



# PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION

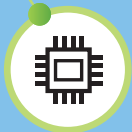


EDITORS

NIKOLETA  
GUTVAJN

JELENA  
STANIŠIĆ

VERA  
RADOVIĆ





Series  
„PEDAGOGICAL THEORY AND PRACTICE”

52



PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION

*Publisher*

Institute for Educational Research, Belgrade, Serbia

*Co-publishers*

Faculty of Philology, Peoples` Friendship University of Russia (RUDN University),  
Moscow, Russia

Faculty of Teacher Education, University of Belgrade, Belgrade, Serbia

*For publisher*

Nikoleta GUTVAJN

*For co-publishers*

Viktor BARABASH

Danimir MANDIĆ

*Editors*

Nikoleta GUTVAJN

Jelena STANIŠIĆ

Vera RADOVIĆ

*Proofreader*

Esther GRACE HELAJZEN

*Technical editor*

Jelena STANIŠIĆ

*Cover design*

Branko CVETIĆ

*Typeset and printed by*

Kuća štampe plus

[www.stampanje.com](http://www.stampanje.com)

ISBN 978-86-7447-157-9

*Copies*

300

COPYRIGHT © 2021 INSTITUTE FOR EDUCATIONAL RESEARCH



# **PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION**

Editors

Nikoleta GUTVAJN

Jelena STANIŠIĆ

Vera RADOVIĆ

Belgrade  
2021.

INSTITUTE FOR EDUCATIONAL RESEARCH  
BELGRADE, SERBIA

FACULTY OF PHILOLOGY, PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
(RUDN UNIVERSITY), MOSCOW, RUSSIA

FACULTY OF TEACHER EDUCATION, UNIVERSITY OF BELGRADE  
BELGRADE, SERBIA

*Reviewers*

Professor Emeritus **Djuradj STAKIC**

Department of Human Development and Family Studies, Pennsylvania State  
University, Philadelphia, USA

Professor **Marina MIKHAILOVNA MISHINA**

Department of Psychology and Pedagogy of Education, Russian State  
University for the Humanities, Moscow, Russia

Professor **Teodora STOYTCHIEVA STOEVA**

Department of Social, Organizational, Clinical and Pedagogical Psychology,  
Faculty of Philosophy, University of Sofia "St. Kliment Ohridski", Sofia, Bulgaria

*Note. This book was funded by the Ministry of Education, Science and Technological Development  
of the Republic of Serbia (Contract No. 451-03-9/2021-14/200018).*

# PRIMARY SCHOOL AND PRESCHOOL TEACHER MOTIVATION FOR HORIZONTAL LEARNING: THE CHALLENGE AND PERSPECTIVE OF THE PROFESSIONAL LEARNING COMMUNITIES DEVELOPMENT<sup>1</sup>

---

Isidora KORAC

Preschool Teacher Training and Business Informatics Collage – Sirmium,  
Sremska Mitrovica, Serbia

Jelena ĐERMANOV

Faculty of Philosophy, University Novi Sad, Novi Sad, Serbia

Danijela ŠĆEPANOVIĆ

Ministry of Education, Science and Technological Development, Belgrade, Serbia

## INTRODUCTION

Studies conducted in the field of education in our country and abroad, as well as numerous theoretical and empirical works, emphasize the importance of horizontal learning of primary school and preschool teachers. This complex phenomenon, which takes place through different types of organized and planned learning of primary school and preschool teachers who hold equal job posts in education, is most often approached by authors as development of professional learning communities (Džinović, 2011; Hofman & Dijkstra, 2010; Hord, 2004; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Pavlović Breneselović, 2010; etc.). The key characteristics of the mentioned communities are: shared leadership, supportive atmosphere, joint vision, values and goals, mutual support and collaboration of

---

<sup>1</sup> The paper is a result of a study within a project „The quality of educational system in Serbia from the European perspective“ (KOSSEP) supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia [OI/ 179010/ 2011-2021]

their members. Referring to the above mentioned, the well-established dialogue that allows participants to build common meanings, values and knowledge during interaction is at the core of horizontal learning, thus creating a basis for understanding and improving educational practice. Knowledge is, therefore, built through group reflection (Korać, 2020), which allows for the pedagogical practice to be discussed and perceived from different perspectives, thus leading to new understanding, undertaking of measures, and bringing desired changes.

The relevant empirical research suggests that primary school and preschool teachers claim that horizontal learning helps them build self-confidence (Beara, 2009; Korać, 2018), strengthen professional identity (Vangrieken, Meredith, Packer, & Kyndt, 2017), increase motivation to continue reflecting on their practice (Simoncini, Lasen, & Rocco, 2014) and contribute to their professional development (Beara, 2009; Hofman & Dijkstra, 2010; Korać, 2020). The findings also suggest that horizontal learning ensures the acquisition and development of existing professional competencies (Bolam et al., 2005; Hord, 2004), leading to long-term changes in practice (Vescio, Ross, & Adams, 2007) and contributing to the overall development of the school/preschool institution (Buttran & Farley Ripple, 2016; Given, Kub, LeeKeenan, Mardell, Redditt, & Twombly, 2010; Korać, 2018; Korać, Kosanović, & Kostović, 2018, etc.).

In this regard, the regulatory framework for the education system in the Republic of Serbia defines certain measures that can foster the process of horizontal learning. Namely, the Rulebook on Continuing Professional Development and Acquisition of the Title of Teacher, Preschool Teacher and Professional Associate (Regulations on continuing professional development and acquiring the title of teachers, kindergarten teachers and expert associates, 2018) defines that teachers and preschool teachers are obliged to participate in professional development within their institutions that provides horizontal learning throughout the school year. This implies the obligation of employees to make a presentation at meetings of professional bodies after they have participated in in-service teacher training programs, including discussion and analysis with colleagues, the application of learning, analysis of the impact of professional development on child/student development; presenting and reviewing a book, article, didactic material, and research results including analysis and discussion; participating in study tours/expert visit to other institution; organizing a master class or a model lesson, teaching lesson; to attend all the above activities and



participate in their analysis; then, to participate in research that is conducted within the institution, educational projects in the institution, programs of national importance in the institution, examination programs, model center; planning and achieving professional development types within the institution in accordance with their needs.

However, despite the existence of the Rulebook that precisely regulates the institutional requirements and professional responsibilities of its employees for their professional development, the challenge remains how to implement what has been prescribed, due to the lack of institutional capacities. Current practice indicates that horizontal learning remains underrepresented within and between institutions. Research findings of numerous studies show that accredited in-service teacher training programs, although often criticized as “one size” trainings (Hoffman, Bernadette, & Dijkstra, 2009) that offer a set of solutions for everyone regardless of the contexts in which primary school and preschool teachers work, exist as dominant type of professional development (Đermanov, Đukić, Kosanović, & Soldatović, 2013; Marcer & Howe, 2012; Petrović, Kuzmanović, Jošić, & Jovanović, 2015; Stanković, Đerić, & Milin, 2013; etc.). In this way, the existing concept of professional development is more focused on the development of primary school and preschool teachers general competencies as individuals, without making links to particular individual and organizational needs and changes (Korać, 2018; Korać, Kosanović, & Kostović, 2018; Pavlović Breneselović & Krnjaja, 2012). Primary school and preschool teachers are perceived as individuals who introduce changes into their practice and within the institution based on their enthusiasm and personal decisions. In such a work context, isolated in their workspaces, without insight into how their colleagues implement educational activities, they are usually left to themselves to plan, implement and assess the quality of their work (Ševkušić & Stanković, 2012).

The above mentioned argument points to a wide range of dilemmas and questions that open up for researchers. The conducted research strives to answer questions related to the motivation of primary school and preschool teachers to participate in the process of horizontal learning. More precisely, the aim of the research is to determine how primary school and preschool teachers assess their personal motivation to participate in those types of in-service teacher training programs that include horizontal learning, as well as which factors, in their opinion, positively affect the motivation for participation.

## METHOD

*The sample* of this study consisted of 110 preschool teachers from 27 preschool institutions, which count for 60 work units, 110 higher grades primary school teachers (subject teachers) from 31 schools, and 110 lower grades primary school teachers from 30 schools. The semi-structured interviews were conducted with ten preschool teachers, ten lower grades primary school teachers, and ten subject teachers employed in different institutions. We tended to limit the number of participants from one institution (not more than six), since our research deals with the issue of factors that affect the motivation of primary school and preschool teachers' horizontal learning.

*Method.* Combined research (a combined quantitative and qualitative approach) was applied, which enabled the overcoming of certain shortcomings of the quantitative and qualitative method (Matović, 2014), and allowing deeper understanding of a complex phenomenon such as the horizontal learning of primary school and preschool teachers.

*Research instruments.* For the purpose of conducting a quantitative part of the research, a questionnaire was prepared. In line with the research goal and its objectives the questionnaire covered the following issues: 1) what types of in-service teacher training programs that include horizontal learning have primary school and preschool teachers participated in over the last five years, and 2) how did they assess the level of personal motivation to participate in them. For the purposes of this study, data on social and job position and years of work experience of the research participants were gathered. In order to operationalize preparation of the instrument in line with the current regulations, types of in-service teacher training programs were taken from the mentioned Rulebook (Regulations on continuing professional development and acquiring the title of teachers, kindergarten teachers and expert associates, 2018).

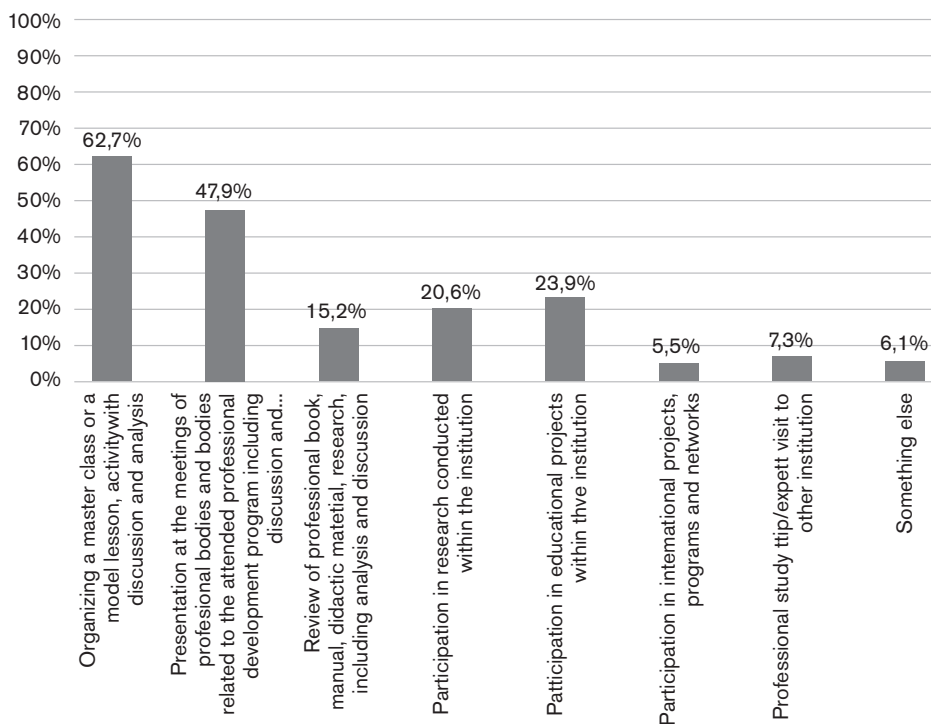
The qualitative part of the research was conducted through semi-structured interviews. The interviews contained several thematic areas. In this paper, we will focus on the factors that, in participants' opinion, increase the level of their personal motivation to participate in the process of horizontal learning.

