



PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION

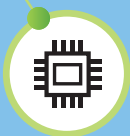


EDITORS

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

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 STOYTICHEVA 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).*

A MODEST AMBITIOUS PROPOSAL: ENVISIONING AN EDUCATION SYSTEM THAT WORKS FOR EVERYONE

Kornelija MRNJAUS

Faculty of Humanities and Social Sciences, University of Rijeka, Rijeka, Croatia

Jason LAKER

Department of Counselor Education, San José State University, San José, California, USA

Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence. The means used are not important; to alienate human beings from their own decision-making is to change them into objects. - Paulo Freire

INTRODUCTION

Throughout history, there have been countless changes—whether incremental, fundamental, gradual, or abrupt—in all areas of life, including politics, religion, social norms, migration, national borders, and law, among others. Few professions or institutions have endured the dynamism of human life while maintaining the same essential form and substance as much as education and the teaching profession have.

This is illustrated by Browning's (2020) entry within Britannica Encyclopaedia regarding education in the later Roman Empire:

The dominant fact is the extraordinary continuity of the methods of Roman education throughout such a long succession of centuries. Whatever the profound transformations in the Roman world politically, economically, and socially, the same educational institutions, the same pedagogical methods, the same curricula were perpetuated without great change for 1,000 years in Greek and six or seven centuries in Roman territory.

It is hard to know with certainty whether education was as actively discussed throughout history as it is at the beginning of 21st century. It has certainly maintained significant merit and attention in the minds and activities of prominent people such as philosophers, rulers, religious leaders, and policy makers, and over time. Nonetheless, education arguably could not have persisted—and arguably increased in value—without the interest and participation of the broader population as well.

Notwithstanding the constancy of institutions and practices, education has never been sought or provided in a singular form for all people. This is not to suggest there has been differentiation in service of diversity and inclusion. Rather, social class has been the primary determining factor in differential quality and access, with wealthy people receiving more customized and enhanced educational opportunities than fellow citizens in lower economic strata. Education has primarily operated in the service of the state and those who controlled its affairs. The agenda of education has always been rooted in social reproduction of dominant power structures, interested in compliance and control, transmitting values in accordance with dominant ideals of personhood, society, and the state. Disparities have always been a feature rather than a problem in education.

Hence, the logical question is whether it is possible for an institution like a school to empower people if the historical roots of its practices are based on discipline, self-discipline, regulation, supervision, examination, ranking, and setting norms of behavior and thought? These entrenched educational practices all aim to shape and control children and students, exerting power over how they act, are, and what they become in schools. There have also been countless critics and various movements animated by such questions and demands, and pilot reforms and new ventures to explore such prospects. However, these have been sporadic and, in any case, haven't achieved widespread implementation and institutionalization. So, perhaps a more focused question is whether and how that could happen. To many, the answer may either be “no,” or that it could happen only through aggression or even revolution—and they may possibly be correct. After all, dominance does not cede itself easily, nor does funding to operate schools for that matter.

Critical theorists are interested in examining questions about who or what may be served by particular configurations of power structures such as institutions and the state, as well as advocating for the needs, interests, and agendas of the subordinated. What happens if or when the seemingly oppositional interests of the

dominant and subordinate are aligned? Is this possible? If such a situation were to occur, is it sustainable? As critical theorists ourselves, we would understandably be suspicious of these questions and anyone raising them. Ironically, in this chapter we argue that the present period may actually be that elusive moment when reforming education to enable universal access, student-centered pedagogy, social-emotional support, and capacity-building for individual and collective agency serve everyone's interests. This proposition seems as romantic as it is provocative, but we intend neither. Rather, we will suggest that centering social justice in the design, implementation, and funding of education is both revolutionary and pragmatic; and also, sustainable.

HISTORICAL CONTEXT

There are many ongoing discussions and debates in every country regarding which topics should be included or excluded in standard curricula for each successive school level, including the optimal depth and breadth of coverage, ideal pedagogical method, and the formats and contexts that will achieve the greatest substantive and economic advantages for stakeholders. This is hardly a new phenomenon. Just as in the past, many theorists of education—along with leaders and other policy makers—proffer their respective thoughts on different approaches to education. Throughout the history of education there have always been debates, deliberations, and battles for dominance in shaping the educational agendas of the time. Various perspectives are or were deemed “progressive,” “traditional,” or “alternative,” with lesser or greater impact on shaping educational goals, policies, structures, and systems.

