Education Policy and Culture: Consistent and Radical Transformations

Book of Abstracts

Department of Educational Sciences
Vilnius University

21 – 22 October 2016
Vilnius
Today’s world is marked by the growing influence of media, unchecked consumerism and marketisation of the formerly non-market sectors. The continuously increasing migration and the more or less successful social and cultural integration of newcomers create evident tensions between the policies of multiculturalism and ethnocentrism. These changes take place in the political, social and cultural realities and exert a tremendous impact on education, which calls for its transformations. In this fast changing world, “transformation” becomes one of the most commonly used words alongside “globalisation”, “media” and “technology”. “Transformation” becomes a substitute for the hidden inertia of former educational practices. It encourages us to seek answers to the following questions: What transformations which take place in education could be regarded as consistent and/or how radical can (or should) they be? What is the purpose of transformations in education and who benefits from them?

The transformations explored at this conference affect two vast and deeply interconnected fields: policy of education and culture of education. On the one hand, it can be argued that global and national policy decisions determine changes in the culture of education. On the other hand, the changing cultural contexts call for new education policies and immediate political decisions which would address the issues of intercultural, multicultural and ethnocultural education. The complexity of transformations in education presupposes an interdisciplinary approach from researchers, politicians and practitioners and necessitates an active academic discussion of experts who would be able to present new insights and a broader view on the issues that affect all the actors of the educational field: teachers, educators, students, the administrative staff, parents and politicians.

Questions addressed at the conference:

- *Global and local, social and cultural tendencies which influence political decisions in education;*
- *Policy issues and problems of intercultural, multicultural and ethno-cultural education;*
- *Changes in the cultures of educational institutions (schools, universities, etc.);*
- *Contemporary problems and challenges in teacher education.*
## PLENARY SESSIONS

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanan Alexander</td>
<td>Pedagogy of Difference and the Other Face of Liberalism</td>
<td>Friday 10.00 - 10.45</td>
</tr>
<tr>
<td>Judith Suissa</td>
<td>Anarchist Education and Social Hope</td>
<td>Friday 11.15 - 12.00</td>
</tr>
<tr>
<td>Gintautas Mažeikis</td>
<td>Learning Between Opposite Poles: Hegel’s “History of the Spirit” and Deleuze’s “Becoming Minor”</td>
<td>Friday 12.00 - 12.45</td>
</tr>
<tr>
<td>Sergij Gabrscek</td>
<td>School Governance in the NEPC Region</td>
<td>Saturday 09.30 - 11.00</td>
</tr>
<tr>
<td>Rimantas Želvys</td>
<td>The PISA Phenomenon: The Many Faces of the International Student Assessment</td>
<td>Saturday 09.30 - 11.00</td>
</tr>
<tr>
<td>Frederik Herman</td>
<td>“New Things Faded While Good Things Endured”: Primary School Teachers’ Reflections on the Changing Material Landscapes of Education</td>
<td>Saturday 11.30 - 12.15</td>
</tr>
</tbody>
</table>
Drawing on my new book, *Reimaging Liberal Education: Affiliation and Inquiry in Democratic Schooling*, this talk will explore the problem of cultivating a critical attitude in pedagogy given difficulties with accounts grounded in both liberal rationalism, on the one hand, and critical social theory, on the other. I offer an alternative approach to education in open, pluralistic, liberal democracies known as “pedagogy of difference.” It draws on the diversity liberalism of Isaiah Berlin, the dialogical philosophy of Martin Buber, and the other-centered ethics of Emmanuel Levinas. To genuinely know oneself, one must learn to engage others who are different. But to engage others in a meaningful way, one must also be immersed in traditions to which one is heir or with which one chooses to affiliate.

**Keynote - Judith Suissa**

**ANARCHIST EDUCATION AND SOCIAL HOPE**

In this talk, I will draw on my research into the educational ideas and experiments associated with the social anarchist tradition in order to consider some of the ways in which this tradition can enrich our thinking about educational practice, policy and theory. I will discuss some historical examples of anarchist schools and look at both the similarities and the differences, in terms of curriculum, ethos and pedagogy, between these educational experiments and other educational experiments in the tradition of libertarian or democratic education. Specifically, I will discuss the anarchist conception of the relationship between education and social change and the central anarchist notion of prefigurative practice. This perspective, which views social and political institutions as malleable and subject to constant experimentation and change, offers, I argue, a valuable critique of some dominant trends in liberal and neo-liberal education policy and an important defence of the educational value of social hope. My analysis and critique will focus on particular policy initiatives within the English context, such as the new “free schools” and academies that are part of a growing global movement towards removing state control of education.

**Keynote - Gintautas Mažeikis**

**LEARNING BETWEEN OPPOSITE POLES: HEGEL’S “HISTORY OF THE SPIRIT” AND DELEUZE’S “BECOMING MINOR”**

School and university learning based on the big narratives seeks to present history (the world, the nation, literature, sciences, etc.) as the truth of the big processes, the grand rivers. The contradictions among the historical forces are viewed as much more powerful than the existential human choice. The right side (the post side) of the history of the Spirit, the nation and political classes presupposes moral and juridical legitimation of individual actions (to be a Lithuanian but not a red partisan). The approach of the big narratives explores difficulties inherent in local alternatives and the importance of social and political creativity. Conversely, the Deleuzian “becoming minor” emphasises the roles of local
relationships, the importance of the “home-made social glue” and political and cultural microphysics. The individual choice, creativity and responsibility are the main agents in the development of everyday life. The Deleuzian approach helps to describe an individual drama and to think about the human condition (in the view of Hannah Arendt).

The paper explores the conflict between two main paradigms of contemporary learning/teaching: either the logic of the world history or the infinitesimal of everyday dramas. The logic of the big pictures presupposes ideologisation, mobilisation and global learning from the main historical processes. They capture the world history, panoramic pictures of events and civilisational visions. In contrast, the poststructural approach calls for the rhizomatic attention to local networks and desires. Rhizomatic means that which considers the multiplicity of curved relationships, the drama of local transgressions and transformations. The approach helps to understand the development of small stories, local, urban and rural events and their multiplicity. The world history helps to hide local initiatives and demotivate people from making social glues. The World Spirit and local consistencies pretend to be completely independent and even ignore each other. Is there an antagonism, a dialectical negation between the two models? The learning of critical thinking is based on the presentation of alternatives and the description of contradictions, but between what? Perhaps between two major world forces: totalitarianism and Western democracy? Or is it between the major tendencies of modernisation and local traditions? The presentation of local multiplicities and everyday life oppositions, for example, cultural trends or community building, hides the role of the global processes. How to coordinate the local learning of the genealogy of relationships, which is important for families, urban and tribe stories and studies of major subordinations in the world, strong causalities?

The paper presents the idea that teaching of critical thinking could rest on the learning alternative paradigms based on the demonstration of opposite tendencies between everyday life and history and on the studies of different types of interpretations. The learning of opposite interpretations and related paradigms is used in the postmodern anthropology and sociology and pays attention to the multidimensional alternatives. Could we include poststructural paradigms and critical theory into critical pedagogy? And what does learning of emancipation in the poststructural way mean? Is this too difficult a task for any school, the creation of independent learning alternatives and becoming minor?

Keynote - Sergij Gabrscek
SCHOOL GOVERNANCE IN THE NEPC REGION

In the past few decades school systems around the world have begun some form of decentralisation with a focus on local decision-making and community participation. Such participatory approach to school governance is justified in terms of ensuring efficient management of schools and contributing to citizen empowerment and democratisation. There are attempts worldwide to restructure and deregulate state schooling and to create devolved systems of education entailing significant degrees of institutional autonomy through forms of school-based management and governance.
Increasingly, the role of management and governance is recognised as important for providing and delivering effective services at all levels of education. An important aspect of it is accountability. It refers to the processes by which the education system holds itself responsible for delivering the appropriate services and meeting its goals for educating students.

The paper will look into the school governance policies in 10 countries from the NEPC region: Albania, Bosnia and Herzegovina, Croatia, Lithuania, Macedonia, Moldova, Mongolia, Montenegro, Kosovo and Russia. It will present a comparison and a critical analysis of the basic models of governance in participating countries with regard to distribution of leadership, management and funding responsibilities, stakeholder participation and partnership, accountability mechanisms and leadership styles of school principals.

It will provide an overview of different aspects of school governance, from the legal basis to the role of different stakeholders and in particular on the role of school councils. A shift from a highly centralised system of governance in education towards a decentralised one, providing empowerment but also more responsibilities to the bodies at the school level, has been taking place. However, there is still a gap between theory and practice – between the legal framework in most countries and the actual implementation of the decentralised system. There are still some centralised “safety” valves in the system that often prevent stakeholders from fully exercising their mandate in line with their needs. The school governance is often very formal, with the school principal as the central figure in the governance system, balancing between central authorities (who in most cases approve his appointment) and the stakeholders in their school governing body. This is in particular important when inputs and needs of students, teachers and parents are taken into account.

The education systems are one of the most conservative systems, where (slow) evolution is more likely to happen than revolutionary changes. Changes are therefore slow and take time. However, one of the most important issues that contributes to more transparency and really influences development of quality on the school level is the empowerment of stakeholders on the school level. This seems to be the critical element for changes to take place. The role of students, teachers and parents in the school council is an important lever for enhancing the quality of school. Members of the school council have their responsibility not only for the legal aspects of the school operation but for the overall quality and development of education at the school level. They also represent different stakeholders with their own needs and give a different perspective to school management. They are partners in the processes and should be aware of their role, not just as individuals in the school council but as representatives of their “election basis”.

The paper will present examples from different countries and discuss how to empower the members of the school council.
The Programme for International Student Assessment (PISA) has become a striking phenomenon of the contemporary educational world. Initiated in 2000 by OECD, currently it includes 65 countries and territories from all over the world. PISA is the only international education survey to measure the knowledge and skills of 15-year-olds, an age at which students in most countries are nearing the end of their compulsory time in school. Subject to severe criticism as well as the source of inspiration for educationalists, policymakers, journalists and other interest groups, PISA plays a significant role in the contemporary educational landscape. No matter whether we are supporters or critics of PISA, it is difficult to deny the scope of the influence of this international project. However, when discussing about PISA, opponents often consider various aspects of this phenomenon, therefore the arguments for and against PISA are directed towards different dimensions of the survey. The aim of the presentation is to identify the multiple aspects, or, speaking metaphorically, faces of PISA, which carry different messages and are subject to different value judgements by various interest groups.

1. PISA as a symbol of globalisation. The global education reform movement is gaining momentum and in this respect PISA symbolises the global trend of seeking universal standards and common ways of development of education systems. Global educational space enables making global measurements of national education systems and PISA provides an opportunity for participating countries to become comparable on a global scale.

2. PISA as a manifestation of neoliberal ideology in education. Neoliberal ideology, which directs education towards greater efficiency and accountability, competition and market orientation, is reflected in many educational initiatives of the last decades, and PISA is a typical example of trying to make national educational systems compete. Proponents of neoliberal ideology often refer to PISA when they urge to assess the effectiveness of provision of educational services.