*Data analysis* ANOVA and T-test were used as techniques to process the quantitative data. When it comes to the qualitative segment of data collection and processing, a qualitative thematic analysis was applied, which implies the identification

of dominant themes or concepts in the collected material (Braun & Clarke, 2006). Firstly, the consent of the participants was collected for interviews to be recorded and transcribed. Smaller units were isolated and coded in the transcribed material. In the next step, the codes, with the consensual consent of the researchers, are classified into more general topics (based on thematic similarity), relying on the gathered data rather than theoretical constructs that are predetermined.

## RESULTS

The research focus was, first of all, to examine in which type of in-service teacher training programs that include horizontal learning, primary school and preschool teachers have most often participated. We asked the research respondents to circle up to three of the most common items from the list of 7 that was offered to them (defined by the Rulebook) presented in (Graph 1).



**Graph 1.** Participation of primary school and preschool teachers in various types of in-service teacher training programs that include horizontal learning

Furthermore, we were interested in the motivation of primary school and preschool teachers to participate in various types of in-service teacher training programs that include horizontal learning (Table 1).

**Table 1.** Motivation of primary school and preschool teachers to get involved in various types of in-service teacher training programs that include horizontal learning

Types of in-service teacher training programs	AS	SD
Organizing a master class or a model lesson, activity with discussion and analysis	2.91	.757
Presentation at meetings of professional bodies after participation in in-service teacher training programs, including discussion and analysis	2.56	.779
Review of professional book, manual, didactic material, Research, including analysis and discussion	2.64	.851
Participation in research conducted within the institution	2.30	.748
Participation in educational projects within the institution	2.61	.815
Participation in international projects, programs and networks	2.73	.778
Professional study tours/expert visit to other institution	2.93	.670

The findings indicate that primary school and preschool teachers are mostly motivated to participate in professional study tours/expert visits to other institution, followed by organizing a master class or a model lesson, an activity followed with discussion and analysis, and to participate in international projects. The lowest level of motivation was reported for participation in research conducted within the institution.

We were also interested in whether the motivation for participation in various types of in-service teacher training program which includes horizontal learning, is related to the job position of the research participants (Table 2).

**Table 2.** Opinion of primary school and preschool teachers on personal motivation for participation in various types of in-service teacher training programs that include horizontal learning in relation to the job position

Types of in-service teacher training programs	Primary school teacher		Subject teacher		Preschool teacher	
	AS	SD	AS	SD	AS	SD
Organizing a master class or a model lesson, activity with discussion and analysis	3.04	.690	2.84	.773	2.86	.795
Presentation at meetings of professional bodies and bodies after participation in in-service teacher training programs, including discussion and analysis	2.52	.674	2.31	.751	2.85	.815
Review of professional book, manual, didactic material, research, including analysis and discussion	2.67	.847	2.35	.783	2.90	.834
Participation in research conducted within the institution	2.59	.746	1.93	.646	2.35	.698
Participation in educational projects within the institution	2.86	.772	2.09	.614	2.88	.787
Participation in international projects, programs and networks	2.78	.850	2.65	.667	2.75	.804
Professional study tours/expert visit to other institution	2.99	.760	2.84	.516	2.97	.760

The findings indicate that there are statistically significant differences in the assessment of personal motivation to participate in the two types of in-service teacher training programs. Namely, the Tuckey post hoc test indicates that preschool teachers, when compared to lower grades primary school teachers and higher grades primary school teachers (subject teachers), are more motivated to attend in-service teacher training programs including discussion and analysis ( $F(16.079;8.039)=14.340$ ,  $p=0.000$ ). Additionally, the findings indicate that in all three groups of respondents there are statistically significant differences when it comes to participation in research conducted within the institution ( $F(24.891;12.445)=25.566$ ,  $p=0.000$ ). The most motivated for this type of in-service teacher training programs are lower grades primary school teachers, then preschool teachers, while subject teachers are the least motivated.

**Table 3.** Motivation of preschool and primary school teachers to participate in various types of horizontal learning in relation to work experience

Types of in-service teacher training programs	Work experience			
	0 to 2 years (N=22)	3 to 10 years (N=103)	11 to 20 years (N=104)	More than 21 years (N=101)
Organizing a master class or a model lesson, activity with discussion and analysis	10.8%	67.2%	68.2%	67.5%
Presentation at meetings of professional bodies after participation in in-service teacher training programs, including discussion and analysis	65.9%	41.9%	45.7%	49.2%
Review of professional book, manual, didactic material, research, including analysis and discussion	6.7%	11.3%	15.8%	21.3%
Participation in research conducted within the institution	23.8%	26.3%	24.2%	17.4%
Participation in educational projects within the institution	14.7%	27.5%	26.8%	18.3%
Participation in international projects, programs and networks	2.8%	3.1%	6.8%	5.3%
Professional study tours/expert visit to other institution	6.5%	10.2%	7.2%	8.9%
Other	19.2%	4.3%	3.6%	2.9%

Findings indicate that presentation at meetings of professional bodies related to attended in-service teacher training programs including discussion and analysis is the only type of in-service teacher training program that did not show a statistically significant difference when it comes to years spent in service ( $\chi^2(3)=3.406$ ,  $p>0.05$ ). There are statistically significant differences in all other types of professional development: a review of professional book, manual, didactic material, research, including analysis and discussion ( $\chi^2(3)=27.278$ ,  $p<0.05$ ); then, participation in research conducted within the institution ( $\chi^2(3)=24.768$ ,  $p<0.05$ ); participation in educational projects within the institution ( $\chi^2(3)=23.770$ ,  $p<0.05$ ); participation in international projects, programs and networks ( $\chi^2(3)=23.982$ ,  $p<0.05$ ), professional study tours/expert visit to other institution ( $\chi^2(3)=24.583$ ,  $p<0.05$ ), organizing a master class or a model lesson, activity with discussion and analysis ( $\chi^2(3)=24.972$ ,  $p<0.05$ ).

The given types of in-service teacher training program are mostly mentioned by those with 11 to 20 years of working experience, in a similar percentage by those with more than 21 years, 3 to 10 years of working experience, and the lowest percentage was for those with 0 to 2 years of working experience.

Statements obtained through interviews about factors that, in the opinion of preschool and primary school teachers, positively affect personal motivation to participate in the process of horizontal learning, are shown in Table 4.

**Table 4.** Factors that positively affect personal motivation to participate in the process of horizontal learning

Areas	Response categories	Keys	F	
Internal motivational factors	Recognized benefits from the Horizontal learning: Professional level	Information gathering on proven examples of good practice.	20	
		Developing existing and acquiring new competencies.	19	
		Motivation for further professional development	15	
		Self-reflection, assessment of personal competencies.	9	
		Evaluating the work of a colleague and comparing it with personal work.	5	
		Opportunity to build common knowledge and values.	5	
		Help colleagues in their work.	4	
		Self-reflection, testing theory in practice and practice in theory.	2	
		Recognized Benefits from Horizontal learning: personal level	Greater self-confidence and confidence at work.	10
			Greater personal satisfaction.	2
			Job satisfaction and relaxing working environment.	2
		External motivational factors	Supportive headmaster	Better cooperation and teamwork.
Building closer relationships with colleagues.	7			
Improved productivity of the whole institution.	5			
Professional training Obligation	Encouragement for professional development of employees by the headteacher/director (praise, emphasizing the commitment of employees; awards; investing resources in professional development; organizing various types of in-service teacher training that include horizontal learning, etc.)			15
	Acquired level of mandatory hours of participation at in-service teacher training programs defined by the Rulebook			13

The findings indicate that the dominant factor that positively influences the motivation for pursuing horizontal learning is the recognition of its benefits at: 1) professional level, 2) personal level and 3) institutional level. We have understood the mentioned categories of answers as intrinsic motivational factors. In the categories of answers, out of the mentioned three the strongest factor is the benefit at professional level through the collection of tried and tested ways of working and examples of the good practice of colleagues.

A supportive headteacher/director of the institution stands out as the dominant external motivator. The findings indicate that preschool and primary school teachers are particularly motivated when a headteacher/director recognizes the importance of professional development of their employees. This, in their opinion, contributes to their performance and willingness to make extra commitments. As an illustration, here are some of the answers:

*The role of the headteacher is very important it means a lot.(...) When he acknowledges your commitment, pats you on the shoulder, shows respect for your work and hard work, for the results achieved it is invaluable. That's motivating. The headteacher creates an atmosphere where you enjoy working and learning and motivates others to learn. I worked in a school where staff with low performance were rewarded. Such an atmosphere is deadly for results. It is important for the headteacher to tell you: I appreciate what you have done! It is your job to improve professionally, to bring innovations to the educational work, but it is important to respect that, to praise the effort. (Subject teacher, 20 years of work experience)*

*I think that when one of the teachers has an idea, it is the headteacher who has to stand by him/her and provide support. The headteacher's role is very important. If he's willing, if he's supportive it means a lot. If he creates an environment favorable for horizontal learning, if he recognizes your achievements, praises you publicly, publishes achievements on the website, people are motivated and willing to work. (Primary school teacher, 29 years of work experience)*



## DISCUSSION

The findings indicate that preschool and primary school teachers are highly motivated to participate in study tours, then, to organize a master class or a model lesson, activities with discussion and analysis, and to participate in international projects. They are least motivated to participate in research conducted within the institution. The findings of Bear's research (2009) also indicate that most teachers express a willingness to be engaged in horizontal learning through study tours, that they are willing to exchange knowledge and experiences with colleagues from abroad, and that the most common reasons are: gaining new experiences and methodological approaches, personal reasons, getting acquainted with new trends in education and reforms of education systems, as well as comparing our education system with systems abroad.

If we compare the findings regarding the participation of preschool and primary school teachers in various types of professional development that involve horizontal learning and their motivation for it, it is noticeable that they are most motivated to participate in study tours and international projects, and that they were, in their opinion, least involved in those. Similarly, the findings of numerous studies indicate that institutions choose types and programs of professional development that provide more points to employees at a more affordable price, rather than those based on teachers needs and results of self-assessments and professional development plans (Breneselović & Krnjaja, 2012; Stanković, Đerić, & Milin, 2013). The findings raise the question of the criteria for choosing the type of professional development to which schools/preschool institutions refer, inform, and/or organize for employees. The above mentioned indicates that better management is needed to enable the participation of those who are interested in the process of professional development planning, which is the responsibility of headteacher/director, but also falls under the domain of the Professional Development Team.

