in global context

Muttaiah. Vemula

Abstract:

One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different “inputs” and a measure of student performance, or “output.” The outputs are usually students’ results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of teaching environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and incentives, Educational Institutional climate, curriculum, students’ physical well-being, and family and socioeconomic context. Another way of looking at quality involves measuring the efficiency of the system. Educational efficiency is measured internally by the rates of completion, dropout, and repetition. Efficiency is also measured externally by looking at the outcomes of education or the productivity of school leavers. This is measured according to, for example, wages or agricultural yields associated with an individual’s or a community’s level of schooling. This topic/literature has a long history, primarily in educational economics, and has often used quantity of education as a proxy for quality. Studies of efficiency provide necessary information for planners, but this approach has relatively little explanatory power about what creates school quality without an accompanying analysis of the dynamics among the myriad school process factors that encourage students to stay in school and gain valuable knowledge and attitudes while there for studying. A more recently developed way of looking at quality focuses on the content, context, and relevance of education. The present paper focused on this approach to quality focuses on process within the educational institutions and classroom and relationships between the educators and the surrounding community. Greater attention is given to the ways in which inputs interact at the Institutional level to shape quality of learning, defined as the elements of knowledge and character that a society values in young peoples.

Enhancing Language Learning at Technical Universities in the Czech Republic

**Mark Landry
Lenka Landryova**

Abstract:

This paper focuses on the effects of the structure of the Czech education system on how languages are learnt and taught at technical universities in the Czech Republic. It generally outlines the Czech education system and how languages have generally been taught, and makes some comparisons with other European countries. It looks at challenges faced by students studying at technical and non-technical secondary schools and the expectations and experience of teachers teaching these students. It looks at environmental factors, such as school funding, didactic methods used, study stays abroad and academic probity, which influence and indicate how and what students are learning. It also briefly examines indirect factors, such as the encroaching influence of electronic media, which indicate that students, are increasingly less likely to be attracted by just conventional, textbook learning. It therefore also considers the possibility of using other teaching sources, introduced at critical times, to supplement conventional, textbook language learning.

It is all taken within the context of the reasons why a student would chose a technical form of education, even after studying at a non-technically grammar school. Either way there are areas of concern which have been passed on from lower levels of education, and those which have been accumulated at higher levels of education over the years. It specially examines the effectiveness of a system which can bring together in a class students who have studied a foreign language as few as four years and others who have studied it more than sixteen years once reaching tertiary education. In conjunction with other professional studies, it draws its conclusions from a series of questionnaires, spaced in time, which were distributed at a Czech technical university.

Keywords:

commodification of languages, KEN (Co-efficient of Economic Demandedness), creative classrooms, blended approach

Learning argumentation skills through debating

Maija Ročāne

Abstract:

The analysis of the 2013-2014 school year State examination of the English language carried out by the National Centre for Education of the Republic of Latvia has highlighted the necessity of argumentation skills to improve the general secondary (upper) students` results in the writing and speaking parts. The richness and diversity of using the learning method-debating in the lesson provides the process of learning of argumentation skills: a vital form of human cognition in the 21st century. Using theoretical and empirical research methods, the author of the publication highlights the development of argumentation skills of students who have experience in debating.

Keywords:

argumentation skills, debating, learning method, student, speaking skills, writing skills

Academic Scientists as School Teachers: a Pilot Study of Academic Scientists' Experiences and Perceptions of Teaching Practice

Marta Kowalczyk-Walędziak, PhD

Abstract:

In recent years, increasing numbers of academic scientists have entered the teaching profession; however, little is known about academic scientists' experiences and perceptions of teaching practice. This qualitative pilot study, involving semi-structured, in-depth interviews with nine academic scientists employed at public schools in Poland and three principals of these schools, was conducted to gain an overall view of scientists' perceptions of differences and similarities between academic work and teaching, the challenges related to their teaching practice (particularly concerning students, parents and colleagues), the ways of applying their subject-specific knowledge and skills in teaching practice, the level of satisfaction with teaching work and the principals' opinions on the benefits of employing academic scientists in schools. The results of this study indicated that academic scientists perceived far more differences than similarities between academic work and teaching, and they also listed many challenges related to the teaching practice, especially regarding the didactic and classroom management aspects of school work. They mostly used their specific subject knowledge and skills to improve student learning outcomes (e.g., they prepared students for the International Baccalaureate Diploma Programme and science olympiads). This was also emphasized by the school principals as the greatest benefit of employing scientists in schools. Most of the participants were satisfied with teaching work. Implications including opportunities for the better use of academic scientists' knowledge and skills for quality teaching in contemporary schools are discussed along with propositions for further research in this field.