3. PISA as a methodological controversy. On the one hand, PISA uses sophisticated methods of sampling and statistical analysis, and on the other it often makes you wonder how valid are the conclusions based on survey data drawn from a two-hour paper-and-pencil testing of students.

4. PISA as a research database. PISA provides a vast research database where researchers can follow the progress of participating nations in literacy, science and maths achieved during a three-year period which lasts from one survey to another, compare different countries, regions or educational models. No matter whether we accept the ideological rationale of PISA or not, the database is by all means a valuable resource for researchers in the field of comparative education.

5. PISA as benchmarking. PISA has been acknowledged as an official benchmarking tool by the European Commission and member states are urged to follow the target of 15-year-old students achieving a certain level of basic skills in reading, maths and science by 2020. PISA results are also considered as one of the educational indicators for the OECD member states.
6. PISA as a league table. Perhaps the most familiar face of PISA for the wide public is that of a league table. Without getting much into detail it could be stated that politicians, journalists and authors of popular publications provide information and commentaries about the position the country occupies in the list of participating countries in reading, maths and science. Often we can observe public discussions on whether the country is leading or lagging behind compared with other nations of the same region or similar level of socio-economic development.

7. PISA as promotion. Education is not among the most popular topics for mass media, therefore one of the occasions when education is in the focus of everybody’s attention is the day when PISA results are announced and the several months following the event. PISA results help to maintain public interest in education and keep education on the agenda of national policy at least for some time.

8. PISA as punishment. PISA results are often used as an argument in order to prove the ineffectiveness of those in charge of national education. Such critique is not always adequate as PISA results are announced several years after the survey was conducted and unsatisfactory results could be the result of the wrong policy decisions made by previous political leaders. However, opponents usually use the national failure in PISA (and usually it is considered a failure, even if the country shows average results) as a strong argument against those who are currently in charge of education.

9. PISA as business. PISA requires a wide array of different human and material resources and attracts a large number of temporary or permanent employees. For each PISA survey, international contractors (usually made up of testing and assessment agencies) are involved in the design and implementation of the surveys. There are also many consultancy firms which claim to know how to improve PISA results and offer their services for their potential customers.

10. PISA as policymaking. PISA data are used as a basis for further development of national educational policies. Policy papers often refer to PISA when defining possible trajectories of education reforms. International bodies urge national states to use PISA data for policymaking and making efforts to improve education. For example, the European Commission in its recent Education and Training Monitor for Lithuania refers to PISA results and states that “so far there have been no concrete government initiatives to address either the relatively poor performance in basic skills or gender differences in educational performance”.

Different actors in the domain of education should be more skilled and selective when using the various findings of PISA surveys to achieve their goals and secure their interests. Educational researchers should be more involved in using PISA as a research database and use all the opportunities it can provide. Those involved in the educational policy should analyse the impact of PISA on educational policy decisions and provide guidelines for future policy development. Representatives of mass media should use PISA results as a means of raising public awareness of the importance of education for national development.
Educational systems and organisations have always been subject to all kinds of reform initiatives; these innovations were often instigated by societal challenges (e.g. industrialisation, migration) shaped by ideological and political agendas and inspired by techno-mechanical and scientific evolutions. By the end of the nineteenth and the beginning of the twentieth century – a period of tremendous industrial expansion in an increasingly ‘globalising’ world – the rationalisation and standardisation of educational organisations gathered speed and were further pushed forward during the twentieth century, not least by the developing sciences such as psychology, labour sciences and educational sciences. It was believed that objective research-based methods (measuring, quantifying and comparing) would allow changing education for the better. A “hectoring machismo” of school improvement and “delivery” gradually came to flourish (Fielding, as cited in Burke & Grosvenor, 2015, p. ix). This canon of progress, spread by all kinds of experts in education, was picked up by (local) governments and became the backbone for their education policies. The ever-growing body of instructional research further fuelled the need for permanent (radical) change and urged governments to re-examine their policies time and again and to pressure schools constantly to adopt the ‘best’ pedagogical methodologies, the ‘newest’ educational approaches, the ‘most modern’ educational tools and technologies.

Given these tendencies, David Tyack and Larry Cuban (1995) proclaimed the last century one of “public school reform”, while simultaneously referring to the failure of many of these reforms. The ‘clock of school reform’ clearly ticked differently for policy-makers, administrators and practitioners (Cuban, 1995), and some of the top-down innovations alienated practitioners bit by bit from their local traditions, informal folkways and cultural roots and as such were rejected by existing school cultures or were moulded until they fitted into the existing structures. Over the course of the last two decades, the theory of the ‘grammar of schooling’ has very much taken root in our discipline (see Depaepe et al., 2000, 2008; Fend, 2007; Deal & Peterson, 2009; Herman, 2010). Ironically enough, in its battle against the supra-historical idea of progress, this kind of historicism risks putting in place a new supra-historical idea of continuity, overlooking discontinuities and ruptures (Herman, 2010, p. 158). This conceals the risk that school culture is identified with and understood as rigid and thus reduced to a passive, conservative ‘sameness’ displaying little if any willingness to change (ibid.). I would like to argue in favour of a more nuanced approach – a cultural approach that maps the rich variety of classroom and school life and provides us with ‘thick descriptions’ of what actually went on in the classrooms and schools.

This paper tries to do so by writing and analysing ‘biographies of different classrooms’. More concretely, it considers whether and how the “hardware” and “software” of different classrooms have changed during the career of nine primary school teachers in Flanders between 1960 and 2015 (Lawn, 1999, pp. 77-78). The paper thus seeks (1) to gain insight into the developing ‘materialities of schooling’ (material and architectural structures such as spaces, walls, furniture, tools, arrangements or settings),
(2) to map the working procedures and teaching/learning processes that occurred in these changing landscapes of education, and (3) to reveal how the educational praxis changed in relation to the material structure of the classroom. Furthermore, it aims to (4) identify catalysts and barriers of change (e.g. social, economic, ideological and technological factors) which initiated, reinforced, obstructed or altered behavioural changes and/or material, infrastructural, architectural modifications. These general themes are translated into a number of concrete sub-questions such as: How did teachers respond to the introduction of new material objects such as new furniture or new teaching tools? How did teachers deal with new regulations, and how did they translate (materially, spatially, behaviourally) the imposed directives into their everyday practice?

To this end, nine in-depth interviews were conducted in Flanders (Belgium) with primary school teachers having at least twenty-five years of teaching experience. They were asked beforehand to recall how their classroom(s) have changed over time, to sketch annotated floor plans of the different situations, and to collect documentary sources (such as photographs and pupils’ drawings) which could also serve as memory triggers and touchstones for the oral testimonies. During the actual interviews, the teachers were asked to speak freely about the changes in classroom “hardware” and “software” they remembered and to draw these material, architectural, organisational and behavioural changes on a big floor plan. These illustrations, the transcriptions of their oral explanations, and other data sources were combined and analysed thematically. This yielded nine evolutionary classroom plans and several distinct classroom life stories, which shed light on the symbiosis and changes within the biotope of the classroom and provide us with thick descriptions of the school and classroom cultures, all of which helps us better understand why certain practices ‘faded’ or ‘endured’ (Lehmann & Chase, 2015, p. 23).
### Parallel Sessions

#### Friday, 21 October

<table>
<thead>
<tr>
<th>Parallel Sessions 1 – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00 – 15:30</td>
</tr>
</tbody>
</table>

#### Session 1

**Philosophical and Moral Dilemmas in Education: How Far from Reality?**

**Lilija Duobliénė** NON-PLACE IN EDUCATION: THE DELEUZEAN PERSPECTIVE

The paper deals with the problem of a new school culture and school space, whose formation and perception has changed immensely in the modern globalised world. Social spaces and school spaces serve as powerful tools of thought and action, reproduction and production of the society. They are planned by professionals and administrators of culture and education. At the same time, the space is formatted authentically by communities as a *lived* space appropriate for their needs, imagination and free movement (Lefebvre, 2014). The paper addresses the following questions: what kind of space formation does the contemporary school need? Whose needs is the space formatted for? Can we identify students’ places or spaces? Is their *lived* space real or imaginary, actual or already virtual?

Drawing on the philosophy and ways of space formation that rest on theories of Lefebvre (planed, popular and lived) and Deleuze and Guattari (smooth and striated) as well as their interpreters Masschelein, Ringrose, Gulson and Symes, we are going to show how the space is formatted in the educational practice by means of an empirical study conducted in Lithuanian schools. The empirical research findings suggest that regardless of which situation is analysed, be it virtual or actual, immanent or real, new ways of crossing borders as well as new styles of exploration of school space and place emerge which are not necessarily divided into the Lefebvrean planned, popular or lived space. The Deleuzo-Guattarian view of the *holey space* and the *neither here nor there* space, in other words, the *non-place*, seems more likely to be interpreted as students’ way of living at school and resistance to the official formation of space. It may be stated that the process of space reconfiguration into the *holey space* or the *neither here nor there* space stands on its own and loses connection with any place or identifiable space.

**Keywords**: school space, place, formation, resistance.

---

**Dorota Łażewska** DERRIDA’S DECONSTRUCTION AS THE PRINCIPLE FOR TRANSFORMATION AND DEFORMATION OF MODERN EDUCATIONAL PRACTICES

A transformation of modern educational practices is a fact. Based on the effects of the transformation one can assume that its cause (principle) is the deconstructive way of thinking. The deconstruction results in the abolishment of the differences between high and low culture, the decline of the teacher’s authority and the questioning of the traditional mission of a university as a place where
truth is sought and transferred. This transformation is also a deformation as transformation also indicates a disruption of traditional harmony and order. The following paper will try to explain those connections.

The conceptual framework of my presentation is the way of thinking of the Lublin Philosophical School which was developed at the Catholic University of Lublin (KUL). The school is characterised by cognitive realism. The starting point here is the philosophical conviction that nihil sine ratione. This is the principle of “sufficient reason” (cause) which can be formulated in a sentence: for every situation there is sufficient reason (Aristotle).

The aim of my presentation is to try to understand the causes and reasons for various transformations in educational practices. The cause is also a principium. Its manifestations are diverse but the cause could be only one. From this perspective one can understand the principium from many manifestations of the phenomenon. In this case, the transformation of educational practices.

Formulation of what is sufficient for a given state of affairs is called explanation. Other methods include definitions and identifications or looking at reasons for certain consequences. It identifies what makes a “being is” and “what it is”. This way of thinking is appropriate for the realistic philosophy.