Only in the case of one type of professional development, such as organizing a master class or a model lesson or an activity with discussion and analysis, is there high motivation and a degree of participation of preschool and primary school teachers. In addition to the mentioned above, the findings indicate that motivation to participate in research within the institution is low and that they also rarely participate in it. On the other hand, numerous studies show that practitioners

recognize the benefits of participating in research, both personally, professionally, and at the level of the entire institution. Research provides them with an opportunity to take an active role in making changes to improve practice (Krnjaja & Pavlović Breneselović, 2011), developing and improving existing professional competencies, greater confidence in work and encouragement to work together within the team, better understanding of the values of others, improving organizational climate, and establishing better cooperation (Korać, 2019). As a key reason for lack of participation in research, educators cite insufficient training for their implementation, especially for the design of research instruments, organization and interpretation of the gathered data. The findings of other research indicate that the existing concept of professional development in the Republic of Serbia is not stimulating enough for preschool and primary school teachers to conduct research of their practice, but also that students, future preschool and primary school teachers, do not have enough opportunities to get sufficient knowledge and skills to conduct research activities (Krnjaja & Pavlović Breneselović, 2011; Korać, 2018, Radulović, 2011, according to: Korać, 2019, 2020). This raises an important question as to whether the low motivation and low engagement of preschool and primary school teachers in research is actually a consequence of lack of their competences to conduct them.

Furthermore, when it comes to the motivation of preschool and primary school teachers to participate in various types of in-service teacher training that include horizontal learning, in relation to their work experience, statistically significant differences were not found only in participation in presentations at meetings of professional bodies. The given data can be the result of the requirement given by the Rulebook on Professional Development, which prescribes an obligation for preschool and primary school teachers to apply the acquired knowledge, skills in practice and present them to other colleagues within the institution after mastering in-service teacher training programs. All other types of professional training are cited in the highest percentage by those with 11 to 20 years of experience, in a similar percentage by those with more than 21 years, 3 to 10 years of experience, and in the lowest percentage by those with 0 to 2 years of experience. The findings can be interpreted in the context of various theories of professional development that suggest that, although each teacher has a unique career path, we can single out individual stages of career development that are common. The authors most often state that at the beginning of their careers

teachers are more focused on their subject (because professional knowledge is a source of security), on getting connected with their colleagues, on how to adopt organizational rules and norms, they learn from mistakes, and most often feel that initial education did not sufficiently equip them with knowledge and skills for the job. At this stage, they are often under pressure from colleagues, because it does not suit many to have a young enthusiastic person in the work environment, which indirectly questions colleagues' own working methods (according to: Simić, 2015). Only in the later stages of career development, do they become more involved in school activities, cooperate with colleagues, and shift more and more focus from "personal" to "collective". In addition, one of the reasons may be that, due to lack of professional experience, they are less often invited to get involved in professional development activities organized at the level of the institution. The process of horizontal learning is insufficiently recognized as an opportunity for senior colleagues to learn from the younger, an opportunity to learn about one's own practice, awareness of personal implicit pedagogies, re-examining established ways of working, exchanging different perspectives, and building solutions that overcome individual perceptions of practice (Korać, 2020). Moreover, the findings can be related to the findings of the research by Marušić and Pejatović (2013), which indicate that the age of teachers is statistically significantly correlated with factor scores which express the frequency of participation in group types of professional development (class visits, work on school projects, thematic discussions, and training through the work of teachers' councils and assets). Senior teachers more often participate in-group types of in-service training in their field.

When it comes to factors that positively affect the motivation to engage in the process of horizontal learning, the findings indicate that preschool and primary school teachers are most motivated when the benefits of this learning are recognized at the professional level. However, within this category, the most commonly stated benefit is recognition of the fact that through this learning process colleagues have tried and tested different teaching strategies, examples of good practice. There are significantly fewer answers that indicate that the phenomenon of horizontal learning is understood as a complex process of building up the knowledge, or building relationships among colleagues, participants in the learning process, or as an equal exchange, or mutual understanding and group context building. This indicates that horizontal learning is more often placed in the

context of learning how something is done, while there is no awareness of why something is done in a certain way (Korać, 2020).

Furthermore, the research findings show that preschool and primary school teachers recognize the importance of the headteacher/director's role, but also the relationships that are built within the team, relevant to the motivation to engage in the process of horizontal learning. This puts the headteacher/directore of the institution in the position of one whose leadership influences the creation of an environment supportive for horizontal learning (Buttran & Farley Ripple, 2016; Halverson, 2003). Namely, s/he, from a leading position, is largely responsible for providing a stimulating environment that enables horizontal learning, and affects motivation of employees to initiate and implement changes into practice.

## CONCLUSION

Based on the presented research findings, we can conclude that the motivation of preschool and primary school teachers to participate in some of the types of professional development that involve horizontal learning varies in relation to the type of professional development. The findings indicate that preschool and primary school teachers are mostly motivated to participate in study tours, while they show little motivation to participate in research within the institution.

In addition to the above, there are statistically significant differences in relation to the working experience and the job position of participants and their motivation to participate. Teachers at the beginning of their careers are less motivated to engage in those types of professional development that involve horizontal learning. Having analyzed the mentioned findings while taking into account career development theories, and bearing in mind that the introductory period of teachers' employment is an important phase of their professional development, we believe that it is important that, especially during the introductory period of employment, the focus should be directed on strengthening their social and working relations with colleagues within the institution, joint research, and changing practices. Relying on the theoretical framework and findings of the qualitative part of the research which indicate that the process of horizontal learning provides an opportunity to reconsider existing understandings of the quality of practice (personal and collective) in a given context, we can conclude

that there is a need for joint review and change of institutional culture patterns of behavior that hinder the equal exchange of all members of the staff.

Furthermore, findings indicate that preschool teachers, when compared to the lower grades primary school teachers, have expressed the higher level of motivation for presenting at meetings of professional bodies and bodies after they have participated in in-service teacher training programs, including discussion and analysis. Although all three groups of respondents in general have a low level of motivation to participate in research activities within the institution, the highest levels of motivation for this type of professional development is reported among lower grades primary school teachers, then among preschool teachers, and finally, the least motivated are higher grades primary school teachers (subject teachers). Results reveal a possible influence of their initial education and participation in in-service training programs. Namely, various studies show that preschool and primary school teachers show high appreciation for participation in research activities within the institution, but as a main result of lack of participation in those activities they report lack of sufficient training, particularly for drafting methodology, research instrument design, and data analysis. Having this in mind, results that indicate a low level of motivation of preschool and primary school teachers to conduct research can shed light on their level of competences and raise a question of the reform needs in regards to their initial education and participation in in-service teacher training programs. Namely, in order to have active and competent teachers who participate in horizontal learning, it is necessary that their initial education and in-service teacher training should be based on approaches that integrate theory and practice and foster collaboration and inquiry-based learning. Teaching activities, as studies show, should be organised in a manner that enhances students' proactive attitudes, self-reflection, inquiry-based learning, readiness for teamwork and fosters dialogue, creativity and problem-solving skills (Korać, Kosanović, & Kostović, 2018; Radulović, 2011). In-service teacher training should be focused on capacity building of teachers to conduct research of their practice, organized as collaborative actions and established partnerships (Korać, 2018).

The strongest motivational factor for preschool and primary school teachers to get involved in the horizontal learning is benefit recognized at the professional level. However, the most commonly stated benefit is to gather information on proven practices and examples of good practice. This opens the question of how teachers and educators understand the phenomenon of horizontal learning and

what meanings they attach to it. Relying on the theoretical framework, we believe that there is a need to raise awareness about the importance of this learning process by practitioners. Horizontal learning relies on a dialogue as the basis for knowledge construction in a given context, underpinned by processes of building relationships, self-reflection, identifying and exploration of both our own practices and theoretical background, as well as building new theoretical approaches.

Relying on the mentioned research findings, we believe that the important conditions to trigger motivation for the process of horizontal learning are the following: recognition of learning benefits by participants; belief that what is being learned will be relevant to their professional work; developing necessary competencies and empowering participants to take an active role in the learning process; a supportive headteacher/director, a sense that learning and professional development are highly valued both in the institution and society. It is therefore necessary to build a discourse of a *professional learning community* in which employees have a sense of connection and belonging, where there are common agreed values, visions and development goals. In this kind of discourse all members will have space to express their views, the right to make mistakes, and the right to assume individual or joint responsibility for the outcomes of their joint actions in the course of working toward the same end goal.

## REFERENCES

- ☞ Beara, M. (2009). Profesionalni razvoj nastavnika u uslovima tranzicije [Professional development of teachers in transition conditions]. In N. Kapor Stanulović, (Eds.). *Efekte tranzicije na porodične i profesionalne životne procese* (pp. 67-80). Novi Pazar: Državni univerzitet.
- ☞ Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). *Creating and Sustaining Effective Professional Learning Communities*. Nottingham, United Kingdom: Department for Education and Skills.
- ☞ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi: 10.1191/1478088706qp063oa
- ☞ Buttrian, J., & Farley Ripple, E. (2016). The Role of Principals in Professional Learning Communities. *Leadership and Policy in Schools*, 15(2), 192-202. DOI: 10.1080/15700763.2015.1039136
- ☞ Đermanov, J., Đukić, M., Kosanović, M., & Soldatović, K. (2013). Struktura i korelati motivacije vaspitača za profesionalni razvoj u oblasti inkluzije [Structure and correlates of preschool teacher's motivation for professional development in the field of inclusion]. In Đukić, M. (Eds.), *Tematski zbornik: Inkluzivno obrazovanje - razvojni pravci i perspektive* (pp. 49-79). Novi Sad: Filozofski fakultet.