Learning and Applying Diagnostical Competences in Mathematics Education

Brunner, Esther, Prof. Dr.

Abstract:

Content-specific diagnostical competences are important for teachers. In teacher training specific learning environments are needed which relate closely to schools to build up these competences. The presentation will give an insight into how primary and lower secondary school students learn and apply learning assessments in mathematics education.

Conditions for a successful pedagogical activity of music teachers

Laima Mūrniece

Abstract:

A successful music teachers' pedagogical activity that meets the requirements of modern society is determined by the basic educational tasks of the profession – the promotion of building future music teachers' musical and pedagogical awareness, developing their musical and pedagogical experience, developing their professional competences as well as extending their knowledge about music pedagogy values. The research in scientific theories and the empirical study, based on creating a pedagogical situation and analysis of group interview results, underpin the direct relationship between the possibilities to implement the necessary tasks in the study process and the education of students' personality, the development of abilities and potential of their personality. The research also produces the idea about the importance of students' in-depth understanding the specifics of their chosen profession as a condition for their further successful pedagogical activity.

Whereas for achieving the desired results in the contemporary process of music teachers' education, the improvement of its content is to be carried out, as well as innovative solutions and creative teaching methods are to be looked for.

Keywords:

basic tasks of music teachers' education, educational process of music teachers, teaching methods, growth of personality, content of education

Key competences in the context of future teachers training

Barbara Dudel

Malgorzata Gloskowska-Soldatow

Abstract:

The text concerns key competencies recommended by the Council of Europe to develop life-long learning. They are a part of the training of teachers. The study was conducted among students of pedagogy - future teachers of classes I-III and were aimed to answer the question: How do students evaluate their key competencies. Participants of studies have made the self-assessment of key competencies taking into account the 6 criteria: validity of competence, degree of control, motivation to achieve it, the likelihood of achieving, the degree of responsibility of the university for master it and the student's responsibility for its achievement. The results have been interpreted in the context of the humanist concept of teacher education.

Teacher Appraisal and Feedback as Elements of Teacher Improvement Management in Latvia

Normunds Rečs

Abstract:

The theoretical framework of the article is based on the research of the role of the head of school in provisioning quality in education by directly affecting teachers' motivation and capacity (Robinson, Hohepa & Lloyd, 2009; Silins & Mulford, 2002; Leithwood et al., 2006; Day et al., 2009; Scheerens, 2013). Regular appraisal and feedback of teachers' work creates a motivation to improve their own teaching practice. While growth in teachers' work quality has a positive effect on pupils' learning outcomes. Thereby the head of school indirectly affects pupils' learning process by recreating school into a learning organization, where the main emphasis is on working with pedagogical personnel with an objective to improve the process of teaching and learning.

The main aim of the article is to analyse the system of Latvian teachers' work appraisal and feedback and to give suggestions to its improvement.

The research methods: analysis of publications and regulatory documents; comparative analysis of OECD TALIS 2013 research data.

Resources of information and data: Corresponding current publications and normative documents have been applied in the layout of the material. OECD TALIS data of research made in 2013.

Peer-assessment in international school cooperation projects

Ija Lasmāne

Anžela Jurāne – Brēmāne

Abstract:

Participation in international cooperation projects is increasing in the context of globalization. Evaluation has an important role in realization of school cooperation projects from both aspects: project management and pedagogical view. This article analyses peer-assessment internal in each school and peer-assessment in school partner level. Participants of this research are teachers from Latvia and different countries in Europe, previously participating in international cooperation projects.