*Keywords: deconstruction, transformation of educational practices, sufficient reason.*

Adnan Tufekčić THE NEGLIGENCE OF FUNDAMENTAL CULTURAL DETERMINANTS IN THE CONTEMPORARY TRANSFORMATIONS OF EDUCATION

Education today suffers numerous transformations that are largely blurred with a suspicious notion “reform”. In this regard, a number of destructions are carried out in the field of education as serious and organised human activities, followed by those in the field of structuring of the educational system, all disguised by the emphasis on the “necessity of reform” that should lead to a better condition in education, i.e. to education for “the modern age”. The strategy of such transformations of education and development of the corresponding (non)educational policies usually stem from the logic that is immanent to politics, economy, the market and profit. For this purpose, many “arguments” are listed that point to the validity of education with regard to its “compliance with the labour market”. This argumentation is followed by a group of sound concepts that emphasise the importance of knowledge and education in the contemporary world that is, first and foremost, seen in the field of economy, and primarily in the area of profit. These concepts are “knowledge society”, “learning society”, “education for the free market”, etc. Even a superficial analysis of these concepts indicates the presence of disparity in them but also the vision of education as a purely social need and a social phenomenon. In all of this, the anthropological and cultural bases of education are neglected, as well as its logic that stems from the understanding of education as a primary human need and a human being's natural right. It additionally neglects the fact that the logic of the market and the logic of education cannot fully identify themselves and that they carry a certain fundamental contradiction.
Therefore, the intention of this paper is to elaborate on the vision of the contemporary education with the usage of somewhat different conceptual definitions such as “society of spirituality”, “society of morality (ethics)”, etc.

**Keywords:** education, transformation, economy, the cultural and anthropological basis, society of spirituality.

**Vita Venslovaitė** METAPHOR AS A TOOL FOR TEACHING LIBERATION: A PHENOMENOLOGICAL APPROACH

In this presentation metaphor, based on the phenomenological provision, is presented as a linguistic expression of experience which creates a new meaning. A person can always comprehend the metaphorical nature in his own speech and identify how the nature and possibilities of the use of the metaphor itself can be unravelled in an attempt to explain our common experience because the whole language about the common experience is metaphorical (Denton, 1973).

Metaphor as a tool for teacher liberation clearly reveals itself in the context of musical education. When describing the musical meaning during the process of musical education, metaphor is essential. The special nature of music determines this as well because the musical phenomenon, which is a new meaning or news, affects everyone differently through the process of experience. The description of the musical phenomenon is inseparable from the person’s experience in music.

Speaking about metaphors as descriptions of the musical phenomenon, it is troublesome to identify music as a phenomenon and music as a metaphor because the musical meaning can be accepted as a phenomenon or as a metaphor. Basically, the music itself is too far away from the world and from what can be indicated to embody something else than the diagrams of being (Merleau-Ponty, 2006).

That is why any approach towards the identification of music is only one more way to see its infinite givenness.

Our phenomenological research has shown that the essence of musical experience as a phenomenon is best described by teachers through metaphors. The metaphorically designated musical experience always constitutes a new meaning in the vast horizon of experiences. Students accept the teacher’s metaphors through their own direct and indirect evidence of the initial experience of the teachers. Metaphors are used to create new formations and all of this is used for the student to be able to perceive and later designate new meanings through his or her own experience.

**Keywords:** metaphor, metaphorical thinking, musical education, phenomenology.

Session 2

**Education to Stop Marginalisation**

**Karmen Trasberg, Juta Kond** TEACHING NEW IMMIGRANTS IN ESTONIAN SCHOOLS — CHALLENGES FOR SUPPORT NETWORK

Modern school administration is increasingly more focused on teamwork and it is essential to find
suitable cooperation formats along with diverse networks to support the education and adaptation of the new immigrants. The main goal of this research is to describe the opinions and expectations of school administration and support specialists about the ways of teaching and supporting of the newly arrived immigrant pupils (refugees, asylum seekers and other immigrant children who have lived in Estonia less than five years). In the empirical part of the study, data are collected from 16 Estonian schools via semi-structured interviews with the administrators or support team members who have had experiences of teaching new immigrants. A qualitative inductive content analysis is used as the method of data analysis. The results of the study show that the attitudes of both the immigrants themselves and the recipient school societies are rather positive. Language learning is set as a priority as it is the main avenue for supporting integration and involvement. Different cooperation formats are highly appreciated: internal, inter-school and joint operations with local authorities. The shortage of adjusted textbooks, lack of support specialists and insufficient resources to motivate teachers and compensate for the extra work were brought out as the main bottlenecks in the involvement of new immigrants. The findings of this research are applicable primarily in schools which are only starting their support networks to offer help in the adjustment and teaching of the language and basic competences.

**Keywords:** new immigrants, adaptation, teaching of refugees, support networks.

Inese Jurgena, Ingrida Keviša THE VIEWS OF STUDENTS (PRE-SERVICE TEACHERS) ON THE INTEGRATION OF THIRD-COUNTRY NATIONALS IN THE LATVIAN EDUCATION ENVIRONMENT

Ever since Latvia joined the European Union, the issue concerning the integration of refugees and third-country nationals into Latvia’s society has become increasingly pressing. It means that schools also have to be ready to accept learners of other nationalities and help them integrate faster into the community of the host country. The research conducted in Latvia shows that in the field of education it is very important to change the attitude to the integration of immigrants, including third-country nationals, in the Latvian education environment. The incorporation of inter-cultural experience in the curricula of teacher-training institutions of higher education is a significant factor in the preparation of students for their professional activity and the implementation of the inclusive education approach at school. The aim of the paper is to analyse the views of pre-service teachers on the integration of children of third-country nationals in the school environment and the multi-cultural society of Latvia. The study is based on the analysis of scientific literature, documents, the conducted research and surveys. Having analysed the results of the surveys conducted in Riga Teacher Training and Educational Management Academy (120 respondents), the authors of the article conclude that in the process of teacher training it is important to promote the development of a positive attitude to the inclusion of third-country nationals in the Latvian education environment, paying particular attention to intercultural communication and issues concerning inclusive education.

**Keywords:** third-country nationals, attitudes, the views of pre-service teachers, inclusive education.
Arkadiusz Urbanek, Kamila Gandecka FROM SYNERGY TO DISCRIMINATION – ANALYSIS OF ATTITUDES AND DECISIONS OF THE PRISON STAFF TOWARDS MUSLIM PRISONERS IN THE CONTEXT OF MULTICULTURAL EDUCATION

The aspiration to keep the synergy in relations between majorities and minorities repeatedly emerges as the cause of conflicts in social relations. It is also pertinent to multicultural education, particularly in countries of Eastern Europe, and helps to build contacts with the culturally and ethnically diverse groups on a wider scale. Relations in culturally, religiously and ethnically diverse societies are becoming increasingly more related to personal attitudes and a given policy. These issues acquire an even greater significance in the prison environment as the moods and personal attitudes of the prison staff create pragmatic aspects of professional activities directed to the sentenced. Additionally, the quality of the penitentiary policy and the legal culture also play a key role. The paper presents a comparative analysis of the research carried out in 2016 with prison staff in Poland. The subject of the research concerned attitudes that influence the decisive processes. Personal relations were analysed in the context of relations with the sentenced Muslims. The aim of the study was not only to reveal the quality of decisions concerning the sentenced Muslims, but also the sources of such decisions. The latter, in consequence, may shift, as the research results prove, towards synergy or discrimination. The diversification of the discrimination was one of the intriguing aspects disclosed at various levels that not always explicitly concerned the discrimination of the minority.

**Keywords**: discrimination, multicultural education, Muslims, prison staff.

Joanna Malgorzata Domanska THE SPECIFICITY OF ORPHANED CHILDREN’S EDUCATION

An orphaned child, basically, is the one who lives without his own family and engages in compensatory behaviours. There are various forms of orphanhood. Sometimes a child has both parents with whom he/she lives but despite that, he/she experiences a spiritual orphanhood. An orphan’s psyche is seriously burdened with adverse experiences which result in a nervous imbalance and behavioural disorders. Consequently, such orphans are barely resilient to failures and easily discourage themselves. Moreover, they believe to be powerless and less valuable. Such students are reluctant to do intellectual work which requires considerable effort; they are incapable of learning autonomously and are not familiar with techniques and arrangement of intellectual work. They lack learning motivation as it was not shaped appropriately or was often depreciated and re-evaluated when they lived at homes with their families. Teachers’ work with such children is difficult and requires an adequate attitude as well as application of proper didactic and pedagogical methods.

**Keywords**: orphan, orphanhood, education, education and training system, didactics.
SESSION 3

**Visuality and Media: A New Perception of Culture of Education**

**Raimonds Strods, Zanda Rubene**

**TRANSFORMATIONS OF DIGITAL CULTURE IN THE DOCTORAL STUDIES IN PEDAGOGY: THE CASE OF UNIVERSITY OF LATVIA**

The improvement of the quality of studies in higher education in the context of challenges of digital culture faces unprecedented challenges that require scientific analysis. According to Latvian legislation, higher education institutions are autonomous education and research institutions responsible for the quality of education acquired at an institution of higher education. The hierarchical analysis of the most important development and planning documents of Latvia allows to conclude that digitalisation of the space of higher education bears only a permissive character; however, the assurance of education quality nowadays is impossible without a meaningful integration of ICT in the study process. The research performed by the European Association of Universities on the transformations of higher education space in the context of digitalisation has concluded that the development of digitalisation strategies of higher education space in Europe has not been put forward as a national level issue but remains the responsibility of the education institutions themselves. Therefore it is important to study how the changes caused by digitalisation are implemented in concrete study programmes. It is especially important to explore the improvement of the quality of the higher level programmes because the programmes of this level combine in themselves education and research and illustrate most precisely the essence of the higher education institution as an autonomous education and research institution. The study applied the discourse analysis method and evaluated the doctoral programme “Pedagogy” of the University of Latvia in order to find out how the discourse characterising the digitalisation of higher education is manifest in the programme and the annual self-evaluation reports, how and whether this discourse has developed and how it determines the improvement of the quality of the programme. The study resulted in working out recommendations for improving the quality of the study programmes in the context of digitalisation.

**Keywords:** transformations, pedagogy, digital culture, digitalisation discourse, higher education, quality of higher education.

---

**Liene Valdmane**

**THE AGENCY OF EDUCATION AGENTS IN THE MEDIA SPACE**

The contemporary education paradigm determines the transition from the investment aspects (duration, place, teaching methodology) towards learning outcomes closely linked to active, experiential learning, which substantiates the necessity for new partnership types, for instance, the involvement of social partners as well as the promotion of new types of cooperation between school and family. A person who is able and willing to be involved in the social processes, is able to put forward his/her own goals, achieve these goals by flexibly adjusting to the situation and using the
available resources is the learning outcome and may be defined as the agent. Therefore, the topical education trends are directed towards building the social agency of education agents. Social agency is a topical concept within modern research in the social sciences; it is viewed as one of the most significant quality of life indicators. Agency is an interdisciplinary and multi-dimensional social process; therefore, there is no common definition of this concept (Page, Czuba, 1999). The analysis of the existing definition reveals the common platform based on the understanding that the concept of agency within the social sciences discourse is interpreted in the context of the activities of the agent – readiness to act independently and make choices are the key indicators of social agency. The agent acts independently, thus strengthening his/her active position towards life and impact in the society (Erb, Kaindl, 2007; Hurrelmann, 1986). The science of pedagogy has got involved in the research on social agency in order to construct its scientific interpretation of the necessity to change the way of pedagogical thinking – namely, to direct the pedagogical discourse of moral obligation towards the cooperative model putting emphasis on the learner as a person having his/her own viewpoint to be respected, but not a human being not knowing what he/she is doing. It is mutual respect rather than obedience which is the goal of education and upbringing in the post-modern situation. The rapid technological developments have impacted the interpretation of the concept of education and the roles of the educator and the learner putting forward each agent’s responsibility for life-long learning as a self-guided process and respecting the competences of each agent involved in education which promotes their cooperation. The paper explores media literacy as a key component of agency and describes the mechanism of mutual cooperation and agent network building among the education agents, which leads to strengthening agency in the media space.