- ✉ Džinović, V. (2011). Professional Learning as Experiential, Social and Imaginary Event. In T. Vonta, & S. Ševkušić, (Eds.), *Izazovi i usmerenja profesionalnog razvoja učitelja*. (pp. 71 – 86). Ljubljana: Pedagogical Institute.
- ✉ Given, H., Kub, L., LeeKeenan, D., Mardell, B., Redditt, S., & Twombly, S. (2010). Changing School Culture: Using Documentation to Support Collaborative Inquiry. *Theory Into Practice*, 49(1), 36-4. doi: 10.1080/00405840903435733
- ✉ Halverson, R. (2003). Systems of Practice: How Leaders Use Artifacts to Create Professional Community in Schools. *Education Policy Analysis Archives*, 11(37), 11-34. DOI: <https://doi.org/10.14507/epaa.v11n37.2003>
- ✉ Hord, S. M. (2004). *Learning Together: Changing Schools Through Professional Learning Communities*. New York: Teachers College Press & NSDC.
- ✉ Hofman, R., & Dijkstra, B. (2010). Effective Teacher Professionalization in Networks? *Teaching and Teacher Education*, 26, 1031-1040. DOI: 10.1016/j.tate.2009.10.046
- ✉ Korać, I. (2018). The Teams for Inclusive Education as a Context of Preschool Teachers' Horizontal Learning. *Teme, Journal for Social Science*, 42 (2), 401-416.
- ✉ Korać, I., Kosanović, M., & Kostović, S. (2018). Models Horizontal Support in Preschool Inclusive Education. In M. Krajnc, D. Rus Kolar, & E. Kranjec, (Eds.). *The Role of Inclusive Pedagogue in Education* (pp. 159-167). Maribor: Univerzitetna zložba Univerze.
- ✉ Korać, I. (2019). Действенные исследования в функции профессионального развития воспитателей и совершенствования деятельности дошкольного учреждения/под ред [Action research in the function of preschool teachers' professional development and improvement of preschool institution operation]. In С. И. Худинова, О. Б. Михайловой (Eds.). *Личность в современном обществе: образование, развитие, самореализация: Материалы Международной научно-практической конференции, посвященной 80-летию доктора психологических наук, профессора А. И. Крупнова* (pp. 33 – 40). Moskva: RUDN.
- ✉ Korać, I. (2020). *Horizontalno učenje u funkciji profesionalnog razvoja nastavnika i vaspitača [Horizontal learning as encouragement of preschool and school teachers' professional development]* (unpublished doctoral's thesis). Novi Sad: Filozofski fakultet.
- ✉ Krnjaja, Ž., & Pavlović Breneselović, D. (2011). Vaspitači kao istraživači sopstvene prakse. [Preschool teachers as researchers of their own practice]. *Nastava i vaspitanje*, 60(2), 296-310.
- ✉ Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12-21. DOI: 10.1016/j.lcsi.2012.03.001
- ✉ Marušić, M., & Pejatović, A. (2013). Činioci participacije nastavnika u profesionalnom usavršavanju [Factors of Teacher Participation in Professional Development]. *Andragoške studije*, 1, 117-130.
- ✉ Matović, N. (2014). Karakteristike obrade podataka u kvalitativnom istraživanju. [Characteristics of data processing in qualitative research]. *Nastava i vaspitanje*, 58 (4), 595-606.
- ✉ Pavlović Breneselović, D. (2010). Od tima do zajednice učenja [From the team to the learning community]. *Pedagogija*, 6(2), 236-246.
- ✉ Pavlović Breneselović, D., & Krnjaja, Ž. (2012). Perspektiva vaspitača u profesionalnom usavršavanju sa stanovišta sistemske koncepcije profesionalnog razvoja [Preschool Teachers' Perspective on Professional Development from the Point of Systematic Concept of Professional Development]. *Andragoške studije*, 1, 145-161.
- ✉ Petrović, D., Kuzmanović, D., Jošić, S., & Jovanović, V. (2015). *Obuhvat i dostupnost stručnog usavršavanja nastavnika u Srbiji – rezultati međunarodne studije TALIS 2013*. [Coverage and

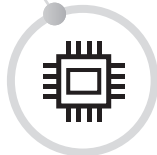
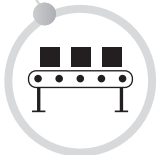
availability of in-service teacher training in Serbia – results of the international study *TALIS 2013*]. Beograd: Ministarstvo prosvete, nauke i tehnološkog razvoja.

- ☞ Regulations on continuing professional development and acquiring the title of teachers, kindergarten teachers and expert associates (2018). *Službeni glasnik RS*, No. 48/2018.
- ☞ Radulović, L. (2011). *Obrazovanje nastavnika za refleksivnu praksu [Educating Teachers for Reflective Practice]*. Beograd: Filozofski fakultet.
- ☞ Simić, N. (2015). Profesionalne brige budućih i aktuelnih nastavnika [Professional concerns of pre-service and in-service teachers]. *Psihološka istraživanja*, 18(1), 47-62.
- ☞ Simoncini, K. M., Lasen, M., & Rocco, S. (2014). Professional dialogue, reflective practice and teacher research: engaging early childhood pre-service teachers in collegial dialogue about curriculum innovation. *Australian Journal of Teacher Education*, 39(1), 27-44.
- ☞ Stanković, D., Đerić, I., & Milin, V. (2013). Pravci unapređivanja stručnog usavršavanja nastavnika u Srbiji: perspektiva nastavnika osnovnih škola [Directions of improving the quality of in-service teacher training in Serbia: the perspective of primary school teachers]. *Zbornik Instituta za pedagoška istraživanja*, 45(1), 86-107.
- ☞ Stoll, L., Bolam, R., McMahon, A. Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258. DOI: 10.1007/s10833-006-0001-8
- ☞ Ševkušić, S., & Stanković, D. (2012). Saranja [Cooperation]. In Šefer, J. & Ševkušić, S. (Eds.), *Stvaralaštvo, inicijativa i saradnja: Novi pristupi obrazovanju I deo* (pp. 153–181). Beograd: Institut za pedagoška istraživanja.
- ☞ Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47-59. DOI: 10.1016/j.tate.2016.10.001
- ☞ Vescio, V., Ross, D., & Adams, A. (2007). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24, 80-91. DOI: 10.1016/j.tate.2007.01.004



# AUTHORS' BIOGRAPHIES

---



### **Karina AVAGYAN**

PhD, is a linguist, Russian language teacher and translator, Center for Russian Studies, Faculty of Political Science, Belgrade, Serbia. Her fields of research are: cognitive linguistics, ethnic stereotype, contrastive analysis, conceptualisation, associative experiment.

E-mail: karinka2576@mail.ru

### **Sanja BLAGDANIĆ**

PhD, associate Professor of natural and social sciences teaching methodology and vice-dean for Scientific research at the Teacher Education Faculty, University of Belgrade. Her fields of research are: science and history teaching in primary education, pupils' misconceptions, and science literacy.

E-mail: sanja.blagdanic@uf.bg.ac.rs.

### **Marija BOŠNJAK STEPANOVIĆ**

PhD in early science education, associate professor at the Faculty of Education in Sombor, Serbia. Her fields of research are: inquiry-based learning, project-based learning, and science concept development.

E-mail: 96marija.bosnjak@gmail.com

### **Lidija BUKVIĆ BRANKOVIĆ**

MA, is a defectologist, PhD student at the University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia. Her fields of research are: problem behaviour prevention, positive youth development, protective and risk factors in schools.

E-mail: lidija\_bukvic@yahoo.com

### **Ariunsanaa BYAMBAA**

PhD, is a microbiologist and a pedagogist, professor of the Department of Microbiology, School of Bio-Medicine, Mongolian National University of Medical Sciences, Ulaanbaatarm Mongolia. Her field of research is qualitative methodology in educational research.

E-mail: ariunsanaa.b@mnums.edu.mn.

**Sonja ČOTAR KONRAD**

PhD, is a psychologist, associate professor of Psychology at the University of Primorska, Faculty of Education, Koper, Slovenia. Her fields of research are ICT in education, university teaching, teacher competence, and development of preschool children.

E-mail: sonja.cotarkonrad@upr.si

**Ivana ĐERIĆ**

PhD, is a pedagogist, research associate at the Institute for Educational Research, Belgrade, Serbia. Her research interests are: reflexive practice in professional learning, project-based learning, student motivation and autonomy, and qualitative methodology in educational research.

E-mail: ivana.brestiv@gmail.com

**Jelena ĐERMANOV**

PhD, associate professor of pedagogy, University of Novi Sad, Faculty of Philosophy, Department of Pedagogy, Serbia. Her fields of research are General and School pedagogy, Pedagogical Axiology (evaluation in education, interactions, communication and interpersonal relations in education, hidden curriculum, class and school climate, school culture).

E-mail: jdjer@ff.uns.ac.rs

**Rajka ĐEVIĆ**

PhD, is a pedagogist, research associate at the Institute for Educational Research, Belgrade, Serbia. Her fields of research are: inclusive education, social relationships of students with developmental disabilities, teacher professional development, teaching methods.

E-mail: rajkadjevic@gmail.com

**Maia GELASHVILI**

is a PhD student and research assistant at the Centre for International Higher Education, Boston College, USA. Her fields of research are quality assurance of higher education, international and comparative education, college teaching and assessment.

E-mail: gelashvi@bc.edu

### **Batbaatar GUNCHIN**

Academician Member of Mongolian Academy of Medical Sciences, Doctor of Philosophy Degree in Medicine; Vice president for Academic Affairs at the Mongolian National University of Medical Sciences; President of Mongolian National University of Medical Sciences, Ulaanbaatar, Mongolia. His fields of research are: education development, reference value of physiology, biochemistry, immunology in Mongols, improving medical service by advancing pre-graduate study for fundamental and medical microbiology for medical students and by updating residents and medical doctors in Mongolia.

E-mail: batbaatar@mnums.edu.mn

### **Nikoleta GUTVAJN**

PhD, senior research associate and director of the Institute for Educational Research, Belgrade, Serbia. Her fields of research are: identity, school underachievement, and qualitative methodology in educational research.

E-mail: gutvajnnikoleta@gmail.com

### **Ljeposava ILIJIĆ**

PhD, is a special education teacher, research fellow at the Institute of Criminological and Sociological research. Her fields of interest are a focus on criminological and penological issues, the problems of execution of the prison sentence, treatment and convicts, education and professional training of prisoners, and social reintegration of ex-offenders.

Email: lelalela\_bgd@yahoo.com

### **Tijana JOKIĆ ZORKIĆ**

psychologist, is a PhD student and a researcher at the Centre for Education Policy, Belgrade, Serbia. Her fields of research are inclusion and diversity in education, appropriation of education policy, qualitative methodology in educational research.

E-mail: tijana.zjokic@gmail.com

### **Sergey KOKHAN**

Candidate of Medical Sciences, Associate Professor, director of the Regional Center for Inclusive Education, Transbaikal State University, Chita, Russia. His

fields of research are: inclusive education, psychological and pedagogical support of students with disabilities, the development of socio-cultural capabilities and adaptive sports, modern aspects of medical and social rehabilitation.

E-mail: ispsmed@mail.ru

### **Isidora KORAC**

PhD in Pedagogy and PhD in Teaching Methodology. Professor in the scientific field: Pedagogical and Didactic group of subjects at Preschool Teacher Training and Business Informatics College of Applied Studies Sirmium, Sremska Mitrovica, Serbia. Her fields of research are: school and preschool teacher's professional development, class/school and preschool climate, and aesthetic education.

E-mail: oisidora@gmail.com

### **Marina KOVAČEVIĆ LEPOJEVIĆ**

PhD, is a special education teacher, research associate at the Institute for Educational Research, Belgrade, Serbia. She participates in research projects related to students' behavioral problems, positive youth development, socioemotional learning, school, and family climate.

Email: marina.lepojevic@gmail.com

### **Witold KOWALSKI**

Professor WSG: The University of Economics in Bydgoszcz. The fields of his research are: the introduction of health-saving technologies among the younger generation and student youth, especially recreational opportunities that contribute to human longevity.

E-mail: wiciukow@interia.pl

### **Jason LAKER**

PhD, is a professor of counselor education at San José State University, California, USA; and Affiliated Research Faculty with the Center for Research and Education on Gender and Sexuality at San Francisco State University. His fields of research are: international and comparative higher education studies, counseling, student psychosocial development and support programs, and gender studies.

E-mail: jlaker.sjsu@gmail.com

### **Emilija LAZAREVIĆ**

PhD, is a defectologist speech therapist and defectologist for Education and Rehabilitation Hearing Disability Persons, Principal Research Fellow, Institute for Educational Research, Belgrade, Serbia. Her fields of research are: speech-language development, speech-language disorders, early literacy development, reading and writing disorders, specific learning disabilities.