Keywords:

peer-assessment, feedback, international school cooperation project

**Teachers and formative assessment in secondary schools:
discussion for insight
Anžela Jurāne-Brēmane**

Abstract:

Formative assessment nowadays is topicality in the all levels in education including formal and informal education. The origins of the formative assessment is school education. Article describes results of the focus group discussion about formative assessment in secondary schools. Eight participants were from schools in wide area of Latvia. Conclusion is about the little use of formative assessment in teacher practice.

Keywords:

formative assessment, feedback, peer assessment, self assessment, secondary education

The Philosophy of Sports Education and its Significance for Physical Education Teachers

Emanuele Isidori

Agita Abele

Francesco Taddei

Abstract:

Among the system of so-called “sport sciences”, the philosophy of sport education serves as a theoretical means to develop the conceptual framework for sport pedagogy, developing the critical, reflective and deconstructionist perspective of this science. Starting from this point of view, the main aim of this study is to stress, through a hermeneutical methodology, the fundamental role played by sports philosophy as activity capable to develop critical thinking in physical education teachers, and help them understand their world and seek the truth about things, facts and actions, asking themselves why and for what purpose they teach their subject. Applied to the cultural context of sport, this specific philosophy can be considered as a tool (that is a critical and reflective way of reasoning) which allows PE teachers to examine and explore the meanings of their practice in relation to the construction of their identity as human beings and persons. Philosophy helps PE teachers to be aware of their role and function in this context, because through this “philosophical view” they can better become aware of their role as educators and of their pedagogical function in the school.

For this reason, our study will reflect upon the philosophy of sport education, identifying its practical functions in light of five philosophical paradigms. Starting from these paradigms, we will sketch and administer to a small group of physical education teachers, a questionnaire to detect their philosophical paradigms, analyzing the results emerging from it.

Keywords:

philosophy, teachers, physical education, pedagogy, paradigms

Contributing to the achievement of essential skills for teacher profession in a university teacher pre-service course

**Maurizio Betti
Laura Tartufoli
Stefania Lovece
Andrea Ciani**

Abstract:

Within the framework of Primary Teacher Education degree (University of Bologna) this ongoing research, oriented to explore the relationship between experiential educational modalities (laboratories and practicum) and the achievement of planning and evaluation skills in future teachers, is designed as an action research involving both laboratories' instructors and practicum tutors.

Keywords:

pre-service teacher's education, teacher's skills, teacher curriculum, primary school, pre-primary school

Methodology of sampling in Educational research in higher education

**Andreas Ahrens
Jelena Zaščerinska**

Abstract:

The aim of the research is to work out a methodology of sampling in educational research. The empirical study involved six experts in February 2013 – July 2014. The research findings allow drawing the conclusions on the elaborated methodology of sampling in educational research. A new research question is formulated.

Keywords:

educational research, higher education, interdisciplinary research, methodology, principles of sampling, sample, sampling

Experiences in Brazil and Portugal of relationship between school and university by Geography

Maria Anezilany Gomes do Nascimento

Sergio Claudino Loureiro Nunes

Abstract:

This work aims to present two experiences of relationship between school and university by Geography: a project related to innovation and diffusion of methodologies through a teacher training policy, in Brazil and a project about citizenship in geographic education, in Portugal. They are treated on PhD thesis of the proponents of this work.

Training geography teachers in an ever-changing world: a debate based on curricula in Brazil and Portugal

Maria Anezilany Gomes do Nascimento

Abstract:

The purpose of this work is to identify some curricula components of geography teachers's education in Brazil and Portugal, relative to relationship between university and school. The study aims to present the importance of the connection between these institutions during the initial teacher training.

An Overview of the Post-Graduate Thesis Topics Related to Professional Development in Turkey

Associate Professor Ayşe MENTİŞ TAŞ

Abstract:

The continuing professional development of the teaching profession has a very important place. The present study examines the post-graduate theses the subject field of which are coded as education by YOK (The Council of Higher Education) Head of Journal and Documentation Department based on the concept of professional development; according to their publication years, departments/programs, educational levels, subject fields, and purposes. The study was conducted on a total of 58 theses. Data were obtained via document review. Post-graduate theses on the subject of "professional development" in the work group were downloaded from the website of YOK Head of Journal and Documentation Department in .pdf format. Then, theses downloaded on the computer were analysed in accordance with sub-purposes. Descriptive analysis method was adopted for data analysis. Data obtained via document review were then arranged according to the themes formed by research questions, and were presented in tables.