**Keywords:** social agency, education agents, media literacy, mutual cooperation.

---

**Sandra Kairė** SIGNIFICANT ARTEFACTS IN LITHUANIAN SCHOOLS: PERSPECTIVES OF TEACHERS AND PUPILS

Drawing on a recent study titled *Dominant and demotic school culture: analysis of tension fields*, which was conducted in 6 Lithuanian secondary schools, this paper concentrates on the visible level of school culture. The analysis focuses on visual artefacts which were discovered and photographed during individual walks with one teacher and one pupil in each school. The individual walks were organised by using the ‘walk and talk’ method (Prosser, 2007). The analysis of artefacts is based on the insights of M. Banks, S. Pink and P. Thomson on the visual data analysis and interpretation. The paper seeks to address the following questions: What is the content and purpose of the artefacts chosen to be shown by the teacher or the pupil? What is the meaning of these artefacts for teachers and pupils? What do the visible artefacts say about the invisible level of school culture?

The analysis shows that there are obvious differences in how artefacts are re/presented by teachers and pupils. The teachers emphasised and showed exclusively those artefacts which in one way or another represented achievements of their schools, e.g., pupils’ sports achievements, pupils’
artworks, displays with honoured pupils, displays with participation in international projects. Teachers related these artefacts with pride, activeness in school and creativity. The features of pride or activeness in school might be important for several reasons: a) a long school history, b) a wish to show the uniqueness and exclusiveness of the school and to declare its values c) the influence of external assessments of Lithuanian schools. Meanwhile, pupils rarely mentioned the representational artefacts. Representational artefacts for pupils mainly mean a way to decorate their school and make it cosier. During walks pupils were pointing to different sitting artefacts, i.e. chairs, sofas, beanbags and benches. These artefacts were significant for pupils because they create private ‘oases’ where they can relax, communicate with one another and have some privacy.

The differences uncovered among teachers and pupils show that school culture is a result of different interactions of existing subcultures. Even though teachers are proud of pupils and let them have ‘their territories’ in schools, there might emerge tensions between these two groups. Pupils cannot ignore the existing norms, the open or hidden control in schools. They might feel pressed to represent their school, to be proud of school achievements, to be creative and active; therefore, by organising their territories with different artefacts, pupils are able to create privacy and ‘escape’ control, surveillance or other possible tensions that arise from teachers and/or school administration.

The paper results from the research project “Dominant and demotic school cultures: analysis of tension fields”, carried out with the support of the Research Council of Lithuania (2014-2015, registration No. MIP-074/2014).

**Keywords:** school culture, artefacts, pride and creativity, privacy and communication.

---

**Eglé Marija Ramanauskaitė**

**TECHNARIUM HACKERSPACE: COMMUNITY-ENABLED INFORMAL LEARNING IN SCIENCE AND TECHNOLOGY**

"The maker movement" is gaining ground as an innovative approach to science and technology education to be achieved by creating complementary spaces with tools for hands-on "making" and creation in schools, universities, libraries and other educational facilities. While the hands-on approach to learning definitely has ground in educational theory, the potential of the largely unstructured informal learning in this context is still largely ignored. The current study explores Technarium, a hackerspace in Vilnius, Lithuania as a community of practice that creates diverse opportunities for informal learning in science and technology. Rather than being a designed space attached to an educational institution, Technarium is a diverse, chaotic community which does not concern itself with learning as a primary goal of its activities. Yet, learning happens at Technarium in many diverse ways. Analyses of the Technarium community dynamics as well as cases of informal learning reveal that: 1) learning is a socially embedded practice in the hackerspace largely dependent on knowledge sharing between members; 2) the overall interest of Technarium members is directed towards the understanding of scientific phenomena and engaging with different technologies as well as increasing the public understanding of science; 3) learning almost always happens as a “side-
effect” of participation and is greatly appreciated by the hackerspace members; 4) the diverse expertise of members, the overlapping nature of practices and availability of various tools create rich learning opportunities across disciplines. This work aims to lay ground for research of hackerspaces as communities of practice in the context of informal learning and introduce the as yet unrealised topic of such spaces to the Lithuanian educational landscape.

**Keywords**: informal learning, hackerspace, science and technology, community of practice.

**Session 4**

**Surviving in Higher Education**

**Daiva Penkauskienė, Asta Railienė, Violeta Jegelevičienė** GLOBAL EDUCATION IN HIGHER EDUCATION IN LITHUANIA

Global education is a complex educational conception which includes disciplines and topics like education on human rights, sustainable development, peace and conflict resolution, multicultural education, citizenship, etc. (UNESCO, Global Citizenship Education: Preparing Learners for the Challenges of the Twenty – First Century, 2014). The importance of global education in formal and informal education is stated in international (e.g., The European Consensus on Development) as well as national (Nacionalinė darnaus vystymosi strategija 2003, 2011; Vystomojo švietimo plėtros gairės, 2011, Nacionalinė darnaus vystymosi švietimo 2007–2015 m. programa; Rekomendacijos nacionalinei vystomojo švietimo koncepcijai 2012 ir kt.) documents. OECD report states that the role of higher education is essential in developing and implementing global education philosophy and conception. Various declarations (Graz, 2003; Sapporo, 2008; Torino, 2009) state that higher education institutions should actively participate in promoting and implementing global education. Lithuanian scientists (Leichteris, Stumbrytė, 2008; Bulajeva, 2013; Duobienė, 2010; Lapėnienė, Lapėnas, 2013; Augutienė, Baltrėnienė, 2014) have recently conducted several studies in the field of higher education, sustainability and globalisation. However, there is still a lack of systemic scientific analysis on the implementation of global education at university level studies in EU countries. Therefore, the aim of the presentation is to discuss assumptions, needs and opportunities of the implementation of global education at university level studies. The emphasis is on global education at universities in relation to studies and research. It is based on the analysis of national and international legal and strategic documents, research related to global education and descriptions of study programmes.

**Keywords**: global education, models of global education, university level studies.

**Jolanta Pivorienė, Odeta Merfeldaitė, Valdonė Indrašienė** STUDENTS’ ATTITUDE TO EDUCATION OF SUSTAINABLE DEVELOPMENT AT UNIVERSITIES

According to UNESCO, education of sustainable development (ESD) aims to help people to develop attitudes, skills, perspectives and knowledge, to make informed decisions, act upon them for the
benefit of themselves and others, now and in the future. ESD allows acquiring knowledge, skills, attitudes and values necessary to shape sustainable future. It promotes efforts to rethink educational programmes and systems (both methods and contents) that currently support unsustainable societies. ESD affects all components of education: legislation, policy, finance, curriculum, instruction, learning, assessment, etc. ESD means including sustainable development issues into teaching and learning; it requires participatory teaching and learning methods that empower learners to change their behaviour and take actions for sustainable development. The purpose of the presentation is to look at students’ opinion about ESD in their university level study programmes. The study included a survey with a nonprobability sample. Erasmus exchange students (in and from different countries) and students at one Lithuanian university were asked about Millennium development goals, sustainable development and its goals and whether these topics were incorporated in their studies in order to understand what students know and whether they see a necessity for covering EDS topics in their university studies. The findings show that there are no big differences in opinions of students from different EU countries. Students say that the aforementioned issues are not so important for them personally or for their country of residence as they generally are for the EU and the world. Poverty reduction and gender equality are mentioned most often as the most important goals to be achieved. The results suggest that for students sustainable development issues are abstract, not connected with their reality and studies.

Keywords: education of sustainable development, Millennium development, sustainable development, study programme.

Csilla Pesti, Mariann Bohán, Krisztina Nagy, Nóra Rapos THE ROLE OF TRAINING MODELS IN THE DEVELOPMENT OF TRAINING PROGRAMMES

The ongoing transformation of the European higher education can be characterised by differentiation, diversification and homogenisation (Hrubos, 2011; Halász 2001), and these have an impact on the development of training programmes (TPs). Since the TPs may be defined as the meeting point of students, educators and the world of work, the interpretation of the professional learning community’s role has become a major concern regarding the TPs goals. This has been emphasised by the broadening functions of teaching practice (Darling-Hammond, 2006). These international trends are present in the Hungarian higher education, therefore the structural and contextual changes of the past decade have resulted in the transformation of numerous TPs. Our study examines the scope of the above mentioned problems in the context of the Hungarian teacher TPs. In our research we shall answer the following questions: How do learning outcomes define the TPs? How do training models prevail in TPs (Menter, 2010)? How are teaching practices integrated into the process of preparation of teachers? The research methodology includes the review of the relevant international literature and the method of comparative document analysis. Our sample consists of 6 Hungarian teacher TPs. The results of this research have implications for teacher
education for the following three aspects: the methodological apparatus for the comparison of TPs, the identification of determining criteria regarding TP development and the identification of various strategies for learning outcome-based planning. In addition, it would be interesting to reveal the opportunities supporting democratic, joint decision making along a central educational policy concept.

*Keywords: teacher education, teacher training programmes, teaching practice, learning outcomes, training models.*

### Parallel Sessions 1 – 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:00 – 17:30</td>
<td>Good Teacher, Good School?*</td>
</tr>
<tr>
<td></td>
<td><em>session in Lithuanian</em></td>
</tr>
</tbody>
</table>

**Vilija Targamadzė** GOOD SCHOOL – TOWARDS MIMICRY OR METAMORPHOSIS

The topic of the Good School conception is relevant – it constantly comes forth as schools try to move towards the Good School as they imagine it. However, different education field agents or even their groups give it an idiosyncratic meaning, therefore its vision and steps towards it are not always in tune. When in 2015 the Minister Education and Science of the Republic of Lithuania approved the conception of the Good School, its conception supposedly was clarified; however, this gave rise to the following questions: Does the conception of the Good School indeed present the notion of the school and do school principals have an adequate understanding of it? In 2016, a qualitative study aiming to answer these questions was conducted; its findings show that the understanding of the Good School by school principals (who participated in the study as informants) is not unequivocal – not only do the principals report different views of the school (some view it from a managerial position, others – from educational), but they also stress the importance of different things – of the educational process, its aim or result, etc. Thus, the paper explores the general conception of the Good School and the informants’ notion of the good school, possible interferences in its creation and ways to overcome them. This can help in the creation of project scenarios to implement the Good School and reflect the content of the notion of an adequate school presented in the conception, thereby avoiding simulacra, or imitations. In other words, the paper looks at possibilities for school metamorphosis, and in most cases it is not a mere mimicry.