E-mail: elazarevic@ipi.ac.rs

### **Dušica MALINIĆ**

is a research associate at the Institute for Educational Research, Belgrade, Serbia. She has a PhD in education from the University of Belgrade. Her research focus is the causes of students' academic failure, teachers' pedagogical and methodical competence, and leadership in education.

E-mail: malinic.dusica@gmail.com

### **Marija MALJKOVIĆ**

PhD, is a special education teacher, Assistant professor at the University of Belgrade – Faculty of Special Education and Rehabilitation. Her interests are focused on the fields of special education and rehabilitation, treatment of juvenile delinquents, systemic family therapy, addiction, and behavioral disorders.

Email: mara.maljkovic@gmail.com

### **Milica MARUŠIĆ JABLANOVIĆ**

is a psychologist and doctor of andragogy, senior research associate employed at the Institute of Educational Research in Belgrade, Serbia. Her fields of research interest are teacher education and career development, personal values, scientific and environmental education and literacy.

E-mail millica13@yahoo.com, milica.m.jablanovic@gmail.com

### **Olga MIKHAILOVA**

PhD, Assistant Professor of the Department of Psychology and Pedagogy, Faculty of Philology, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia. Her fields of research are: personality development psychology, psychology of innovation, acmeology and adragogy.

E-mail: olga00241@yandex.ru; mikhaylova-ob@rudn.ru

### **Mihaylo MILOVANOVITCH**

is senior policy specialist for system change and lifelong learning with the European Training Foundation, Italy, and a pro-bono affiliate and education integrity expert for the Center for Applied Policy and Integrity, Bulgaria. His current work and publications focus on policy appropriation experiences in education, integrity of education policy and practice, and stakeholder-driven education policy improvement in countries of Eastern Europe, Central Asia and Northern Africa.

Email: mihaylo@policycenters.org

### **Snežana MIRKOV**

PhD, is a pedagogist, research associate at the Institute for Educational Research, Belgrade, Serbia. Her fields of interest are: different aspects of the learning process in academic settings (learning goals, learning strategies, self-regulation, epistemological beliefs), and their relations with the learning effects achieved in the teaching process.

E-mail: smirkov@ipi.ac.rs

### **Gordana MIŠČEVIĆ**

PhD, is a full professor in the field of social, environmental and scientific education (SESE) teaching methodology at the Teacher Education Faculty, University of Belgrade, Serbia. Her fields of research are: environmental education methodology, primary school teacher education (elementary science), preschool teacher education (elementary science), innovative models of work with children in the field of in elementary science, development of pupils' metacognition.

E-mail: gordana.miscevic@uf.bg.ac.rs

### **Kornelija MRNJAUS**

PhD, is associate professor at the University of Rijeka, Faculty of Humanities and Social Sciences, Department of Education, Rijeka, Croatia. Her fields of research are: vocational education and training, career counseling, values education, and intercultural education.

E-mail: kornelija.mrnjaus@uniri.hr

### **Andreas OIKONOMOU**

PhD, is a psychologist, associate professor of the Department of Education at the School of Pedagogical and Technological Education, Thessaloniki, Greece. His fields of research are: educational psychology, developmental psychology, teacher education, environmental education.

E-mail: aoikonomou@aspete.gr

### **Kristinka OVESNI**

PhD, is an andragogist, full-time professor at the Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Serbia. Her fields of research are: human resource development, theories of adult learning, professional development, adult education planning.

E-mail: kovesni@gmail.com; kovesni@f.bg.ac.rs

### **Jelena PAVLOVIĆ**

assistant professor at the Department of Psychology, Faculty of Philosophy, University of Belgrade. Research interests: learning and development in organizations, coaching psychology, qualitative research methods.

Email: jelena.pavlovic@f.bg.ac.rs

### **Branislava POPOVIĆ-ĆITIĆ**

PhD, is a special pedagogist, full professor at the University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia. Her fields of research are: prevention science, positive youth development and school-based prevention programs.

E-mail: popovb@eunet.rs

### **Vera RADOVIĆ**

PhD, is a pedagogist, associate professor at the Teacher Education Faculty, University of Belgrade, Serbia. Her fields of research are: general didactics, professional education, and development of teachers.

E-mail: vera.radovic@uf.bg.ac.rs



**Elena ROMANOVA**

PhD, Associate professor in the Department of Physical Education, Altai State University, Russian Federation. Her fields of research are: Motivation of young people to engage in physical culture and sports, physical culture and sports at university, inclusive education, modern aspects of medical and social rehabilitation.

E-mail: romanovaev.2007@mail.ru

**Mile SRBINOVSKI**

PhD, Associate Professor, Faculty of Technical Sciences, Mother Teresa University, Skopje, Republic of North Macedonia. His fields of research are: environmental education, education for sustainability, ecology, environmental protection, biology education.

E-mail: mile.srbinovski@unt.edu.mk

**Jelena STANIŠIĆ**

PhD, is a pedagogist, research associate at the Institute for Educational Research, Belgrade, Serbia. The fields of her research are: environmental education, science study, teaching methods, and learning strategies.

E-mail: jstanisic@ipi.ac.rs

**Jelena STEVANOVIĆ**

PhD, is a philologist, senior research associate in the Institute for Educational Research, Belgrade, Serbia. Her fields of research are: language culture/ language competence and functional literacy, Serbian language in primary and high school level, stylistics and orthography of Serbian language, critical literacy and theoretical and empirical research into textbooks.

E-mail: jelena.stevanovic.jelena@gmail.com

**Danijela ŠĆEPANOVIĆ**

PhD, is Education Policy Analyst and Education Technologist working on research and developmental projects in the area of digital education. She works at the Ministry of Education, Science and Technological Development in Serbia. She is an evaluation expert for the H2020 research program and member of the European Commission ET 2020 Working Groups

related to Digital Education development since 2014 - Digital and Online Learning (2013-2015), Digital Skills and Competences (2015-2017), Digital Education, Learning, Teaching and Assessment (2018-2020).

E-mail: danijela.scepanovic@mpn.gov.rs

### **Tina ŠTEMBERGER**

PhD, is a pedagogist, associate professor of Educational Research and a vice dean research at the University of Primorska, Faculty of Education, Koper, Slovenia. Her fields of research are educational research, alternative research methods, teacher competence, and inclusion.

E-mail: tina.stemberger@upr.si

### **Milja VUJAČIĆ**

PhD, is a pedagogist, senior research associate at the Institute for Educational Research. Her fields of research are: inclusive education, teacher professional development, cooperative learning, school effectiveness.

E-mail: mvujacic@ipi.ac.rs

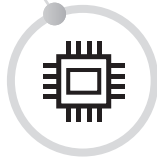
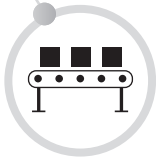
### **Janja ŽMAVC**

PhD, is a linguist, research associate, and the head of the Centre for discourse studies in education at the Educational Research Institute, Ljubljana, Slovenia. Her fields of research are: rhetoric, argumentation, classics, multilingualism, curriculum design, didactics, discourse in education.

E-mail: janja.zmavc@gmail.com

# AUTHORS' INDEX

---



## A

Abazi - 354, 357, 362  
Abbott - 375  
Abd-el-Khalick - 362  
Abel - 339  
Aczél - 77  
Adams - 142  
Agnew - 376  
Agyeman - 346  
Aizer - 375  
Ajzen - 339, 346  
Akerson - 38  
Aleahmad - 175  
Alexander - 375  
Alexandrova - 261  
Alkaff - 353  
Allen - 49  
Allman - 174  
Almeida - 65  
Almendarez - 27  
Ames - 297  
Ananiev - 319, 321, 325  
Anderson D.M. - 389  
Anderson J. - 236  
Anderson W.L. - 203  
Andryukhina - 259  
Antić - 36, 37, 48, 53  
Antonio - 176  
Arabatzis - 361  
Arba'at - 360  
Archer - 297  
Arnold - 135  
Arnon - 343  
Arthur - 396  
Ash - 119

Astratova - 259, 262  
Atman - 354  
Avalos - 63  
Avramović Z.- 95  
Avramović I.- 135  
Ax - 64  
Ayas - 38

## B

Baggaley - 238  
Bahar - 355, 373  
Bain - 201  
Bajaj - 299  
Bakken - 77  
Bales - 380  
Ball - 210  
Ballantyne - 343  
Banarjee - 277  
Bandura - 274, 287  
Banzragch - 238  
Banjari - 203  
Barcelona - 108  
Barke - 361  
Barman - 36  
Barnett - 54, 55  
Barnhart - 213  
Barraza - 353, 362  
Barron - 64, 65  
Barrows - 56  
Barthes - 74  
Bartlett - 210  
Bašić - 375  
Batrincea - 212, 222  
Baumann - 119  
Bazić - 10

- Beara - 142, 151  
Beavers - 174  
Beers - 131  
Beijaard - 64  
Belacchi - 119  
Belawati - 238  
Beletzan - 78  
Benelli - 119, 120, 122, 129, 135  
Benson - 396, 397, 398, 405, 406, 407,  
409, 410, 411, 413  
Beręsewicz - 213  
Berg - 352  
Bergdahl - 211, 212, 236, 237, 243  
Berger - 65  
Berglund - 396  
Berk - 380  
Berman - 131  
Bernadette - 143  
Betzer - 57  
Biesta - 75, 92  
Biggs - 296, 311  
Binder - 119  
Bishop A. - 119  
Bishop K. - 352  
Bizzell - 76  
Bjerk - 377  
Black - 65  
Blagdanić - 36, 48, 49, 53  
Blaikie - 361  
Blake - 346  
Blazar - 160  
Blieck - 361  
Blomberg - 380, 389  
Blommaert - 212  
Bloom - 131  
Blumenfeld - 56, 57, 62, 65, 297  
Blyth - 407, 409, 410, 411, 412  
Bodenhorn - 353  
Bodur - 173, 174, 175, 176, 177  
Boekaerts - 274  
Boeve - 361  
Bogan - 352  
Bogner - 343, 353  
Boisvert - 297  
Bolam - 141, 142  
Bond - 211, 237  
Bonsignore - 175  
Booth - 74  
Bordeleau - 297  
Borisov - 320, 323  
Borko - 64, 173, 174, 175, 176, 177  
Borkowski - 273, 274  
Bornstein - 131  
Borzzone - 131  
Bostrom - 361  
Bouffard - 297  
Bouillet - 386  
Boujaoude - 362  
Bowen - 54  
Box - 54  
Boyes - 38  
Bracken - 353  
Bracy - 377, 380  
Bradshaw - 387  
Braten - 310  
Braun A. - 210  
Braun V. - 145  
Bredl - 212  
Breit - 173  
Bridgstock - 289