Keywords:

professional development, post-graduate, thesis

The initiative of preschool children in process of self-directed learning

Asja Vanaga

Abstract:

Self-directed learning in preschool is educator and family collaboration-led process of choosing teaching methods that encourages children's initiative and raises self-esteem. The article aims to explore the theory of preschool-age children initiative role in self-directed learning. Empirical research results reveal the types and expressions of the initiative, which promotes children's self-directed learning.

Keywords:

initiative; behavioural self-regulation, self-directed learning

Contemporary teacher's professionalism: Reality and Challenges

Meldra Rudzīte

Abstract:

This paper describes analysis of teacher's professional competence theoretical nature and modern requirements, with emphasis on ability to react in variable and unpredictable situations and the ability to develop student's creativity and openness. But these necessary competencies differ from those teachers considered to be actual daily and those which teachers has learned in this profession.

The results of the empirical research shows what are teachers' daily work most necessary competences and what related difficulties are. Research also shows what students think about the teacher's professionalism and necessary knowledge, skills and attitudes.

The research conclusion reveals contradictions between the contemporary challenges in schools and teacher professionalism.

Keywords:

teacher's professionalism, competence, creativity, challenge

Geography education: territorial identities on-line and off-line

Daniel Malmann Valerius

Ivaine Maria Tonini

Abstract:

The aim of our research is to investigate how the social networks allow to empower the learning and teaching Geography in the Brazilian basic education, by the lines of theoretical framework of Cultural Studies. The analyzes indicate the use of social networks by students as tribes who share their ways of being and seeing the world, with tensions and positions about the studied issues.

Keywords:

Teaching Geography, cyberspace, territoriality, identity

Analysis of problem-situations and problem solving skills as a decision making model

Irina Kazuša

Abstract:

The goal for choosing to work based on critical thinking principles in medical chemistry course was to develop analytical reasoning skills necessary for solving two of the most important problems practitioners face - precise diagnostics and choice of treatment. At the beginning of the study process, though, it is problem recognition and choice of solutions while justifying and defending one's position. It is this goal which demanded using critical thinking principles to be used: argument analysis, conclusions, examination of hypothesis, evaluation and decision making.

Keywords:

problem solving skills, decision making

Pedagogical Ethics at Tertiary Education

Alīda Samuseviča

Lūcija Rutka

Abstract:

New challenges and functional diversity of tertiary education are the reasons why aspects of pedagogical and social interaction are topical nowadays. In the study process student teachers get ready for a professional activity that is personality oriented, and ethics plays especially important role in it. Besides understanding the theoretical concept of ethics student teachers learn to deal with practical situations doing it by analysing examples and in their mutual relationships with the university faculty. As the university faculty's professional competence to a great extent is linked with their belonging to a certain age group, it is linked with academic traditions and great authoritative influence, in the study process it is possible to face situations that ask for specific analysis and evaluation. The aim of the article: based on the analysis of the regulations of the pedagogical ethics at tertiary education to reveal factors and dilemmas of the pedagogical ethics that impact student teachers' professional development in the study process.

Keywords:

pedagogical ethics, pedagogical dilemmas, ethical principles, study process

Contribution of Saulkrasti Jazz Festival Masterclasses to the Development of Latvian Music Pedagogy

Tālis Gžibovskis

Abstract:

The development of each sub-sector of pedagogy is promoted in scientifically-pedagogical institutions and at educational establishments of different level. The jazz pedagogy development in Latvia started with masterclasses at Saulkrasti Jazz Festival when the world jazz theoretical and practical experience was and still is acquired intensively alongside with its artistic implementation in performing activities. We consider that Saulkrasti Jazz Masterclasses encouraged the culture and music educational establishments in Latvia to set up academic jazz music study programs.