*Keywords: conception of the Good School, qualitative study, metamorphosis, mimicry.*

**Jūratė Česnavičienė, Živilė Sederevičiūtė-Pačauskienė** SCHOOL IN THE 21st CENTURY AND EXPECTATIONS FOR TEACHERS

Teaching in the era of globalisation is a challenge for teachers and systems of education. The modern society ascribes a mission to the secondary school to teach young people not only diverse subject-
specific competences, but also general abilities compliant to the needs of the 21st century and enabling to plan own professional and personal life. Schools need to find the most effective ways to teach their pupils in the knowledge society. It is emphasised that learners should be trained for life in the world of tomorrow: to stay life-long learners able to solve problems to which they do not have immediate solution strategies as well as able to flexibly and creatively think how to overcome the obstacles that occur on their way (OECD, 2014). Teachers are the core of any education system and their role undergoes just as great a transformation. Schools and teachers are trying to figure out what their role needs to be in the education of their 21st century students. The research methodology is based on analysis, interpretation and generalisation of relevant scientific literature. The presentation addresses the following research questions: 1) What characteristics should a 21st century school possess? 2) How does the role of teachers in a 21st century classroom shift? 3) What are some expectations for teachers?  

Keywords: 21st century, characteristics of school, role of teachers, expectations for teachers.

Dalia Survutaitė THE EXPRESSION OF SCHOOL CULTURE
The problem of school culture emerges in the field of personal, social and school relations. The role of institution in the creation of conditions for personality expression in the social environment has been highlighted. The school culture influences not only a person’s life but also that of society. The research problem: what culture of general education school is like and how it is evaluated in the context of school activity quality. The object of the research: culture of the general education school. The object of the research is rather broad, therefore the scope is restricted to the analysis and assessment of the culture of general education schools in Lithuania in the period of 2009–2014. The school culture is described based on the manifestations of each dimension under evaluation: ethos, objectives of school progress, order and relations. Scientific novelty of the research: this is the first time a systemic analysis of school culture from the pedagogical and social standpoints has been conducted, its concept and structure determined, the expression of school culture in the period of 2009-2014 explored and aspects of unique school culture analysed.

Keywords: general education school, school culture, education, evaluation of performance quality, expression of culture.

Cristiana Barbierato THE TEACHER AS AN (IN)FALLIBLE AUTHORITY: MYTH, INEVITABILITY OR A POSITIVE CHALLENGE?
There is an inevitable variety of hypotheses, proposals and solutions which respond to the challenges and transformations that shake the world of education. However, in this overwhelming amount of possible suggestions a dominating theme is the reluctance to discuss teachers’ mistakes: the tendency is to study the mistakes of “others” (students, parents, social contexts or ministry laws) and
when teachers’ mistakes are discussed, they are commonly viewed as something that happens to beginning teachers. It seems as if an aura of infallibility cloaks the teacher figure. But is it really true that an expert teacher is one who makes no more mistakes or who learns not to make any mistakes? And is it true that a teacher’s mistake in class devalues and diminishes his pedagogical authority? The research presented here takes the eidetic phenomenological approach to look into the experience of teachers’ mistakes in class. It is a part of a larger research project on the teacher figure as an authority that promotes growth of the student. The study explored the experiences of Italian and Lithuanian teachers from the in-depth interviews. The first findings indicate that mistakes in class made by expert teachers (from the didactic, class management or evaluation points of view) do not reduce their pedagogical authority because the teacher’s authority, as a factor for the growth of a student’s personality, is rooted not in the presumed infallibility of the adult but in the give and take of an educational relationship and a significant pedagogical proposal that the teacher represents, despite some inevitable limits.

*Keywords: teachers’ mistakes, pedagogical authority, phenomenology.*

Session 2

**Do We Need Language for Intercultural Communication?**

Marina Bokuchava, Mariam Manjgaladze, Giuli Shabashvili

**ASPECTS OF MULTICULTURAL EDUCATION AND THE ROLE OF MEDIA IN THE LANGUAGE TEACHING/LEARNING PROCESS (EUROPEAN AND GEORGIAN EXPERIENCES)**

Cultural diversity is one of the main features of the modern society naturally reflected in the educational system as a whole. Consequently, education specialists face new needs, methods and strategies. Thus, the main goal of the paper is to consider main aspects of multicultural education within the process of language teaching and learning. Experiences of European (New European University) and Georgian (leading Georgian universities) systems of higher education will be presented, compared and discussed with regard to application of materials with cultural elements to classroom activities. Moreover, the paper focuses on the usage of media as an additional tool of teaching to achieve socio-cultural competence. The main questions of the study are: • To which extent do language instructors use media; • What particular type of media is most frequently shown in the process of language teaching? • What are the main reasons for it? Perceptions of students are analysed as well with reference to show-like effects of media. The study also addresses the strengths and weaknesses of the process of teaching culture through media based on German and Georgian data. It uses theoretical, statistical and comparative methods of analysis and looks at findings from questionnaires completed by both language instructors and students. Classroom observation has also been employed as a way to analyse the main issue. The main results of the research will be discussed in the presentation.
Evgeniya Topolska

A TECHNOLOGICAL MODEL FOR BUILDING UP STUDENT TEACHERS’ PEDAGOGICAL SKILLS IN TEACHING LANGUAGE IN AN INTERCULTURAL ENVIRONMENT

Language learning is a prerequisite for successful intercultural communication. Learning the official language of a country is of significant importance for this process, much like learning English, which is a world-wide accepted language in the international community. Teachers’ training to work in an intercultural environment includes complex building up of the linguistic competence, the pedagogical competence and the intercultural competence. This report is dedicated to developing teachers’ pedagogical skills in teaching the official language of a country, the Bulgarian language in this case, as part of their overall training in intercultural education. The theoretical part contains a brief analysis of regulatory documents, of specialised linguistic, pedagogical and methodological literature as well as analysis of preschool education programmes in the Republic of Bulgaria. Specific pedagogical skills are formulated according to the European Qualifications Framework for Lifelong Learning and the National Qualifications Framework of the Republic of Bulgaria for level 6, subsection 6B, i.e. for undergraduate bachelor students who study the discipline "pedagogy of teaching Bulgarian in kindergarten." On this theoretical basis a technological model is presented for building up students’ pedagogical skills in teaching language in an intercultural environment. Experience is shared with reference to applying different methods in the training of bachelor undergraduate students in the specialities of "Preschool and Primary School Education" and "Preschool Education and Foreign Language" at St. Cyril and St. Methodius University of Veliko Turnovo - Branch Vratsa in Bulgaria.

Keywords: pedagogical skills, language teaching, intercultural environment.

Gerda Mazlaveckienė

DEVELOPMENT OF CULTURAL AWARENESS OF PRE-SERVICE TEACHERS OF FOREIGN LANGUAGES

Cultural awareness has become the centre of modern language education that reflects a greater understanding of the inseparability of language and culture, as well as the need to train students for intercultural communication in the globalised world. For learners, language studies seem inconsistent if they know nothing about the people who speak the target language or the country in which the target language is used. Realising it or not, language teachers cannot avoid conveying impressions of another culture: language cannot be separated from the culture in which it is embedded. Therefore, while training a specialist of a foreign language it is essential to develop his/her cultural awareness, i.e. the knowledge and understanding of the conventions, customs and beliefs of another culture, as well as abilities to interpret, relate and provide critical judgement of one’s native and foreign cultures. Hence, the current presentation focuses on the development of cultural awareness of students of foreign languages. It presents the results of a survey conducted at five universities of Lithuania in 2014. The research sample involved 504 students of foreign languages (English, German, French, Polish and Russian) who completed a questionnaire survey consisting of both closed-ended and open-
ended questions. The students’ cultural knowledge and awareness was analysed as twofold: knowledge and awareness of culture forms of the countries of the native and target languages, as well as students’ involvement in cultural activity. The research findings revealed the respondents’ satisfactory awareness of culture forms: they managed to distinguish approximately 50% of the properties of different culture forms. Only a fifth could substantiate their understanding of culture forms by providing country-specific examples of cultural phenomena. Moreover, the respondents demonstrated a largely mechanical (pre-studied) performance in different cultural contexts.

Keywords: culture, cultural awareness, foreign language teaching and learning, native language/culture, target language/culture.

Penka Marcheva TECHNOLOGICAL MODEL FOR ASSESSMENT OF DEVELOPMENT OF STUDENTS’ PEDAGOGICAL SKILLS THROUGH INTERCULTURAL MUSICAL TRAINING

This paper presents a study on students as future teachers and their pedagogical skills in terms of theoretical and practical intercultural musical training. It is related to work on the university project Approbation of Technological Interdisciplinary Model of Assessing the Teaching Skills of Students in Terms of Theoretical and Practical Trainings. Some points of view of the current topic are considered in the theoretical part. The theoretical research of the problem has determined the nature of the pedagogical skills and the Portfolio technology in the intercultural musical education of students from Primary School Pedagogic. The practical application section displays opportunities for assessing students’ pedagogical skills at theoretical and practical trainings. The methods used in this research are: a theoretical analysis of relevant literature and quantitative and qualitative analysis of results relative to the practical musical preparation of students from Primary School Pedagogic.

Keywords: students’ pedagogical skills, portfolio technology, future teachers in primary school, intercultural musical education.

Session 3

Changing Paradigms and Methods: Renewing the Old or Inventing the New?

Simona Kontrimienë ENSURING THAT EDUCATION IS NOT ONE-LEGGED: THE HUMANISTIC SPIRITUALITY INVENTORY AND ITS PSYCHOMETRIC PROPERTIES

Spirituality is a basic human drive with diverse forms of expression that make for unique thinking and as such, it should permeate every educational endeavour. For education to be healthy, it has to be based on an all-round and integrated approach which calls for the synthesis of science and spirituality, thereby discarding the erroneous epistemological map that separates science, reason and natural knowledge from religion, faith, the moral code and spiritual values.

The proposed Humanistic Spirituality Model and the Humanistic Spirituality Inventory capture the
content domain of spirituality. The model consists of three components, their facets, facet-delineating indicators and their empirical manifestations. The inventory was developed on the basis of the model and contains three scales which correspond to the three model components: Self-Actualisation, Transcendence and Ultimate Meaning in Life.

The current study (N = 331) explored the validity and reliability of the instrument. A confirmatory factor analysis yielded three factors much in line with the Self-Actualisation, Transcendence and Ultimate Meaning in Life scales. Correlations with other measures of the constructs were statistically significant and ranged from .401 to .814, which proves the convergent validity of the scales. The study has also found good internal consistency reliability of the measure, with Cronbach's alphas of .87 for the total Humanistic Spirituality Inventory, .72 for the Self-Actualisation Scale, .80 for the Transcendence Scale and .80 for the Ultimate Meaning in Life Scale. The test-retest reliability coefficient for the total scores was .92 over a two-week period.

The results of the study support the good psychometric properties of the Humanistic Spirituality Inventory; hence, it can be used in the assessment and enhancement of spirituality in educational and other relevant settings.