- Brinkworth - 388  
 Bromley - 109  
 Brow - 260  
 Brown - 203, 327  
 Brownell - 119  
 Browning - 21, 23, 24, 25, 26, 27, 29  
 Bruce - 57  
 Buchanan - 57  
 Bukvić - 124, 406, 407, 411  
 Bulatović - 275  
 Bullis - 389  
 Bulunuz - 38  
 Burke - 76  
 Burns - 110  
 Bushina - 338  
 Bushway - 374, 375, 380  
 Buško - 275, 286, 288  
 Butenko - 338  
 Butler - 274  
 Butterworth - 95  
 Buttran - 142, 154
- C, Č**
- Caena - 196  
 Cafaro - 342  
 Cain - 119  
 Calvert - 299  
 Cancino - 121  
 Carlson - 119  
 Carmi - 343  
 Carpenter - 175, 177, 212  
 Carr - 352, 375  
 Casotti - 54  
 Castro - 38, 40, 47  
 Catalano - 375, 396
- Celinska - 377  
 Cestnik - 81  
 Chalikias - 361  
 Chan - 298, 299, 362  
 Chen - 174  
 Cheng - 56  
 Cherdakli - 253  
 Chia - 55, 66  
 Chin - 55, 66  
 Choy - 56  
 Christensen - 135  
 Chu - 353  
 Churchill - 173  
 Clark - 61  
 Clarke - 145, 387  
 Coates - 203  
 Cochran-Smith - 200  
 Code - 274  
 Cohen - 26  
 Consiglio - 213  
 Conzemius - 32  
 Copas - 175  
 Coppola - 352  
 Crouse - 297, 299  
 Culen - 353  
 Cunningham - 289, 352  
 Cutri - 174  
 Cvetek - 200, 201, 202  
 Czerniak - 65  
 Čekić-Marković - 390  
 Čolić - 122
- D, Đ, Dž**
- Dainville - 76  
 Danisch - 76

- Darling-Hammond - 63, 64, 65  
 Daudi - 352  
 Day - 25, 375  
 De Brabander - 297  
 Deci - 259  
 Dede - 173, 174, 176  
 De Houwer - 131  
 de Jong - 211  
 De Laet - 387  
 De La Paz - 57  
 De Lisi - 135  
 DeLisi - 377  
 Delserieys - 38  
 Denicolo - 159  
 Denny - 387  
 Dent - 274, 275, 276  
 De Temple - 121  
 Dewey - 29, 52  
 Dickson - 197  
 Dierkhising - 389  
 Dietz - 336, 339, 340  
 Dignath - 274  
 Dijkstra - 141, 142, 143  
 Dimitrijević - 97  
 Dimitriou - 344  
 Dimopoulos - 353  
 Dochy - 56  
 Dong - 212  
 Dowler - 274  
 Doyle - 375  
 Draganić-Gajić - 376  
 Dragičević - 97, 108, 109  
 Driscoll - 297  
 DuBois - 174, 175, 176, 177  
 Dubovicki - 203  
 Dubrovina - 259, 267  
 Duell - 297, 299  
 Dülmer - 339  
 Duncan - 278, 279  
 Dutcher - 342, 347  
 Dweck - 169, 287, 296, 297  
 Dziubani - 203  
 Dzobelova - 259  
 Đerić - 58, 59, 63, 64, 143, 151  
 Đermanov - 143  
 Đević - 64, 164  
 Đorđev - 107  
 Đorđević - 106  
 Đukić - 143  
 Džinović - 63, 64, 141, 160, 164
- ## E
- Easter - 298  
 Eccles - 259, 388  
 Edwards S.I. - 57  
 Edwards O.W. - 398  
 Efremov - 252  
 Elliot - 290  
 Elliott - 375, 377  
 Enger - 352  
 English - 64, 99, 122  
 Entwisle - 375  
 Entwistle - 295, 311  
 Erdogan - 352, 353, 354, 355, 356, 360,  
     361, 363, 373  
 Erickson - 174  
 Erylmaz - 40, 47
- ## F
- Fagan - 377

- Faherty - 237  
Farley - 387  
Farley Ripple - 142, 154  
Farrington - 375, 388  
Fauning - 132  
Feather - 336  
Fenning - 375  
Fernandez-Ramirez - 203  
Ferry - 76  
Fien - 343  
Filippatou - 57  
Finley - 342  
Fischer - 175, 176  
Fishbein - 339, 346  
Fishman - 69, 174, 175  
Fitzgerald - 336  
Fontanieu - 361  
Forde - 197  
Fors - 237  
Fox B. - 173  
Fox R.A. - 296  
Fragkiadaki - 38  
Fraser - 55  
Freelon - 222  
Friedman - 134  
Fullan - 67, 160  
Furlong - 387
- G**
- Gabler - 78  
Galichin - 321, 323  
Galyardt - 175  
Gao - 296  
Garb - 343, 353  
Garcia - 274, 275, 288  
Gariglietti - 299  
Garrison - 353  
Geier - 57  
Gelman - 95  
Gendenjamts - 238  
Georgopoulos - 344  
Geyer - 203  
Ghazali - 339  
Gijbels - 55, 56  
Gillis - 131  
Gini - 119  
Given - 142  
Glassett - 175  
Gojkov - 53  
Goldkind - 389  
Goldman - 353  
Goldstein - 168  
Golinkoff - 190  
Golley - 353  
Golub - 262  
Gonzales - 174  
Gonzalez - 121  
Gonzalez Cabanah - 296, 297  
Gorard - 110  
Gordeeva - 261, 262, 264, 265  
Gottfredson - 375, 377, 388, 389  
Gouveia - 78  
Govaris - 57  
Govekar Okoliš - 204  
Grant - 61, 160  
Green - 160  
Greenhalgh - 177  
Gregory - 259  
Greiml-Fuhrmann - 203  
Grey - 342



Grigorovitch - 38  
 Griller Clark - 389  
 Gromkova - 318, 325  
 Groot - 375  
 Gruber - 203  
 Grue - 77  
 Guagnano - 339  
 Gudmundsdottir - 211, 212  
 Gunstone - 48  
 Gunter - 387  
 Guskey - 160, 163

## H

Hadwin - 274  
 Hakes - 119  
 Halverson - 154  
 Hansen - 175  
 Hansson - 38  
 Hargadon - 175  
 Hargreaves - 61, 67  
 Harlan - 57  
 Harlen - 54, 55  
 Harlow - 380  
 Harris J.M. - 62  
 Harris P.R. - 361  
 Hart - 361  
 Hartman - 203  
 Harvey - 61, 63, 260  
 Hasani - 357, 360  
 Hathaway - 211, 212  
 Hattie - 311  
 Havel - 389  
 Hawkins - 375, 396  
 Hebib - 177  
 Heckhausen H. - 324  
 Heckhausen J. - 261, 323  
 Hee - 353  
 Henny - 31  
 Henriksen - 126, 134  
 Hernandez-Ramos - 57  
 Herriman - 119  
 Hershberger - 43  
 Herz - 389  
 Herzberg - 76  
 Hewitt - 377  
 Hill - 203  
 Hillman - 212  
 Hines - 354, 361, 362, 363  
 Hirsch - 389  
 Hirschfield - 377, 391  
 Hirschi - 323  
 Hirsh-Pasek - 190  
 Hjalmarsson - 375  
 Hodges - 211, 212, 237  
 Hofer - 297, 298  
 Hoff - 120  
 Hoffman - 143  
 Hofman - 141, 142  
 Hofstede - 338  
 Hogan - 160  
 Holmberg - 237  
 Holmes-Henderson - 77  
 Holzer - 362  
 Hord - 141, 142  
 Horsey - 375  
 Houle - 54  
 Howe - 143  
 Hoyle - 297  
 Hsu - 38, 353  
 Hu - 174

Huberman - 160, 163  
 Huddleston - 175  
 Huei-Min - 352  
 Hugenford - 343  
 Huizinga - 377  
 Hungerford - 353, 354, 361, 362, 363  
 Hunniger - 212  
 Hunt - 28  
 Hutter - 297, 299

## I

Idrizi - 357  
 Iermakov - 237  
 Igbokwe - 353  
 Ilić M. - 36  
 Ilić P. - 104  
 Ilić Z. - 375, 376  
 Ilyin - 322, 323, 325  
 Impedovo - 38  
 Inglehart - 338, 339, 345  
 Inhelder - 127  
 Ipek - 38  
 Ismaili - 354, 357, 358, 362  
 Ivanov - 237  
 Ivić - 53, 124  
 Ivković - 97

## J

Jack - 387  
 Jackson L.W. - 27, 28  
 Jackson M. - 202, 206  
 Jacobs - 173, 174, 175, 176, 177  
 Jagaiah - 131  
 Jahng - 176  
 Jakšić M. - 289

Jakšić I. - 298  
 Jamieson-Noel - 274  
 Jank - 84  
 Jansen - 274  
 Janjić - 97  
 Jass Ketelhut - 173  
 Javornik Krečič - 205  
 Jenkins - 119  
 Jenlink - 63  
 Jensen - 56, 212  
 Jenson - 387, 388  
 Jerotijević - 390  
 Jianping - 335  
 Joaguin - 325  
 Johansson - 382  
 John - 30, 37, 40, 43, 46, 138  
 Johnson - 174, 342  
 Johnston - 323  
 Jokić - 54, 55, 65, 308  
 Joksimović - 289  
 Jones - 134  
 Jonuzi - 357  
 Jošić - 143  
 Jovanović - 143, 390  
 Joyce - 161, 170

## K

Kaldahl - 76  
 Kaldi - 57  
 Kalof - 339  
 Kaltakci - 40, 47  
 Kame'enui - 119  
 Kampeza - 38  
 Kandil Ingeç - 37  
 Kanfer - 324

- Kanselaar - 297  
Karabenick - 274  
Karaçalli - 57  
Karimzadegan - 353  
Karlberg - 213  
Karyanto - 360, 361  
Kašić - 119, 131  
Kayalvizhi - 66  
Kearns - 131  
Keles - 353  
Kelly - 71, 176  
Kett - 380  
Khawaja - 362  
Khoshaba - 260  
Kilpatrick - 53  
Kim - 135  
Kimmons - 174, 212  
King - 32, 173, 203  
Kinnucan-Welsch - 63  
Kirby - 296  
Kiseleva - 262  
Kitsantas - 64, 290  
Kızılaslan - 356, 373  
Kjeldsen - 77  
Klafki - 84  
Knabb - 54  
Knaflič - 97  
Knoll - 52, 62  
Knutsson - 237  
Kock - 76  
Kocsis - 353  
Kodžopeljić - 122, 136  
Koehler - 177  
Koellner - 173, 174, 175, 176, 177  
Koenka - 274, 275, 276  
Kokhan - 237  
Kokotsaki - 65  
Kollmuss - 346  
Kolodner - 53  
Kolokoltsev - 237  
Konstantinović-Vilić - 377  
Kooij - 324  
Kopinina - 342  
Korać - 142, 143, 152, 153, 154, 155  
Korolkov - 254  
Korshunova - 259  
Kortenkamp - 361  
Korthagen - 160  
Korur - 57  
Kosanović - 142, 143, 155  
Kostić - 130  
Kostova - 353  
Kostović - 142, 143, 155  
Kovačević - 108, 112, 131  
Kövecses - 108  
Kraft - 160  
Kraig - 318, 320  
Krajcik - 56, 61, 63, 65  
Krajcik - 67  
Kranželić-Tavra - 375  
Kranjčec - 204  
Krasny - 174, 175, 177  
Kraynik - 237  
Krishnakumari - 361  
Kristal - 108, 111  
Krnjaja - 53, 143, 151, 152  
Kromrey - 352  
Kruger - 35, 40  
Krutka - 175, 177, 212  
Kub - 142