Keywords:

jazz, pedagogy, masterclasses

The European Space Education Resource Office – Romania (ESERO Romania) as a Provider of Teacher Education

Virgiliu Pop

Abstract:

ESERO Romania (The European Space Education Resource Office – Romania – www.esero.ro) has been established in 2014 as a collaboration between the European Space Agency and the Romanian Space Agency. The key aim of ESERO Romania is to increase STEM literacy in Romania by using space as an appealing context to make the teaching and learning of Science, Technology, Engineering and Math subjects more attractive and accessible. In Romania, the Office intends to bridge the gap between the prize-winning elites and the scientifically illiterate mass through the training of teachers, through raising awareness of space activities and through the dissemination of materials, making full use of ESA's literature and logistical support in this process. ESERO Romania facilitates the availability of training courses based on space-related resources to the teacher community by introducing ESA material to existing courses, and adapting it to the national curricular needs, as well as by developing and delivering original courses, in collaboration with appropriate national partners. The Romanian ESERO is also serving as the main interface between ESA Education and the Romanian educational community. The ultimate aim is to assure the formation of a future work force active in the space and engineering fields. This paper will outline the ways in which ESERO Romania contributes to teacher education in Romania, as well as the challenges and opportunities encountered during the first year of its existence.

Keywords:

STEM, CPD, curriculum, teacher education, space education, ESA, space agencies

**Teaching Styles and the usage of Standard Albanian Language
in Kosovo Schools
Vjollca Ahmedi
Edona Berisha Kida
Muhamet Peci**

Abstract:

Kosovo Schools have gone through a lot of difficulties. A wide range of such difficulties are impeding a successful implementation of the standard Albanian language (SAL). But, until now, this issue has become more a politicized taboo and unfortunately there are no pure empirical studies in this direction. Kosovo pupils learn SAL as it is planned through the national curriculum policies but obviously they mostly don't use it in classroom settings. They may read and write in SAL but find it hard to speak.

This research aims to investigate how SAL teaching methodology is determined, what are the teachers' attitudes toward SAL, what approaches are considered more valuable etc. Thus, it investigates the impact of teaching styles in the usage of standard Albanian language by pupils in Kosovo schools.

Keywords:

Standard Albanian Language, teaching styles, Kosovo schools etc.

The right to education for child with learning difficulties in the mainstream school in Latvia

**Dita Nīmante
Linda Daniela**

Abstract:

Although all major children's rights are secured by the Latvia's regulatory documents the practice reveals the problems connected with children's with learning difficulties rights to receive all the necessary support during the education process in mainstream schools. This empirical research seeks to answer the question: How the right to education for child with learning difficulties are implemented in the mainstream school in Latvia? The case study will examine the existing practice and will put forward the debate for possible solutions to secure the children's rights that should be in the child's best interests.

Keywords:

children's rights, learning difficulties, support

**An investigation of teachers enterprise perspective in preschool institution
activity planning
Laimīte Senkāne**

Abstract:

The purpose of this study is to investigate teachers enterprise perspective and value in preschool institution activity planning. This paper discusses differences and experience how teachers enterprise were involved in the activity planning process in six preschool institutions, what it influenced, what forms of action were used while looking at the teacher enterprise recognition in preschool from colleagues and management team side.

Keywords:

teacher, enterprise, preschool, activity planning

Dropout and students' motivation; factors that affect them

Ieva Dorila

Mg. edu.sc. Normunds Tiltiņš

Dr. paed.. Mg. art. Guntars Bernāts

Abstract:

Factors affecting dropout and students' motivation to finish an education program includes personal, family, school environment and community factors. Dropout can be analysed at the country, region, city or school levels. The early school leaving (ESL) rate has been used as a fundamental strategic indicator for monitoring the Lisbon Agenda and in the current Europe 2020 strategy. According to 'Europe 2020' strategy the ESL rate in European Union (EU) member states must be reduced to a maximum 10 per cent by 2020. The possible causes of students' dropout are covered in the article supported by the survey of students, parents and teachers in Riga.