*Keywords: model of spirituality, Humanistic Spirituality Inventory, self-actualisation, transcendence, meaning in life.*

Danguolė Gervytė TRANSFORMATIVE EDUCATION: A POSSIBILITY TO IMPLEMENT THE CONCEPT OF ASSUMPTION EDUCATION

The paper presents the various definitions of “transformative education”. We analyse how transformative education aims at inducing changes in the world view of the student, not only at the academic level but also from the moral and social points of view. The aim of transformative education is not “to form individuals useful for the society”, but to educate persons who will be able to initiate and put into practice changes in their immediate environment and in the society and who will commit themselves socially. On the basis of this definition of transformative education, we analyse the Assumption conception of pedagogy in history as well as in today’s evolitional practice and implementation.

*Keywords: transformative education, Assumption education, conception of education.*

Anna Krajewska POLITICAL EDUCATION IN LORENCO MILANI’S SCHOOL IN BARBIANA

Political education of Lorenzo Milani in Barbiana was the education of peace. The main goal was to shape a learner – an individual not guided by violence, i.e. a man who believes in himself/herself and in other people, who has a creative attitude to the surrounding reality and modifies it in a more humane manner. It was also supposed to form a man committed to solving conflicts without violence through the ability of persuasion, participation in voting or organising a strike. Milani taught his pupils how to “walk a tightrope” by helping them to think independently, listen to their own conscience. On the other hand, he taught how to become free, independent citizens able to discuss issues concerning
injustice according to own beliefs.

From the ethical and political points of view, the education to peace was simultaneously the education to change justice, solidarity and the coexistence of cultures and nations. Education to peace proposed by Milani encouraged learners and supporters of various political parties to start a discussion and above all to coexist with one another.

*Keywords: political education, Lorenzo Milani, education to peace.*

**Loreta Zavadskienė, Roma Kriaučiūnienė** LITHUANIAN COMPREHENSIVE SCHOOL TEACHERS’ ATTITUDES TOWARDS INNOVATIVE TEACHING METHODS IN THE CONTEXT OF THE EDUCATIONAL PARADIGM

Inevitable changes in the viewpoint regarding teaching and learning are closely related to the transformation in the educational paradigm Lithuanian comprehensive schools are undergoing recently. They require from modern pedagogues to be able to choose innovative teaching methods and apply them to their practice. Being introduced two decades ago, content and language integrated learning (CLIL) is considered to be one of the most innovative educational approaches widely applied in Europe. The overall aim of it is to promote students’ generic and specific competences, focusing mainly on the teaching and learning of content, while the teaching and learning of a foreign language enables deeper development of subject competences and the promotion of interdisciplinarity. In Lithuania, CLIL has been recognised as well - Lithuanian secondary schools are offering subjects taught through a foreign language, the number of which has rapidly increased recently. Based on the assumption that educational success highly correlates with the methods applied by a pedagogue to the teaching and learning process, there was conducted a study, the main aim of which was to find out Lithuanian comprehensive school teachers’ attitudes towards CLIL. 259 pedagogues teaching different subjects participated in the survey. This paper introduces the insights obtained from the analysis of the results that reveal teaching staff’s readiness and perceived needs for CLIL to be applied to their lessons.

*Keywords: educational paradigm, innovative teaching and learning methods, comprehensive school teachers, CLIL.*

**Session 4**

**Teacher Training: What’s New?**

*session in Lithuanian*

**Šarūnė Nagrockaitė** ME AS A TEACHER AND A LEARNER: FORMATION OF TEACHERS’ PROFESSIONAL IDENTITY IN PEDAGOGICAL PRACTICE

In the first-cycle teacher training study programmes pedagogical practice occupies 50% of the total
study time. The acquired experience provides an abundance of important material for pedagogical studies. The formation of professional identity of would-be teachers is associated with their ability to combine and integrate the old and new experiences, beliefs and their own "I".

B. Olsen (2010) and N. Mo cler (2011) analyse the identity of the teacher from personal, professional and political standpoints, other researchers (Quinn and Andrews, 2004; Shannon, Germantse, Pittard and Cunneen, 2014; Intrator, 2006; Lasky, 2005; Smagorinsky et al., 2004; Webb, 2005) focus more on the emotional, cognitive and social aspects which have an impact on the formation of teacher identity.

This conference paper presents an analysis of prospective teachers’ identity formation from the perspective of the learner and the educator. Our qualitative study employed the method of qualitative content analysis of essays on teaching practice obtained from students of different years of studies and sought to answer the following questions: How do the would-be teachers’ roles as educators and learners function and manifest themselves in pedagogical practice? What is their significance for identity formation of the student as a would-be teacher? What practice-related experiences influence the emerging teacher identity? This study aims to identify experiences that have allowed students to reflect on their professional identities and their transformations.

Keywords: pedagogical practice, identity formation, teachers as educators, teachers as learners.

Albinas Kalvaitis DO LITHUANIAN TEACHERS STILL NEED PROFESSIONAL DEVELOPMENT?
Analysis is based on results of a study carried out in 2014. In total, 683 teachers from 218 different general education schools were surveyed. The respondents were asked about the last professional development event they had attended: its form, duration, location, participation fees, the source of funding, etc. Also, respondents were asked if the event they mentioned was useful. The findings indicate that, according to the respondents, the least useful were traditional professional development events (first of all seminars) and also events which lasted 6 academic hours or less. The survey shows that when the same respondents were asked what professional development events would be most suitable for them, the majority indicated seminars and events with the duration of 6 academic hours or less – the types of events that teachers pointed out to be the least useful professional development events. The same answers were collected from the respondents who attended more useful professional development events themselves.

At the same time the results show that school administration delegates and teachers actively register professional development-related facts and gather documents which confirm their professional development. Such documents are necessary, for example, if the teacher wants to get a higher qualification category. It could be said that for the bigger part of Lithuanian teachers, the obligatory professional development, as stipulated by the Law of Education, has become not an opportunity to improve their specific abilities and quality of teaching during the lesson but, unfortunately, some sort of a ritual which allows to get a certificate of participation in the professional development event faster and with as little expenditure as possible.
FACTORS INFLUENCING CAREER TRAJECTORIES OF SOCIAL PEDAGOGUES

Vilija Stanišauskienė

The career trajectory might be perceived as a real life experience and is drawn in projection of the biography. It reveals the stages of human career, values and satisfaction of the dynamics of career. Social pedagogues’ career trajectory is influenced by both internal (education, skills, expectations related to personal preferences and values) and external factors (social, economic). In this context the investigation explores the following problems: what is the career trajectory of social pedagogues? What determines changes in the social pedagogues’ career? How are these changes of career related with pedagogues’ personal and social development and education reforms? Findings of the analysis of scientific literature, documents and a qualitative study show the career trajectory distribution in time and its points of alteration and rupture; each stage of career progresses in line with various internal and external factors. Survey results indicate that career trajectories of social pedagogues are influenced by internal factors: personal preferences, career values and character, but they are also influenced by social factors: family influences, social reforms and the education reform.

Keywords: career trajectory, career changes, social pedagogues’ career, context of career development.

EXPERIENTIAL LEARNING OF PRESCHOOL EDUCATION TEACHERS AS EXPRESSION OF ORGANISATIONAL POLICY

Aušrinė Gumuliauskienė, Jurgita Smilgienė

Teaching/learning that is necessary in order to preserve and multiply knowledge is a collective organisational process surpassing in its nature the experience, assessments and competence of individuals. The value of an organisation can be obtained from unique combinations of knowledge and their imperceptible union that is constructed by the members of the organisation (Raudeliūnienė, 2012). Consequently, nowadays teaching/learning is an essential determinant of the successful career of an individual and the survival of an organisation necessary in order to foster development and get adjusted to the challenges of time.

Therefore, the educational organisation of today also needs a pedagogue who is adjusting to constant changes and is able to manage the process of children’s education/learning; that is why the main activity of the members of the community of a preschool educational organisation is education and learning. For this reason, preschool educational institutions are distinguished by close interrelations and a sense of community, which facilitates communication and collaboration of the community members, reflection, perception and solutions of problems as well as the recognition of demands and priorities of development. In this type of organisations, which reflect the concept of a learning organisation and in which it is important “to teach, to learn while teaching others and to learn from others” (Kvedaraitė, 2009, p. 7), the conditions and opportunities for employees’ teaching/learning at workplace are established (Simonaitienė, 2003, 2007). In order to ensure constant development of
preschool education teachers, the heads of the organisations get the responsibility to look for solutions and model new opportunities for pedagogues’ teaching/learning in the organisation.

The object of the research – pedagogues’ learning in an organisation.

The field of the research is a preschool educational institution, i.e. an educational organisation where pedagogues’ activity is consciously coordinated and focused on striving for specific aims by acting together.

The results of the empirical research show that the heads of preschool educational institutions are interested in stimulating pedagogues’ experiential learning in the organisation and strive to make learning at workplace purposeful, organised and corresponding to the priority fields of the organisation. Teaching/learning in an organisation, from the viewpoint of the heads of preschool educational institutions, must be thought over, planned and strategically organised, in other words, formalised, because it allows striving for the implementation of the priorities of the activity of the organisation.

*Keywords: preschool education teacher, experiential learning, learning in an organisation, organisational policy.*

**Session 5**

**Education in Between - Formal, Non-formal, Informal**

**Vaiva Jucevičiūtė-Bartkevičienė, Vida Palubinskienė, Vilius Tavoras** ETHNO-CULTURAL FOSTERING IN NON-FORMAL MUSIC EDUCATION: YOUNG PEOPLE’S PARTICIPATION IN ARTISTIC ENSEMBLES

The research analyses the Lithuanian, Latvian and Polish high school youth’s approach to music performance in ethno-cultural ensemble as a means for the development of ethnic and cultural identity (national identity). The motives for choosing the non-formal music activities in ethno-cultural ensemble, the importance of ethno-cultural education in young people’s lives and problems of ethno-cultural music education are analysed. High school experiences of ethno-cultural non-formal music education of neighbouring countries (Latvia and Poland), associated with Lithuania by cultural and historical links, are disclosed. The aim of the research: to explore the experience in non-formal ethno-cultural music education accumulated by higher education schools in Lithuania, Latvia and Poland.

Research questions: is the non-formal music education a viable form of education that can improve young people’s competences acquired during their studies in institutions of higher education; can the ethno-cultural music activities have an impact on the promotion of youth’s public spirit; can the ethno-cultural ensemble become a factor stimulating the development of specific competences, which are essential for national identity perception? Methods of collecting the research data: a qualitative study was conducted in Lithuania, Latvia and Poland in 2015-2016. A questionnaire survey (using open-ended questions which were presented in the Lithuanian, English and Polish languages) was employed to gather information. Participants of the study were students and teachers of higher education institutions; they provided written opinions and were interviewed by researchers. A
qualitative content analysis was used in the processing of data.

*Keywords*: ethno-cultural education, music education, non-formal education, adults’ learning.