- Kubek - 375, 389, 391  
Kubitskey - 174  
Kudinov - 261, 323  
Kuhlemeier - 360, 361, 363  
Kumar - 277  
Kundačina - 362  
Kurland - 120, 121, 128, 129  
Kutu - 356  
Kuzmanović - 143, 286  
Kwan - 57  
Kyndt - 142  
Kyriakopoulos - 361
- L**
- Ladewski - 61  
Lagerweij - 360, 361, 363  
Lagutkina - 236  
Lai - 343  
Lajović - 160  
Lam - 56  
Lammers - 203  
Lang - 382  
Lantz-Andersson - 212  
Larina - 236  
Larouche - 297  
Larrabee - 36  
Lasen - 142  
Laurie - 203  
Lavrič - 200, 202  
Law - 298, 299  
Lawy - 75, 92  
Lay - 174, 176  
Lazarević - 116, 118, 119, 122, 134  
Lebedeva - 338  
Lečić-Toševski - 376  
Lee - 325, 353  
LeeKeenan - 142  
Leeming - 353  
Le Fevre - 63  
Leffert - 397, 399, 407, 410  
Le Hebel - 361  
Lehtonen - 213  
Leontiev - 260, 261, 262  
Levinson - 210  
Lewis - 55  
Li - 119  
Liang J.C. - 38  
Liang S.W. - 343  
Lim - 380  
Lin - 296  
Lindstrand - 38  
Lithoxidou - 344, 345  
Liu - 174, 175, 177  
Lochner - 375, 389  
Lockee - 211, 237  
Lodewijks - 297  
Loeber - 374  
Lonczak - 396  
Lončarić - 286  
Longobardi - 131  
Lopatina - 252  
Lorion - 413  
Losch - 160  
Louws - 174, 176, 177  
Loyens - 56, 57  
Lozanov-Crvenković - 173  
Lu - 260  
Lubovsky - 259, 267  
Lucangeli - 119  
Luloff - 342

Lundin - 212  
Ljung-Djarf - 38

## M

MacGregor - 203  
MacLachlan - 353  
Maddi - 260, 262, 263, 265, 266  
Magajna - 205  
Maguin - 374  
Maguire - 210  
Makki - 362  
Maksić - 106, 110  
Malinić - 63, 64, 386  
Mancl - 352  
Mancosu - 213  
Mann - 380  
Mannes - 397, 398, 409, 411  
Marcer - 143  
Marcinkowski - 353  
Marcinkowskim - 352  
Mardell - 142  
Marentič Požarnik - 200, 202, 205  
Marinellie - 122  
Marin Jerez - 261, 323  
Markova - 320, 325  
Marković - 98  
Martin - 32  
Marton - 295, 298, 311  
Marušić - 153  
Marušić Jablanović - 36, 48, 49, 342,  
343  
Marx - 62  
Maslova - 236  
Maslow - 324  
Mason - 110  
Mates - 325  
Matijević - 53, 57  
Matović - 144  
McBeth - 353  
McCall - 174  
McCloskey - 173  
McGhee-Bidlack - 126, 129  
McGinnis - 168  
McGregor - 134, 290  
McKeachie - 275, 278  
McLaughlin - 63  
Mc Mahon - 197  
McMahon - 141  
McManus - 296  
Meece - 297  
Mee Hee - 353  
Meiboudia - 353  
Meirink - 174  
Memeti - 357, 358, 360  
Menard - 377  
Menyuk - 119  
Menzies - 65  
Meredith - 142  
Mergendoller - 56  
Merrick - 396  
Messer - 37, 40, 43, 46  
Metioui - 35, 37, 40, 43, 47  
Meyer - 53, 84  
Meyers - 353  
Micić - 96  
Mikeseii - 325  
Mikhailova - 261, 321, 323  
Milin - 143, 151  
Milinković - 124  
Milkus - 238

Miller - 75, 76, 176, 352  
Milošević - 102, 113  
Minigan - 66  
Miočinović - 122, 127  
Mioduser - 57  
Mire - 31  
Mirkov - 275, 287, 295, 296, 297, 298,  
299, 300, 309, 311, 312  
Mirzaahmedov - 259  
Miščević - 48  
Mitchell - 48  
Moallem - 56  
Močnik - 76  
Mohd Zaid - 360  
Molle - 63  
Montpied - 361  
Mony - 353  
Moore - 211, 237, 361  
Moretti - 389  
Morgan - 380  
Morrone - 352  
Mortensen - 76  
Moskal - 203  
Moskovljević Popović - 120, 122  
Moust - 56  
Mrše - 390  
Muis - 298, 312  
Mujagić - 275, 286, 288  
Mukaržovski - 96  
Mumford - 398  
Murati-Sherifi - 357  
Muratović - 37  
Murphy - 76, 203  
Murray - 197, 198  
Mutum - 339

Myers - 54

## N

Nagy - 109, 119, 131, 323  
Najaka - 375  
Nastić-Stojanović - 375  
Negev - 343, 353, 360, 361, 363  
Nelson - 387  
Nesbit - 274  
Newman - 134  
Newmann - 343  
Ng - 287, 352  
Nguyen - 339  
Nikolić-Ristanović - 377  
Nippold - 121, 132  
Nissen - 126, 134  
Noonan - 174  
Norton - 342  
Nouri - 211, 212, 236, 237, 243  
Novak - 50, 63  
Ntanos - 361  
Nussbaum - 75

## O

Obadović - 173  
O'Brennan - 387  
O'Brien - 360, 361  
O'Connor - 361  
O'Donnell - 375  
O'Dwyer - 353  
Ogunbode - 361  
O'Keefe - 297  
Olinghouse - 131  
Olson - 121  
Olsson - 38

- Olympia - 387  
 Opačić - 114, 298, 300  
 Oparnica - 275, 286  
 Orion - 343  
 Osborne - 66  
 Oshkina - 237  
 Osin - 261, 262, 264, 265  
 O'sullivan - 237  
 Ovesni - 173, 175, 177
- P**
- Pabon - 377  
 Packer - 142, 343  
 Pahl - 361  
 Pais-Ribeiro - 411  
 Pajares - 289  
 Palmer - 353, 362  
 Panadero - 273, 274, 276, 289  
 Pantic - 353  
 Parakevopoulos - 353  
 Paris - 274  
 Park - 174, 175, 176, 177  
 Parker - 25, 175, 177  
 Paternoster - 374, 375, 380  
 Patrick - 289  
 Pavlin - 76  
 Pavlović J. - 159, 160, 161, 162, 163,  
 297, 299  
 Pavlović V. - 375  
 Pavlović Breneselović - 53, 141, 143, 152  
 Payne - 388  
 Pecore - 56, 62  
 Pe'er - 353  
 Peguero - 377, 380  
 Pejatović - 153  
 Pejović-Milovančević - 376  
 Peng - 274  
 Perels - 274  
 Perry - 274, 297  
 Persico - 260  
 Pešec Zadavec - 76  
 Pešikan - 36, 48, 53, 124  
 Peter - 396, 407  
 Petrovački - 97, 111  
 Petrović - 98, 143  
 Phan - 298, 299, 309  
 Philipsen - 175, 176, 177  
 Phillips - 274  
 Piatelli-Palmarini - 118  
 Piccolo - 342  
 Piirto - 382  
 Pijaže - 36, 127  
 Pine - 37, 40, 43, 46, 55  
 Pintrich - 274, 275, 276, 277, 278, 288,  
 289, 295  
 Piquero - 380  
 Pirc - 79  
 Plazinić - 300, 308  
 Plucker - 338  
 Poldrugač - 375, 387  
 Pollard R. - 54  
 Pollard J.A. - 396  
 Pollozhani - 358  
 Polshina - 325  
 Ponmozhi - 361  
 Ponte - 64  
 Pope - 159  
 Popović - 96  
 Popović-Čitić - 375, 406, 407, 411  
 Popović-Deušić - 376

- Postholm - 274  
 Powell - 173, 174, 176, 177  
 Pozo-Munoz - 203  
 Pratt - 119  
 Primack - 342  
 Prince - 213  
 Prtljaga - 52, 53, 54, 58, 60  
 Psacharopoulos - 27  
 Puckett - 30, 31  
 Pugachev - 237  
 Pulkkinen - 273, 274  
 Purdie - 311  
 Putnam - 64  
 Putnick - 131  
 Puustinen - 273, 274
- Q**  
 Quintilian - 77, 78, 83, 90
- R**  
 Radden - 108  
 Radić - 131  
 Radlović-Čubrilo - 173  
 Radović - 173, 175, 177  
 Radulović - 152, 155, 275  
 Ramli - 360, 361  
 Rasskazova - 260, 261, 262  
 Rasulić - 108  
 Raven - 352  
 Reboloso-Pacheco - 203  
 Redditt - 142  
 Reed - 375  
 Rees - 110  
 Regoli - 377  
 Reilly - 134  
 Reis - 213  
 Reyes-Garcia - 353  
 Rhodes - 297, 299  
 Richardson V. - 63  
 Richardson J.T.E. - 295, 298, 373  
 Rickinson - 343  
 Rieser-Danner - 54  
 Rihn - 296  
 Rikers - 56, 57  
 Ristanović - 58, 60  
 Roberts - 353  
 Robinson - 238  
 Robottom - 361  
 Roccas - 336  
 Rocco - 142  
 Rockcastle - 352  
 Rodriguez - 38, 40, 47  
 Roehlkepartain - 397, 407, 409, 410, 411, 412  
 Roglić - 375  
 Rolston - 342  
 Romanova - 237  
 Romashko - 322  
 Rosandić - 108  
 Rosenfeld - 61  
 Rosenthal - 288  
 Ross - 142  
 Rossi-Arnaud - 131  
 Roth - 352, 354  
 Rothstein - 66  
 Rovira - 353  
 Rud - 375  
 Ruggiero - 353  
 Ruiz-Mallen - 353  
 Rumberger - 380