From the mid-17th century to the closing years of the 18th century social, economic and technological changes influenced the progress of education. One of the most significant results was the gradual acceptance of the view that education ought to be the responsibility of the state. Some countries, such as France and Germany, were inspired by a mixture of national aspiration and ideology to begin the establishment of public educational systems early in the 19th century to provide education for all the children of all the people. (Browning et al., 2020).

The new social and economic changes also called upon the schools, both public and private, to broaden their aims and curricula. Schools were expected not

only to promote literacy, mental discipline, and good moral character but also to help prepare children for citizenship, for jobs, and for individual development and success. Of course, the definitions of these were rooted in dominant perspectives and reinforced through hegemonic social conventions, with transgressors corrected by those in power. Although teaching methods remained oriented toward textbook memorizing and strict discipline, a more sympathetic attitude toward children began to appear. As the numbers of pupils grew rapidly, individual methods of “hearing recitations” by children began to give way to group methods. The monitorial system, also called the Lancastrian system, became popular because, in an effort to overcome the shortage of teachers during the quick expansion of education, it enabled one teacher to use older children to act as monitors in teaching specific lessons to younger children in groups. Similarly, the practice of dividing children into grades or classes according to their ages—a practice that began in 18th-century Germany—proliferated more broadly as school populations increased. (Browning et al., 2020).

The late 18th and 19th centuries represent a period of great activity in reformulating educational principles. During this period there was a surge of new ideas, some of which eventually diffused through schools and classrooms. These transformational ideas could be found in the works of some of the most significant thinkers and reformers of education such as J. H. Pestalozzi, F. Froebel, J. G. Fichte, W. von Humboldt and J. F. Herbart, the German philosopher and psychologist considered to be the most influential 19th-century thinker in the development of pedagogy as a science. The great changes in Europe in the 19th century included, among other things, the further consolidation of nation-states, the spread of modern technology and industrialization, and increasing secularization. These changes had consequences for the design of school systems. Vocational schools also appeared in greater numbers. The schools, however, had established a traditional classical curriculum that ignored the changing needs of life and fields of knowledge. (Browning et al., 2020).

The 20th century was characterized by significant events and shifts in social norms. That consequential era included International wars; Conflicts among social, racial, and ideological groups; increasing economic stratification; Explosive global population growth; Rapid and extensive advancements in industrial technologies; and Proliferation of mass media and communications tools. In turn, this facilitated

challenges to accepted values, changes in social relations, and an explosion of knowledge, all with profound effects on education.

PROGRESSIVE EDUCATION MOVEMENT

The three concerns that guided the development of 20th-century education were the child, science, and society. The foundations for this trilogy were laid by so-called progressive education movements supporting *child-centered education* (a school should be fitted to the needs of the child and not the child to the school), *scientific-realist education* (education should be adapted to individual children (Édouard Claparède) and be in accordance with the intellectual development of the children (Jean Piaget) but also the child's total development, particularly emotional and social growth) education should stimulate a child to think and to experience the joy of discovery (Alfred North Whitehead), and *social reconstruction* (focus is on a curriculum that highlights social reform as the aim of education). (Browning et al., 2020).

Yet, despite this progress, schools failed to keep pace with the tremendous social changes afoot. Dissatisfaction with existing schools led several educational reformers to put their ideas into practice by establishing *experimental schools* during the last decade of the 19th century and in the early 20th century. These include, among others, the University of Chicago Laboratory School; the Francis W. Parker School; the School of Organic Education at Fairhope; Maria Montessori schools; and Ovide Decroly schools. The common goal of all was to eliminate the school's traditional rigidity and to dismantle hard and fast subject-matter boundaries. (Browning et al., 2020).

The influence of *progressive education* advanced slowly during the first decades of the 20th century. For example, in the United States, a number of progressive schools were established, such as the Walden School and Helen Parkhurst's Dalton Plan in New York City; the Oak Lane Day School in Philadelphia; Carleton Washburne's Winnetka Plan in Illinois; and the Gary Plan in Indiana, USA. The notions expressed by progressive education influenced public school systems everywhere. Some of the movement's lasting effects were seen in activity programs, imaginative writing and reading classes, projects linked to the community, flexible classroom space, dramatics and informal activities, discovery

methods of learning, self-assessment systems, and programs for the development of citizenship and responsibility (Browning et al., 2020).