Keywords:

early school leaving, dropout, EU education policy, student's motivation factors

A mentor as a support person for youth in out of family care

Lubova Vasechko

Abstract

The article analyses the concept and benefits of social mentoring for children who grow up outside of family care. Mentoring comes under the child protection act and it offers practical and emotional support for the young people; in particular, young people who live outside of family unit. For a year the young person is given an opportunity to meet up with an adult, a trustee, to spend quality time together. The idea is that a mentor will walk alongside the young person and provide the required practical and emotional support in order to raise awareness against the various types of addiction. The distinctive feature of social mentoring is that it is based on voluntary work. It implies developing relationships between the mentor and a young person.

Social mentoring programmes become more and more popular worldwide. That's why it is important to research programme's outcomes and success criteria based on gained experience.

The results of the trial show that in the course of a year, while a mentor is persistently working on the relationships with the young person grow young person's social skills, self esteem and motivation for learning.

Keywords:

mentor, mentee, a young person, a trustee, a support person, out of family care, residential care

Podolog's Educational Competence

Tatjana Ivanova

prof. Rudīte Andersone

Abstract:

Every specialist who holds a professional education at his/her working place should function in two roles – those of a teacher and a learner. This article addresses podolog's pedagogical activities, which manifest and should be analysed in pedagogical competences. Teaching others and learning in partnership usually becomes a valuable way of podolog's further professional development.

The aim of the research is to investigate the development of podolog's Professional competence through the lenses of their pedagogical activities. The leading idea of the investigation – when a specialist functions in two roles, i.e., that of a teacher and a learner, their professional development is successful.

Methods of the research and respondents (N89): the theoretical analysis of the competence, mix methods, interviews with Professional podolog's, observations, and case studies.

The findings: the article analyses the data obtained in the research and deal with the content priorities of the podolog's activities, their professional development in learning at work places.

Discussion is focused on the correlations of podolog's professional development empowered by learning at working places.

Keywords:

podolog's, professional competence, pedagogical activities, learning at working places in partnership

**Equine assisted interventions: history, development, types
and models of practise**
Ilona Gehtmane-Hofmane
Dita Nīmante

Abstract:

This article provides a analytical review about history of Equine Assisted Interventions and development of its various types and models. The aim of this report is to present and offer for critical discussion the linear and hierarchical structure of the field as well as a classification of intervention types by application in the context of scope of practice. Thereby contributing to a clearer understanding of this field, history and development reveling antropological discourse, the terminology used, types of intervention and their application in various disciplins as well as place of each type in the common Equine Assisted Intervention group hierarchy and their interrelationship.

Keywords:

Equine Assisted Intervention, structure, classification

Development of secondary school student decision-making skills in the mathematics curriculum

Maija Balode

Abstract:

The article gives an insight into the concept of secondary school student decision-making skills, shows criteria for skills development. In theoretical study, the commonalities and differences of aims and tasks, teaching/ learning methods, content, assessment in syllabuses of International Baccalaureate mathematics and national one are analysed based on the criteria.

Keywords:

decision-making, secondary school student, mathematics, curriculum

Teacher in the school as a multifunctional community center: changing of paradigms and practice

Aija Tūna

Abstract:

Teachers are important actors for social change and they play crucial role in the situation when there is a need for a fundamental change in the mindsets and beliefs about education (*Teacher Manifesto*, 2014). New paradigm of education (*Baumgarten & Payr*, 1994), defined also as the 3rd generation of education (*Moravec*, 2011; *Gerstein*, 2013) views teacher as a partner in learning. On one hand it includes new requirements to professional performance of teachers, on another - broadens the meaning of the term *teacher* arguing that in the knowledge society teachers are everybody and everywhere (*Moravec*, 2011). With technologies having growing impact on education system and learning as a process there are still functions that can be accomplished only by a teacher in the human interactions, such as motivating and respecting students, emphasizing with them, encouraging their individual passions (*Prensky*, 2014).

The paper addresses theoretical framework of changes in the role, functions and self-perception of the teachers and reflects on the example of this process in the changing environment when schools develop into multifunctional community centers. The study was conducted in Latvia based on the experiences of the implementation of the national initiative involving more than 60 schools from different communities. Preliminary findings reveal that changes in teachers' attitude and practice influence relationship among school and community and provide support to improving motivation and performance of the students.