**Justina Garbauskaitė–Jakimovska** TRANSFORMATIONS OF NON-FORMAL EDUCATION IN LITHUANIA: RETHINKING STRATEGIES AND CONCEPTS

In the postmodern age, the division between formal, non-formal and informal education is becoming increasingly more blurry. Affected by the European and worldwide strategies of lifelong learning, decision makers and practitioners in the education field in Lithuania are struggling to formulate consistent directions or visions on how the non-formal education should be implemented or even what constitutes non-formal education. Yet, different measures are being taken that should be contributing to the implementation of the overall Lifelong Learning Strategy or the life-wide learning system. These measures and strategies can be analysed according to the modernist principles of political analysis and interpreted as a failure in formulating the strategies, choosing inadequate means for implementation, searching for problems within the competencies of implementers, etc. A different approach can also be chosen. This would be to renounce the grand narrative and introduce new concepts into the interpretation of the current practices in non-formal education in Lithuania. The aim of this paper is to overview the development of non-formal education in Lithuania in the past few years and to interpret the tendencies in the context of post-structuralism. The overview explores the laws, political documents, papers and articles announced by relevant organisations and individuals associated with them. The interpretation of strategies, decisions and events rests on writings of G. Deleuze and F. Guattari on territories, becoming and nomadism as well as M. Foucault’s concept of power and control.

*Keywords*: non-formal education, post-structuralism, strategies, development, Lithuania.

**Kitija Valeiņa** REFLECTIONS OF FORMAL EDUCATION IN INFORMAL CLASSROOM CULTURE: THE CASE OF LATVIA (1964-2004)

"Classroom culture" is a rather new concept in the historical field of the Baltic countries. With the assistance of different and diverse historical sources, research of the classroom culture helps to understand and interpret individual human experiences related to their school life, which is proved to be the environment that forms human personality, social relationships and strengthens the person’s intellectual and emotional development. The aim of my paper is to analyse the reflection of formal education in the informal classroom culture, namely, in historical sources created by students: notebooks of memory records, questionnaires, notes, diaries and photographs taken by students. My paper reconstructs the reality of informal classroom culture and looks at the students’ everyday life under the Soviet dictatorship as well as the restoration of democracy in Latvia. My paper will reveal specific traits of informal classroom culture during the transformation period from the authoritarian regime to democracy in the post-Soviet Latvia. The theoretical focus of my research is based on works of Ian Grosvenor about the material culture of education, Iveta Čestere about political propaganda in
the classrooms in Latvia, Marc Depaepe about theory and methodology of the history of education and Frederik Herman about school culture and ‘materialities of schooling’. The main findings of my study reveal that the Soviet education was focused on the unified school system and equally minded people whose main duty was hard work for the Communist future. The start of the restoration of Latvian independence transforms the classroom into a free and open space. The classroom is no longer a place for the learning process only, but also a place where students spend their leisure time.

Keywords: informal classroom culture, authoritarian regime, democratisation.
Minina Elena  POST-SOVIET EDUCATIONAL TRANSFORMATION THROUGH THE LENS OF (IN)EQUALITY: THE CASES OF POST-SOVIET RUSSIA, KAZAKHSTAN AND UKRAINE

The presentation critically examines the Soviet and post-Soviet educational landscape through the prism of educational (in)equality, introduces an analytical framework for comparing the Soviet and post-Soviet conditions and traces and compares the main trends in educational equality through a limited comparison of Russia, Kazakhstan and Ukraine. Drawing on transition frameworks, the analysis identifies the fundamental principles of Soviet education and traces specific indicators that characterise those principles over the last twenty five years. The analysis identifies the features that underwent little change and traces contextual factors at work.

For decades preceding the collapse of the USSR, the Soviet school model, internationally celebrated for its iconic uniformity of provision and universal free-of-charge access, served as a “social elevator,” a mechanism that ensured vertical mobility and leveraged economic inequalities in the Soviet society. At the same time, the Soviet school operated on the “one size fits all” principle of educational provision, teaching and assessment without providing pupils with relevant individual skills for securing meaningful participation in the labour market and democratic institutions. The inefficiencies of the Soviet system, including dependence on planned economy, a rigidly bureaucratised micro-management from the centre, a narrowly vocational curriculum orientation and a subordination of individual rights to the needs of a welfare state spilled over into the post-Soviet condition of post-Soviet systems.

Having outlined the profile of the Soviet school through the lens of (in)equality, we compare and contrast the evolutionary paths of the post-Soviet secondary school education in three divergent case studies: Russia, Kazakhstan and Ukraine. The three cases were chosen on the basis of contrast: they share the bulk of the Soviet characteristics but feature divergent outcomes. Despite the shared Soviet past, from 1991 onwards the three systems have featured dramatic differences in terms of both domestic rationalisation of educational equality and policy implementation on the ground. The analysis draws on a grounded mixed-method design combining statistical analysis and qualitative data.

*Keywords: Soviet school, educational equity and equality, post-Soviet education.*

Jogaila Vaitekaitis CURRICULUM CHANGE IN LITHUANIA: CONSEQUENCES OF GLOBALISATION
The main goal of this paper is to analyse trends of general curriculum development in the context of international assessments. A brief review of international organisations and international research affecting the curriculum is provided. The paper analyses in detail the Programme for International Student Assessment (PISA), a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students carried out by the Organisation for Economic Cooperation and Social Development (OECD) and its influence on the educational systems of foreign countries: Germany, Japan and Denmark. In addition, this paper analyses the potential influence of the aforementioned survey on the general curriculum in Lithuania. The last part describes the methodological particularities of the empirical survey and performs the analysis of data collected via semi-structured in-depth interviews of experts. The participants of the survey are education experts whose current activities and experience are related to the general curriculum and factors affecting its changes.

A deeper and critical part of the thesis consists of conclusions which, based on expert opinions, identify the impact of international surveys on the general curriculum of Lithuania. Changes observed in other countries that have suffered from the so-called “PISA shock” can also be seen in the Lithuanian education system. The conclusions state that, as a result of international comparative surveys which focus on high scores in production-related subjects and skills, the general curriculum of Lithuania becomes narrower, thus undermining the educational notion of developing a holistic social cohesion and prosperity for society. Taking this into account, rightful questions regarding the direction of Lithuanian education policy are raised.

*Keywords: curriculum, globalisation, international research, OECD, PISA.*

**Francisco Javier Serón** CHANGES IN SCIENTIFIC EDUCATION AND THEIR INFLUENCE ON THE TRANSFORMATION OF EDUCATIONAL INSTITUTIONS AND EDUCATIONAL POLICIES

This paper reflects on the values the prospects of scientific education for the processes of transformation the school is undergoing in line with the intercultural and interdisciplinary perspective. The first two decades of the 21st century have brought huge social changes, many of which relate to the scientific and technological development. Thus, it becomes necessary to study in depth these aspects and their influence on educational institutions in an area common to the human culture. Furthermore, the evolutionary processes to which scientific and technological changes are subject have a great influence on the educational policy along with the different levels of education; for example, they relate to questions about the descents of sci-tech vocations and their influence on the development of different communities. For this reason, it becomes necessary to keep studying these transformations and how they should be taken into account in different institutions and educational contexts: teaching and education, teaching and learning methodologies, changes in the communication between the administrations of educational and social institutions, etc. In this case, a reflection is presented from diverse contexts of scientific and technological education for the elementary school and the formation of scientific and technological subjects in the High School of
Design.

*Keywords:* scientific, education, design, elementary school.

Session 2

**Socialisation and Intercultural Education: Transforming or Maintaining Identity**

**Marta Milani** TEACHERS’ INTERCULTURAL COMPETENCES: THE CASE OF VERONA

The presentation reports the results of a study carried out on a non-representative group of (female) teachers which aimed to determine and describe how teachers who work at different types of schools in Verona (kindergarten, primary school, secondary school) define and apply the concept of “intercultural competence” in praxis. The main research question was: which practices do teachers consider to be most suited for the application of their intercultural competences? Tangential questions included: which reasons and goals lead teachers to apply their intercultural competences? How are their intercultural competences integrated into lessons? What is the relation between the application of intercultural competences in the classroom and the theories and models proposed in academic literature? The study employed a qualitative research methodology using a process of “triangulation”. Specifically, a series of semi-structured interviews, focus groups and extended observations involving three classrooms in Verona were conducted in an attempt to understand and analyse teachers’ intercultural competences, especially through the analysis of critical situations in everyday life in which the context is most multicultural and demanding. The study resulted in the development of a set of teaching strategies and methods which unify theoretical considerations and common classroom practices which might be used to further develop teachers’ intercultural competences and enhance their application in the classroom.

*Keywords:* intercultural education, intercultural competences, teachers' intercultural competences, citizenship.

**Kakha Gabunia, Ketevan Gochitashvili** INTERCULTURAL EDUCATION AND CULTURAL TOLERANCE (THE CASE OF GEORGIA)

Intercultural education is an instrument that has the potential to change the negative effects of intercultural relations between people. The internationalisation of education, as a response to globalisation, has become an important challenge in the 21st century. Intercultural education is a decisive factor for competitiveness on the Global Labour Market. From the point of view of intercultural education, the Georgian context is quite specific. We have about 72 000 non-Georgian Students and 67953 of them (approximately 94%) attend non-Georgian schools (pure or mixed sectors). In the context of multiculturalism, research and analysis of multicultural issues in the general education system has a high importance. An appropriate educational policy should be planned and implemented after accurate research. We would like to emphasise several major factors that are based on the outcomes of our project “INTERCULTURAL EDUCATION RESEARCH IN PRIMARY GRADES.
OF GEORGIA” (funded by USAID). The sensitivity varies and differs relative to different aspects: a person might be culturally sensitive towards one particular source of cultural differences and, at the same time, have a very low tolerance to other sources (e.g. in Georgia, teachers are very tolerant to racial differences but they do not tolerate gender differences). a) There is some selective tolerance observed within the sources of cultural identity formation: some teachers tolerate particular ethnic groups and show intolerance towards others. b) Surveys have shown that teachers have a high cultural tolerance for “easily changeable” cultural differences if the interaction with them happens on a daily basis and is frequent (e.g., social status, location, age, health condition). On the other hand, their tolerance for “unchangeable/solid” differences is remarkably low (e.g., ethnicity, religion, nationality, language, gender, sexual orientation). Taking into consideration the above mentioned factors and involving them into school curricula could be beneficial to achieve the goals of general education and create the effective educational environment for each student in the country.