The *social reconstruction* movement, founded by Theodore Brameld, focused on developing and disseminating an educational curriculum characterized by inquiry, dialogue, and community-based learning to engage social questions and encourage action on such issues as poverty, inequality, and violence with the aim of generating societal improvements and democracy throughout the world (Cohen, 1999). Brameld framed the roles and relationships between technology and humanity in stark terms, as leading to "...either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion" (Cohen, 1999, para. 4). Critical theorists and social reconstructionists alike advocated educational curricula that engage social questions for the benefit of society and the advancement of democracy around the world. Another progressive educational philosopher, Paulo Freire, rooted in his own experiences of poverty, championed education and literacy, asserting that "the educational process is never neutral. People can be passive recipients of knowledge—whatever the content—or they can engage in a 'problem-posing' approach in which they become active participants. As part of this approach, it is essential that people link knowledge to action so that they actively work to change their societies at a local level and beyond...Key concepts associated with Freire include the contrast between "banking" education (in which facts are deposited into the minds of passive students) and problem-posing education; the notion of conscientization (which is much more than simply awareness-raising); and the idea of the "culture of silence", in which people are unable to reflect critically upon their world — they become fatalistic and dominated...A typical feature of Freire-type education is that people bring their own knowledge and experience into the process. Training is typically undertaken in small groups with lively interaction and can embrace not only the written word but art, music and other forms of expression" (Freire Institute, 2020).

Progressives viewed education as a primary instrument to foster inclusiveness, recognizing and providing equality for those suffering disadvantage because of sex, race, ethnic origin, age, or physical disability. This required revisions of textbooks, new consciousness about language, and changes in criteria for admission to higher levels. It led to more demanding definitions of equality involving, for example,

equality of outcome rather than solely equality of opportunity (Browning et al., 2020).

One of the most significant phenomena of the 20th century was the dramatic expansion and extension of public (i.e., government-sponsored) education systems around the world—the number of schools grew, as did the number of children attending them. The inclusion of all children and youth was part of a general integrative trend that accelerated following World War II. However, the difficulties of governing increasingly large, diverse, and demanding education systems along with a chronic lack of consensus rendered the system unable to respond satisfactorily to public criticism or to plan for substantive long-range development. Consequently, the focus of attention was placed on the transition stages—from home to school, from primary to secondary to upper secondary, from school to work—which had thus far been virtually ignored. Testing became more sophisticated, and credentials became more differentiated either by certificate or by transcript (Browning et al., 2020).

EMERGENCE OF HUMAN-CAPITAL THEORY AS EDUCATIONAL FRAMEWORK

Human Capital Theory (HCT) relies on the belief that “formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital” (Psacharopoulos & Woodhall, 1997, in Almendarez, 2011, para 2).

The thrust of our argument is that we may have arrived at a moment when there is a nexus between Human Capital and Progressive viewpoints with regard to the structure and content of education, illustrated by this passage from Jackson (2009) in her research report associated with a Public Policy Forum related to advancing educational access for girls and women:

No country can fully develop economically and socially if it fails to tap and fully utilize the talent of its citizens. The development and competitiveness of a village, state or nation depends on efficiently and effectively utilizing its resources. Human talent is a critical resource and women are half of that resource. Economic success depends on the development and effective utilization of the skills, education and productivity of all of its workforce. A growing body of work shows a correlation between gender equality and the level of development of countries. Studies show that reducing gender inequalities enhances productivity and economic growth (Jackson, 2009: 1-2).

Jackson (2009) further cites research demonstrating that directing funding toward women's education generates societal improvements such as: reducing teen pregnancy; lower infant, child and maternal mortality; greater labor force participation by women, and increased investment in children's education; enhancing quality of life for women and families; and economic growth. Surely Capitalists and Progressives alike would agree on the desirability of such outcomes, as they assuredly would bring about avoiding the economic and social costs associated with allowing gender gaps in educational access to continue. Just as such reports confirm the substantial returns on investment in education for girls and women, this is likewise true of such investments in the education of immigrants. For example, Hunt (2017) found that—in the United States—for each percentage increase in the proportion of the population of immigrants aged 11-64 relative to the proportion of the native domestic population aged between 11-17, the likelihood of the latter completing 12 years of schooling increases by .3% generally, and .4% for domestically-born black people. In short, improving access to, and completion of education for people historically marginalized and excluded yields substantial benefits for everyone, and for the economy.