Main issues for consideration and discussion include attitudes towards new functions of teachers in the changing educational environment; discrepancies among arising expectations and traditional beliefs as well as ability of the teachers to amalgamate in partnership with students and community members their personal, professional and citizen's identity.

Key words:

teacher, school as multifunctional community center, life-long learning, civic participation

The Problem of the First-Year Students' Adjustment at University

Sintija Vaļka

Abstract:

The study aims to investigate the experiences of the first year students at the University of Latvia, Teacher Education Department adjusting to studies at university in terms of academic, social, and personal-emotional adjustment. Additionally, personal variables were inspected in terms of their possible effects on student adjustment. Adjustment issues are critical in terms of successful academic achievement enhancing professional development and identity as poor adjustment correlates with poor academic performance, low graduation grades and possible difficulties in professional life.

Keywords:

first-year university students, university experience, adjustment, adjustment factors

Evaluative language in teacher certification in Australia

Associate Professor Joy Hardy

Abstract:

This paper utilises Appraisal theory to identify and analyse the often-problematic use of evaluative language by teachers and assessors in the voluntary certification of teachers at the higher career stages in Australia. The paper then outlines and evaluates a professional learning intervention to promote the appropriate use of evaluative language.

Context of the Research:

In 2010, the newly formed Australian Institute for Teaching and School Leadership (AITSL) was given the remit through the Australian Federal Government to develop, validate and pilot a standards-based, career-staged framework for teachers across Australia. The resultant *Australian Professional Standards for Teachers* (AITSL, 2011) presents a set of standards that construct four developmental career stages. The Standards underpin many key aspects of teachers' work in Australia, including voluntary certification at the higher career stages (AITSL, 2012). The SiMERR National Research Centre was commissioned to trial the implementation of the national Standards, which included a pilot of the use of the national Standards in the certification of teachers at the higher career stages and the development of the AITSL Assessor Training Program for Certification.

Research Aim/Question

What do teachers need to do to evidence certification at the higher career stages?

Theoretical Framework

The research draws on Appraisal theory (Martin & White, 2007), which is situated within the broader framework of Systemic Functional Linguistics (Halliday & Matthiessen, 2004).

Methodology

Firstly, the paper examines the evaluative language used by teachers in applications submitted for certification assessments in a pilot project that trialled the certification process in 2012. The findings indicated that the teachers often utilised evaluative language problematically. This finding prompted the inclusion of learning materials addressing evaluative language in the AITSL Assessor Training Program that was developed and delivered in 2013. The Assessor Training Program included a component that introduced trainee assessors to Appraisal so that they could (i) identify and analyse evaluative language used by teachers applying for certification and (ii) use evaluative language appropriately in professional conversations with applicants, etc. The second stage of the examination concerns trainee assessors' responses to the inclusion of Appraisal in the Assessor Training Program. Online discussion forums were analysed and the findings indicated that explicit coverage of evaluative language was highly valued.

Implications for Teacher Education

The findings indicate that both teachers applying for voluntary certification and assessors of certification applications benefit from professional learning concerning the appropriate use of evaluative language in the certification process.

Music Studies in Primary School in the View of Activity Theory

Ilze Vilde

Abstract:

The aim of the article is to analyse music studies in primary school in the view of activity theory, as well as to actualize the professionalism aspects of the music teacher, which allow to implement both the music studies' content and to foster the primary learners' interest in and their desire to get involved actively in the music activity. The research structure is formed by means of the analysis of the activity approach theories and the theoretical substantiation of a cooperation model in music studies, as well as the analysis and the interpretation of the data obtained within an empirical research.

Keywords:

activity approach, cooperation, attitude to music studies

Need for autonomy, competence, relations with other and its implementation in the opinion of students - teachers to be

Barbara Dudel

Małgorzata Głowska-Soldatow

Abstract:

Implementation of autonomy needs, competence and relations with others is indicated as a condition of learning and motivation. The aim of conducted studies was obtaining information how pedagogy students understand these needs and perceive their implementation in the process of becoming a teacher. Students statements were analyzed in the context of humanistic education theory of teachers.