*Keywords: cultural tolerance, multiculturalism, intercultural education.*

**Emilija Sakadolskienė NOT JUST KNOWLEDGE AND SKILLS: TRANSFORMATIONS IN TEACHER SOCIALISATION AND IDENTITY**

While changes in global realties require transformations in institutions, educational policy-making and, in cultural contexts, another essential transformation is in pre-service teachers as they prepare to enter the profession. One of the great challenges in teacher education is how to counteract the effect of twelve years of experiences in classrooms (what Dan Lortie calls the “apprenticeship of observation”) if we want teachers not to teach the way they were taught. Earlier literature focuses on teacher socialisation—the process by which an individual becomes a participating member of the teacher community (Lortie, 1975; Danziger, 1971; Schempp & Graber, 1992), which is often a contest between societal expectations and individual inclinations of pre-service teachers. Later research focuses on teachers’ professional identity formation and the identification and presentation of professional identity characteristics (Beijaard, Meijer & Verloop, 2004; Lasky, 2005; Flores & Day, 2006), focusing on how teachers define themselves to themselves and others. Teacher identity is constructed through experiences that affirm what it means to teach. If done mindfully, this is a difficult, intricate process that takes considerable time and effort. Many researchers point to the mismatch between graduating students’ perceptions of themselves in teaching and the “praxis shock” (Harlow & Cobb, 2014) that occurs when they enter the profession. In this theoretical study implications from multinational examples will be explored to inform reform efforts in Lithuanian teacher education.

*Keywords: teacher professional identity; teacher socialisation; pre-service teachers; curriculum cohesion.*
Session 3
The Voice of Family in Education

Tapio Puolimatka EDUCATIONAL IMPLICATIONS OF THE ATOMISTIC FAMILY STRUCTURE

My aim is to analyse the educational implications of family structure with special emphasis on the atomistic family structure that is prevalent in most Western societies today. Carle Zimmerman suggests that there are three main family structures (trustee family, independent family unit and atomistic family) that have dominated the history of family in the West. These three family structures have different value frameworks as well as different power structures. Thereby they create different educational frameworks for raising children and helping them develop the capacities needed for well-functioning citizens in society. In this way family structure has an impact on society as a whole. The general theme of my presentation can be characterised with the question: What kind of educational implications does the power structure and value framework of the family have for educating citizens for a democracy? More specifically, my research question is: What kind of educational implications does the atomistic family structure have for developing citizens for a democratic society? The atomistic family structure puts the emphasis on the freedom of the individual. As the family unit has less cohesion, each individual family member is vulnerable to mass media and the power of social propaganda. As children are raised more and more collectively, the influence of the family unit becomes less pronounced. The central question concerns the ability of democracy to maintain itself in a family culture which exposes its members from early age to the increasing power of propaganda in the mass media. Thus, the question is whether the atomistic family structure is able to oppose the powers of propaganda and indoctrination and how such a resistance can be cultivated. The method used in the research is the philosophical method.

Keywords: family structure, atomistic family, propaganda, indoctrination, democracy.


The socio-political situation in Latvia after joining the European Union in 2004 has promoted changes in the society and consequentially influenced the necessity for the transformation of views and processes in the family as well. This situation has initiated the search and advancement for a new emphasis of upbringing in the family that determines the prevailing discourse both in theory and practice. The change of topical tendencies has also stimulated the discussion on the competency of the implementer of the upbringing discourse – the parent – to raise content and form, thus outlining the corresponding emphasis to the topical situation. In order to identify and to portray the dominant parenting approaches, the parents’ competency of upbringing is analysed in the paper as it is reflected in the printed media “My Baby”, which has been an important and stable voice of
upbringing discourse to parents and future parents in Latvia since 1994.

Keywords: the parent’s competency of upbringing, family, upbringing, media discourse.

Irena Stonkuvienė FAMILY AND SCHOOL COLLABORATION: THE HISTORICAL PERSPECTIVE

The presentation explores the relations between family and school when raising the young generation and mainly focuses on the 20th century, when the family lost the previously possessed monopoly of children’s upbringing and teaching after the introduction of universal education. On the basis of the analysis of pedagogical works and pedagogical press of that period as well as the data of qualitative research (Moral Education of Children in the Lithuanian Rural Community in the First Half of the 20th Century; Anthropology of the Soviet Lithuanian School), attempts are made to discuss the main areas of school-family collaboration simultaneously highlighting the conflict moments in the relations of the institutions in question.

It can be stated that in the first half of the 20th century, the relations between the school and the family developed smoothly: in most cases, the educational goals of the school and the family coincided and their functions were distributed sufficiently clearly (Stonkuvienė, 2013). In the ensuing years, with the advent of the “construction of communism” in Lithuania, N. Krupskaya’s advice to get rid of the bourgeois attitude towards the upbringing of children as to the purely parents’ business was applied more and more frequently. There was an increasing emphasis on the idea that the socialist society is not indifferent to what kind of young generation is raised in the family; society cannot remain unresponsive to cases when the family implants an attitude in a child which does not coincide with social norms. Though during that period the role of the family was not denied, in the tandem of the school and the family the status of the latter was far from that of an equal partner. The school was obliged to raise not only children but also their parents, i.e., to control their adverse manifestations (e.g. their faith and religious practices) and “to enhance parents’ pedagogical culture.”

Keywords: family, school, collaboration, soviet pedagogy.

Session 4

Rethinking Trends in Adult Education: Entrepreneurship, Leadership and Dialogue*

session in Lithuanian

Inesa Vietienė, Daiva Malinauskienė THE ISSUE OF THE CULTURE OF DIALOGUE IN A CONTEMPORARY UNIVERSITY

Nowadays the ongoing globalization processes and the related rapid changes of all domains of life, increasing needs of knowledge-based society as well as the requirements for the education system leads to significant changes in higher education institutions - universities. The changes take place in the environment of universities, its mission and objectives, furthermore, the relationships with the government, society, business market and other higher education institutions are also changing. Due to the thrusting development of the knowledge society the values of contemporary universities are changing, the demand for high-quality higher education is growing, and the culture of dialogue, which is created and developed in universities, helps to
satisfy this demand. It creates more favorable conditions for contemporary universities to perform essential social and cultural functions. The issue of the culture of dialogue is particularly acute when it comes to the efficiency in exchanging information, sharing newly developed scientific knowledge, preparing students for practical professional activities. Using the method of scientific literature analysis, this paper gives an overview of the main issues of the culture of dialogue in the contemporary university, as the culture of dialogue lacks thorough analysis in universities.

Key words: culture of dialogue, the contemporary university, the academic community, parity relations.

Vilma Žydžiūnaitė, Ilona Tandzegolskienė, Vaida Jurgilė, Aušra Rutkienė FEATURES OF EVERYDAY INTELLECTUAL LEADERSHIP OF SCIENTISTS IN HIGHER EDUCATION

Background. Despite the widespread recognition of an intellectual approach to leadership, scientists still express the need for formally recognised leaders who provide a clear vision and direction and monitor progress within the higher education institution (Bolden et al., 2009). Having ‘inspirational’ or ‘visionary’ leadership at the top of the higher education school is as important as cultivating a culture of intellectual leadership (Haslam, 2004). A clear vision and direction coming from a formal leader is seen as one of the main prerequisites for intellectual leadership to work in practice. It gives scientists the confidence to explore new opportunities while being assured that they are not going in a direction that will not be supported by the higher education institution (Spillane et al., 2004).

As intellectual leadership becomes a preferred approach to leadership in institutions of higher education, attention to the potential benefits and challenges may be neglected (Gronn, 2002). With regard to benefits, a well-managed distributed approach to intellectual leadership could be positive for the higher education school, department and the higher education institution (Knight & Trowler, 2001). The benefits may include the following aspects: improved responsiveness to students, staff and funding agencies; greater transparency of finances (and increased financial incentives for innovation and entrepreneurship); improved teamwork and communication between academic and non-academic staff (Shattock, 2003).

Aim: To reveal the features of scientists in schools of higher education which relate to their everyday academic activities.

Methodology. The study is qualitative descriptive (Kylmä & Juvakka, 2007) and uses the grounded theory (Charmaz, 2007, 2014) approach integrated with the inductive conventional latent qualitative content analysis (Graneheim & Lundman, 2004). In data analysis, subcategories were derived directly from the text data and no theoretical framework was created prior to the analysis (Hsieh & Shannon, 2005). Theoretical framework was used in the interpretation of findings. A theoretical sampling was applied in the study to identify participants. The sample size was increased until no new insights from the data were generated (Bloor & Wood, 2006). The total sample included 39 researchers with PhD degrees: 28 women and 11 men from 12 universities and 4 colleges in 5 major cities in each of the 5 regions of Lithuania. 25 research participants represented social sciences, 6 humanities, 5 physical sciences, 2 biomedical and 1 natural sciences. The data were collected in the format of semi-
structured interviews (Patton, 2002). Four coding phases were adopted in the data analysis process (Charmaz, 2007, 2014): initial, focused, axial and theoretical. Many words of the text were classified into much smaller subcategories and the subcategories were interconnected with categories. The analysis started by selecting the unit of analysis, which in this study was determined by the research team to be at least one sentence. The data were coded by every unit of analysis (‘subcategory’) and then the interrelated subcategories were grouped into categories.

**Findings.** Findings show that features of everyday scientific work within the intellectual leadership in higher education include improving, seeking meaningfulness, harmonising, seeking quality, continuing, introducing, expertising, networking, exploring, contributing, collaborating, discovering, applying, participating, experiencing temporality, sequencing, being in space, directing to materiality, experiencing satisfaction, experiencing pessimism, balancing, experiencing interdisciplinarity and experiencing complexity.

**Conclusion.** Intellectual leadership of scientists is within the structure of higher education schools and can be captured mostly intuitively; it is not related to managerial rules or structures. Scientists perceive their everyday activities within the intellectual leadership as a state of personal ambition and duty in higher education schools. Their intellectual leadership here is associated with tasks, performed activities and obligations.

**Acknowledgement:** Financial support provided by the Research Council of Lithuania for the research and English language proof-reading is gratefully acknowledged (Project Reg. No. MIP-15268, Agreement No. 026/2015).

**Keywords:** grounded theory, higher education, intellectual leadership, scientist.

---

**Giedrė Tamoliūnė** EMERGING RESEARCHERS: HOW DO DOCTORAL STUDIES CONTRIBUTE TO THE DEVELOPMENT OF RESEARCHER IDENTITY? THEORETICAL INSIGHTS

While many researchers of doctoral education focus on the aspects of supervision, study completion, reasons for dropping out, career trajectories, quality improvement and assurance, etc., our literature survey reveals that the development of researcher identity through the doctoral study process is still missing theoretical and empirical research. After entering doctoral studies, quite often doctoral students are viewed as professionals and scholars and the fact that they are students who might need help and support for research development is sometimes forgotten. In view of the fact that after completing their studies, doctoral students are expected to conduct independent research, develop research studies in their study field, actively participate in international scientific communities, share research results and publish them in international scientific journals, it is important to analyse the factors and support systems that help and are needed for doctoral students in order to become researchers and develop their researcher identities. Our literature survey reveals that quite often active participation in scientific research communities and activities play an important role in the
development of a researcher who is able to meet global changes in education and society. Nevertheless, a complexity of various internal and external factors contributing to the development of researcher identity has been distinguished. This presentation will aim to present results of the literature survey considering the changing context in the systems of higher education, increasing requirements for doctoral studies and students as well the changing role of emerging researchers.

**Keywords:** researcher identity, doctoral studies, doctoral education, doctoral student.