Of course, if the people included in educational systems increase in diversity, so too must the structures, pedagogies, and supports embedded therein. Alternative teaching strategies have long been encouraged in theory, but basic curriculum uniformity effectively restricted the practice of new methods and by extension, the inclusion of more and different populations...and the benefits associated with their participation and educational success. General education was still mainly abstract, and subject matter—though internally more dynamic—still rested on

language, mathematics, and science. There was an increasing reliance on the construction of subject matter to guide the method of teaching. Teachers were entrusted with a greater variety of tasks but were less trusted with knowledge, leading political authorities to call for upgrading of teacher training, teacher in-service training, and regular assessment of teacher performance.

Sofroniou (2016) described the reform efforts of the time as: ... *focused on integrating general and vocational education and on encouraging lifelong or recurrent education to meet changing individual and social needs. Thus, not only did the number of students and institutions increase as a result of inclusion policies, but the scope of education also expanded. This tremendous growth, however, raised new questions about the proper functions of the school and the effectiveness for life, work, or intellectual advancement of current programs and means of instruction* (p. 309).

Overall, primary-school enrollments more than tripled in the second half of the 20th century, from slightly more than 200 million to some 670 million; secondary education increased more than ninefold, from more than 40 million to nearly 400 million; and tertiary education increased more than 12-fold, from about 7 million to nearly 90 million. Higher levels of enrollment are usually sustained, in part, because “credentialing”—the attainment of degrees or certificates of achievement—has become a social necessity. Employers tend to seek highly schooled individuals while depending on the education system to prepare and distinguish job candidates. In addition, enrollments have been known to gain momentum through the “queuing” effect; that is, when people line up to participate in something, others soon join the crowd in the belief that something of value will be obtained (Browning et al., 2020).

Education leads to no final end; it is something continuous, “a reconstruction of accumulated experience,” which must be directed toward social efficiency. Education is life, not merely a preparation for life (Dewey, in Browning et al., 2020).

THE FUTURE OF EDUCATION

Recalling that formal education came into being around the time of the first Industrial Revolution, and that early schools were less about improving children's minds than producing a punctual, obedient workforce for the new factories:

If you look at early images of the factory and early images of the school room, there's not a lot of difference. The children are in rows, they're facing front and they're looking unhappy (John Holm, SocioDesign, in Puckett, 2017).

Mass education was the ingenious machine constructed by industrialism to produce the kind of adults it needed ... to pre-adapt children for a new world — a world of repetitive indoor toil, smoke, noise, machines, crowded living conditions, collective discipline, a world in which time was to be regulated not by the cycle of the sun and moon, but by the factory whistle and the clock (Alvin Toffler "Future Shock"; according to Puckett, 2017).

In many respects, things have changed little. In today's classrooms and lecture theatres, students are still expected to sit in rows, listening to the teacher. This "industrial classroom" is no longer fit for purpose, argues educationalist Erica McWilliam: "Schooling as a preparation for the future continues to anticipate a social order that is on the wane." We need to reshape it for the 21st century (Puckett, 2017).

"How do you teach a digital native when they can just Google it?", asks Puckett (2017). With a world of readily searchable knowledge at our fingertips, students don't need to memorize facts any more. They need new skills such as to know how to interpret search results, critically assess the quality and veracity of information, and make ethical judgements about how to use it. In the future, work will be structured around projects, not processes. Education already started to implement that trend through "active" or "problem-based" learning that seeks to engage students' natural curiosity and creativity, rather than simply presenting them with information (Puckett, 2017).

Practice showed that mixing different ways of engaging with information as well as learning with others results in better learning outcomes. That calls for changes in traditional curriculum—instead of splitting learning into different subjects, *phenomenon-based learning* should be used, which emphasizes skills such as communication, creativity, and critical thinking, and better prepares students to apply their knowledge in the 21st-century workplace. Also, educational institutions should use *blended learning*, combining traditional teaching and online media (Puckett, 2017).