- Rumble - 237  
 Rusljakova - 262  
 Russ - 174, 175, 177  
 Rutar - 204, 205  
 Rutten - 75, 76  
 Rutter - 361, 388  
 Ryabukhina - 320, 323  
 Ryan - 259, 289, 396  
 Rynsaardt - 160  
 Ryung - 353
- S**
- Sachs - 296, 298, 299  
 Sadovnikova - 259  
 Sagiv - 336  
 Sagy - 343, 353  
 Şahin - 38  
 Saigo - 352  
 Saizmaa - 238  
 Sakashita - 238  
 Salisbury - 110  
 Salzberg - 343, 353  
 Saljo - 295, 298, 311  
 Sanchez Abchi - 131  
 Sander - 203  
 Sans - 76  
 Santana - 66  
 Savanović - 308  
 Savery - 55  
 Savić - 111  
 Scales - 397, 398, 405, 406, 407, 409,  
 410, 411, 413  
 Schahn - 362  
 Schaie - 319  
 Schleicher - 95  
 Schley - 121  
 Schmidt - 56  
 Schmitz - 274  
 Schnase - 259  
 Schoenebeck - 175  
 Schommer - 297, 299, 300  
 Schommer-Aikins - 297, 298, 299  
 Schon - 159  
 Schugurensky - 174  
 Schultz - 336, 340, 341, 347, 361  
 Schulz - 261, 323  
 Schumann - 325, 327  
 Schunk - 274, 290  
 Schwartz - 336, 337, 338, 345  
 Scott - 109, 119, 363  
 Seegers - 297  
 Segedinac - 173  
 Segers - 56  
 Seifert - 297  
 Semenova - 259  
 Senechal - 120  
 Serra-Roldan - 398  
 Sesma - 407  
 Shaha - 175  
 Shek - 396  
 Shevyakova - 254  
 Shiang-Yao - 352  
 Shin-Cheng - 352  
 Shih-Wu - 352, 360, 361  
 Shillingford - 398  
 Shoreman-Ouimet - 342  
 Shores - 387  
 Short - 161  
 Showers - 161, 170  
 Shramko - 407, 410

- Shriberg - 121  
Shwom - 336  
Sicurella - 375  
Silberberg - 375  
Silva - 119, 131, 411  
Simić R. - 96, 104  
Simić N. - 153, 308  
Simmons - 352  
Simoncini - 142  
Sinclair - 389  
Skaalvik - 297  
Skordoulis - 361  
Sladoje Bošnjak - 300  
Smith C. -119  
Smith D. -275, 278  
Smith K. -199  
Smolleck - 43  
Snow - 120, 121, 128, 129  
Soares - 410  
Soćanin - 375  
Soetaert - 75, 76  
Sofroniou - 29  
Sokoloff - 413  
Soldatović - 143  
Somuncuogly - 297  
Sözbilir - 356, 373  
Spataro - 131  
Spiroska - 360  
Srbinovski - 353, 354, 355, 357, 358, 359, 360, 361, 362, 363  
Srećković-Stanković - 160  
Stables - 352  
Stahl - 109, 119  
Stančić - 111, 275  
Stanisstreet - 38  
Stanišić - 342, 343, 359, 361  
Stanković - 59, 63, 143, 151, 160, 163  
Stanojčić - 96  
Stanojević - 173, 175, 177  
Starkova - 325  
Starostina - 237  
Stein - 36  
Stepanova - 320, 321, 322, 325  
Stern - 339, 340  
Stevanović - 95, 96, 97, 102, 106, 107, 110, 112, 113, 119, 134  
Stevenson - 203  
Stoeger - 298  
Stojanović - 53  
Stojnov - 63, 160, 163  
Stoll - 141  
Stromso - 310  
Suarez Riveiro - 296  
Suhre - 274  
Sujo de Montes - 174  
Sun - 396  
Sutton - 210  
Sweeten - 374, 375, 380, 389  
Swennen - 197, 200  
Sychev - 261, 262, 264  
Symanyuk - 320, 323  
Syvertsen - 405, 409, 410, 411, 413  
Szechy - 353  
Szerenyi - 353  
Šefer - 58, 63, 64, 66, 119  
Ševa - 59  
Ševkušić - 143  
Šipka - 98  
Štefanc - 84

## T

Taccogna - 398  
 Tager-Flusberg - 119  
 Tal - 343, 353  
 Tamim - 61  
 Taneva - 236  
 Tanner - 343  
 Taraban - 54  
 Taşkın - 37  
 Taylor - 93, 135, 342  
 Tenjović - 106, 110  
 Teodorović - 59  
 Thomas J.W. - 56, 61, 62, 67  
 Thomas S. - 141  
 Tighe - 119, 120  
 Tindall-Biggins - 375  
 To - 119  
 Todd - 361  
 Tolchinsky - 131  
 Tomasello - 131  
 Tomera - 354, 361, 362, 363  
 Tomlinson - 288  
 Tondeur - 175, 176, 177  
 Torenbeek - 274  
 Torphy - 174, 176, 177  
 Tošović - 106  
 Treleaven - 212, 222  
 Tretyakova - 237  
 Trikaliti - 344  
 Trivić - 95  
 Trudel - 35, 37, 40, 43, 47  
 Trust - 211, 212, 237  
 Tsai - 38  
 Tulman - 380  
 Tunmer - 119

Turaga - 361  
 Türkmen - 37  
 Turner - 215  
 Tuul - 238  
 Twombly - 142

## U

Ültay - 37  
 Unruh - 389  
 Uşak - 355, 373  
 Usta - 37  
 Utkina - 259  
 Uyanga - 238  
 Uzelac - 386  
 Uzun - 353

## V

Valenčič Zuljan - 205  
 Valle Arias - 296  
 Van Berkel - 56  
 Van Den Bergh - 360, 361, 363  
 Van den Bossche - 56  
 Van Den Brink - 375  
 Van der Klink - 197  
 Van der Linden - 297  
 Van De Vijver - 338  
 Van Driel - 174  
 Van Dulmen - 407  
 Vangrieken - 142  
 Van Klaveren - 375  
 Van Petegem - 361  
 Van Putten - 297  
 Van Tulder - 161  
 Van Veen - 174  
 Varis - 212

- Varisli - 360  
Vasić - 97, 122, 124, 129, 130, 133  
Vath - 174  
Vavrus - 210  
Veenman - 161  
Vegetti - 213  
Vermunt - 297  
Vescio - 142  
Veselinov - 58, 60  
Veselinović - 390  
Vesić - 289  
Vezeau - 297  
Vigotski - 36, 109  
Villadsen - 76  
Vilotijević - 53, 101  
Vizek-Vidović - 289  
Vladisavljević - 130  
Voeten - 161  
Vogrinc - 205  
Volk - 343, 353  
Voss R. - 203  
Voss H. L. - 375  
Voyer - 110  
Vučetić - 286  
Vujačić - 59, 64, 289  
Vuković - 122, 135  
Vušurović - 390
- W**
- Waintrup - 389  
Walford - 362  
Wallace - 141  
Walsh-Daneshmandi - 353  
Wang B. - 175, 177  
Wang M.T. - 388  
Ward - 375  
Wardani - 360, 361  
Ward-Lonegran - 132  
Washington - 342  
Waterston - 295  
Watson - 121  
Wehlage - 343  
Wehren - 135  
Wei - 63  
Wei-Ta - 352  
Welsh - 388  
Weltzel - 339  
Welzel - 338, 339, 345  
Weston - 342  
Whalen - 211, 212  
Whitehouse - 173  
Wierstra - 297  
Wierzbicka - 108  
Wigfield - 259  
Wiggins - 65  
William - 65  
Willet - 177  
Williams - 360, 375  
Willits - 363  
Willott - 238  
Wilson - 375  
Winder - 296  
Winne - 274  
Winstead - 210  
Wolf - 55  
Wolfgang - 380  
Wolters - 274, 275, 288  
Wong - 296  
Wood - 259  
Woodhall - 27

Wrosch - 261, 323

Wubbels - 64

## X

Xenitidou - 344

## Y

Yablochnikov - 259

Yap - 339

Yaşar - 356

Yavetz - 353

Yildirim - 297

Yilmaz - 38

Yopp - 119

Yovanoff - 389

Yu - 275, 352

## Z

Zabukovec - 205

Zeer - 320, 323

Zener - 237

Zeng - 352

Zenki - 357

Zhu - 175, 176, 177

Zidar Gale - 79

Zimmerman - 273, 274, 290

Zlatic - 106

Zmeev - 323

Zmeyov - 318

Zobenica - 275, 286

Zsoka - 353

Zubrick - 135

## Ž

Žagar - 76, 79, 80

Žmavc - 76, 78, 79, 80

Žunić-Pavlović - 375

CIP - Каталогизација у публикацији  
Народна библиотека Србије, Београд

37.014.3(100)(082)

37.091.33(082)

37.018.43:077]:37.091.12(082)

37.015:159.953.5(082)

316.624(082)

**PROBLEMS and perspectives of contemporary education** / editors Nikoleta Gutvajn, Jelena Stanišić, Vera Radović. - Beograd : Institute for Educational Research : Faculty of Teacher Education ; Moscow : Faculty of Philology, Peoples' Friendship University of Russia, 2021 (Beograd : Kuća štampe plus). - 445 str. : graf. prikazi ; 30 cm. - (Series Pedagogical theory and practice ; 52)

Tiraž 300. - Str. 9-20: Foreword / Nikoleta Gutvajn, Jelena Stanišić, Vera Radović.  
- Authors' biographies: str. 417-426. - Napomene i bibliografske reference uz tekst.  
- Bibliografija uz svaki rad. - Registar.

ISBN 978-86-7447-157-9 (IPI;)

1. Gutvajn, Nikoleta, 1974- [приређивач, сакупљач] [аутор додатног текста]  
2. Stanišić, Jelena, 1981- [приређивач, сакупљач] [аутор додатног текста] 3.  
Radović, Vera Ž., 1972- [приређивач, сакупљач] [аутор додатног текста]  
а) Образовна политика -- У свету -- Зборници б) Настава -- Иновације -  
- Зборници в) Информациона технологија -- образовање на даљину -  
- Зборници г) Учење учења -- Зборници д) Дивијантно понашање -- Зборници

COBISS.SR-ID 46560777



## FROM REVIEWS

Main aim of the monograph titled *Problems and perspectives of contemporary education*, is to thorough explore, critically analyze and elaborate complex, dynamic, multilayers and reciprocal relationship between significant changes in educational social environment and readiness, of educational system to anticipate, recognize, understand and adequately respond to those challenges. All contributing authors enthusiastically embraced the notion that education presents an important and proactive agent of social changes and consequently accepted all challenges as an opportunity for improvement and development of both society and educational system.

**Professor Emeritus Djuradj Stakic**  
**Pennsylvania State University, USA**

The monograph is dedicated to looking into extremely significant and current concerns within educational policy and educational practice. The selected topic is viewed from the perspectives of contemporary theoretical approaches, but it is also empirically researched. A very large and relevant literature was used both for explaining the selected research subject and discussing the obtained results. A diverse, contemporary methodology was applied in researches, and the authors of works, starting from the existing results, analysed issues at a deeper level and illuminated some aspects that had not been studied thus far.

**Professor Marina Mikhailovna Mishina**  
**Russian State University for the Humanities, Russia**

The main topics covered by the monograph can be classified as traditional to some extent — related to approaches to learning, language culture etc., and modern — connected with the andragogical view, coaching in teacher training, also the problem of distance learning during the covid pandemic, and models for preventing problem behaviors...The main leitmotif that permeates the content of all presented articles is the topic of the development of key skills, attitudes, experience, creativity — by both subjects in the educational process, and it gives semantic integrity to the monograph.... In view of the new social realities, a reasonable emphasis is placed on the continuing education and development of the teachers themselves, dictated by the accelerated pace of social change.

**Professor Teodora Stoytcheva Stoeva**  
**University of Sofia „St. Kliment Ohridsky“, Bulgaria**

ISBN 978-86-7447-157-9