The role of teachers is also changing. They are working with the first generation of students that have grown up with the Internet and are the first to be educated by it. For both students and teachers, “this new learning journey is uncharted territory” (Puckett, 2017). To lead that process, teachers should, states Erica McWilliam (in Puckett, 2017), shift from being the “sage on the stage” to the “guide on the side” to the “meddler in the middle” that learns alongside students, challenging them to expand their horizons.

As technology is rapidly changing the world around us, many people worry that technology will replace human intelligence. Some educators worry that there will be no students to teach anymore in the near future as technology might take over a lot of tasks and abilities that we have been teaching our students for decades. The thing is: Education will never disappear. It will just take up different forms (Henny, 2016).

These perspectives resonate with those of 23 learning technology industry experts and educators consulted by Mire (2019), all associated with private sector or university enterprises involved in online degree, credential, and professional development certificate programs. They shared a vision for the future of education featuring individualized learning—both in content and timing—at their own pace and following lines of inquiry and skill development fitting their particular needs and interests, all without the traditional constraints of variable goals and mastery timelines of peers. Linear and lifeless didactic instructional methods and frameworks will be replaced with coaching, experiential learning, customization, and creativity as the norm.

The Fourth Industrial Revolution introduced digitalization and technology that is transforming our lives in ways that are both mundane and profound. Thriving—and in many cases—surviving requires adaptation within education to equip the current and future generations with instrumental and conceptual skills. This must be combined with pedagogical approaches by educators that foster dispositions

in students exemplified by curiosity, flexibility, and resilience, all necessary for meeting and living in a future that is unpredictable but certain to be complicated. It is critical to acknowledge that the world for which education was designed is long gone and not returning, so our collective enmeshment in the outdated model must be disbanded; and fears of uncertainty and ambiguity that have undermined innovation must be abandoned along with it.

CONCLUSION

The Pareto principle, also known as the 80/20 rule, holds that a small number of events or people (e.g. 20%) are responsible for most of the consequences (e.g. 80%). Conzemius (2010) argues for its application in education by identifying specific, measurable, achievable, relevant, and time-based goals (signified by the acronym, SMART), noting: "When my colleagues and I work with schools, we ask the educators to focus their SMART goals on just a few important student learning needs. These are known as the 'vital few' high-leverage areas where the largest gaps between vision and current reality exist. By focusing on only the vital few needs, greater gains can be achieved, not only in the goal area, but in all other parts of the system that are affected by the achievement of that goal...The trick is to isolate those that are truly the vital few. The answer is in the data" (p.32).

In the complex world we live in, it is difficult to create an image of the whole world, the whole society, all events... It is difficult to offer a model that will be the solution for everyone. It is impossible to create a one-size-fits-all education system in the form of a single, standardized approach to be imposed on all students, yet we see that attempted repeatedly. In addition to our argument that this is not as technically efficient or cost-effective as is purported, this approach to education is embedded with an implicit assumption that marginalization or exclusion are unavoidable, or even acceptable costs of doing the business of education.

By designing, implementing, and maintaining an educational system characterized by inclusive and progressive practices, any increased cost to foster such dynamism yields significant returns on the investment for the broader population and nation. Martin Luther King, Jr. is credited with observing: "The function of education... is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society.

The most dangerous criminal may be the man gifted with reason, but with no morals.” Inclusive education communicates to students that—just as knowledge matters—they also matter. What could be a more fundamental moral education lesson than that?

While we have argued that increased initial investment would yield exponential return, we do not accept as given that there would necessarily be added financial cost. As the Pereto principle suggests, it is conceivable to gather key data about students, the neuroscience and psychology of learning, and the variety of goals and aspirations of families, communities, and nations. In turn, these can be leveraged to develop core curricula that could be provided on a large scale, combined with focused content and pedagogical modules, to create a specialized educational experience while remaining economically and intellectually efficient. Much like chemical solutions, the rich concentration or softening diffusion of constituent elements could be customized within and for local situations and/or targeted populations, all without increasing costs or leaving anyone behind. Likewise, Teacher Education could provide emerging educational practitioners with the knowledge, skills, and dispositions to identify, constitute, and facilitate curricular formulae in the form of pedagogy, content, and experiences for students. Finally, this can be organized with gender-aware, multiculturally inclusive, and neuro-diverse accommodation methods to ensure that all students are welcome, learning, and successful.

The adage that education has the power to change society has been invoked by stakeholders from a wide variety of political and philosophical agendas for a very long time, as has the assertion that social change also has the power to change education. Progressive education, child-centered education, experimental schools, alternative schools... these are not new things in education, nor is the vision of education advanced by Human Capitalists. However, prioritizing access and support for all has been strongly contested. Are these really contradictory interests? As discussed earlier in this chapter, economists and justice activists may disagree on the motivations for investing in universal access, diverse teaching methods, and adaptive accommodations, but all these perspectives would be indulged by significant investments in teacher preparation and enhanced educational systems accessible to all. Those who insist on maintaining the old approach are not only undermining social justice, they are constraining the economic and social development of their respective countries. The time has come

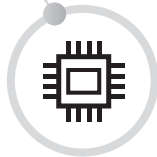
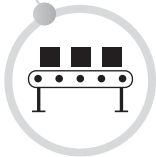
for a pragmatic approach to education that skips over navel gazing and debates in favor of scaled up and multifaceted educational systems that invite and support all students so they can pursue their respective aspirations while simultaneously serving as strategic enablers for their respective nations and regions to do the same. Pareto would be very proud of us for doing so.

Education is not the filling of a pail, but the lighting of a fire. - W.B. Yeats, Poet

REFERENCES

- 📁 Almendarez, L. (2011). *Human capital theory: Implications for educational development*. Retrieved November 26, 2020 from the World Wide Web <https://www.open.uwi.edu/sites/default/files/bnccde/belize/conference/papers2010/almendarez.html>
- 📁 Browning, R., et al. (2020). Education. In *Encyclopædia Britannica*. Retrieved November 8, 2020 from the World Wide Web <https://www.britannica.com/topic/education>
- 📁 Cohen, L. M. (2020). *Section III: Philosophical perspectives in education*. Retrieved November 26, 2020 from the World Wide Web <https://oregonstate.edu/instruct/ed416/PP3.html>
- 📁 Conzemius, A. (2010). A minimalist approach to reform. *School Administrator*, 67(1), 32–36.
- 📁 Freire Institute. (2020). *Paulo Freire*. Retrieved December 3, 2020 from the World Wide Web <https://www.freire.org/paulo-freire/>
- 📁 Henny, Ch. (2016). *9 Things that will shape the future of education: what learning will look like in 20 years?* Retrieved September 25, 2020 from the World Wide Web <https://elearningindustry.com/9-things-shape-future-of-education-learning-20-years>
- 📁 Hunt, J. (2017). The Impact of Immigration on the Educational Attainment of Natives. *Journal of Human Resources*, 52(4), 1060–1118.
- 📁 Jackson, L. W. (2009) *Educate the women and you change the world: investing in the education of women is the best investment in a country's growth and development*. *Forum on public policy*. Retrieved December 2, 2020 from the World Wide Web <http://forumonpublicpolicy.com/summer09/archivesummer09/jackson.pdf>
- 📁 Mire, S. (2019). *What is the future of education? 23 experts share their insights*. Retrieved September 25, 2020 from the World Wide Web <https://www.disruptordaily.com/what-is-the-future-of-education-11-experts-share-their-insights/>
- 📁 Psacharopoulos, G. & M. (1997). *Education for development: an analysis of investment choice*. New York: Oxford University Press.
- 📁 Puckett, K. (2017). *The future of education*. Retrieved September 25, 2020 from the World Wide Web <https://www.the-possible.com/future-of-education-digital-campus-learning-teaching/>
- 📁 Sofroniou, A. (2016). *Triangle of education training experience*. Morrisville, NC: Lulu Press.

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 ILIJIC

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 JOKIC ZORKIC

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.z.jokic@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.

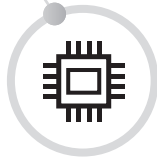
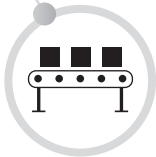
E-mail: mvujacic@ipi.ac.rs

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
 Batrinca - 212, 222
 Baumann - 119
 Bazić - 10

- Beara - 142, 151
 Beavers - 174
 Beers - 131
 Beijgaard - 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
 Blicck - 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
 Borzone - 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
 Dragićević - 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
 Hugensford - 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
Kopnina - 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

Zmееv - 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

