

*The 28th International Scientific Conference
“Educational Research and School Practice”*

**THE STATE
PROBLEMS
AND NEEDS
OF THE MODERN
EDUCATION
COMMUNITY**

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ

Dragana GUNDOGAN

Branislav RANĐELOVIĆ



Institut za
pedagoška
istraživanja



Российский университет
дружбы народов



ЗАВОД ЗА ВРЕДНОВАЊЕ КВАЛИТЕТА
ОБРАЗОВАЊА И ВАСПИТАЊА

Belgrade, 2022.

Institute for Educational Research, Belgrade, Serbia

28th International Scientific Conference
“Educational Research and School Practice”

The State, Problems, and Needs of the Modern Education Community

December 9th, 2022
Belgrade

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ
Dragana GUNDOGAN
Branislav RANĐELOVIĆ

PROGRAM BOARD

Chairwoman of the Program Board

Jelena Stevanović, PhD, Senior Research Associate, Institute for Educational Research, Belgrade, Serbia

Members

- **Mara Cotič, PhD, Full Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Olga Borisovna Mikhailova, PhD, Associate Professor**, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Sergey Ivanovič Kudinov, PhD, Full Professor**, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Branislav Randelović, PhD, Associate Professor**, Institute for Education Quality and Evaluation, Belgrade, Serbia
- **Daniel Churchill, PhD, Full Professor**, Faculty of Education, The University of Hong Kong, Hong Kong
- **Vilmos Vass, PhD, Full Professor**, Budapest Metropolitan University, Budapest, Hungary
- **Nataša Vlah, PhD, Full Professor**, Faculty of Teacher Education, University of Rijeka, Croatia
- **Milan Pol, PhD, Full Professor**, Faculty of Arts, Masaryk University, Brno, Czech Republic
- **Djuradj Stakić, PhD, Professor Emeritus**, Pennsylvania State University, Pennsylvania, USA
- **Snežana Marinković, PhD, Full Professor**, Faculty of Education in Užice, University of Kragujevac, Užice, Serbia
- **Ana Pešikan, PhD, Full Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia

- **Mile Srbinovski, PhD, Full Professor**, Institute for Environment and Health, South East European University, Tetovo, Republic of North Macedonia
- **Slobodanka Antić, PhD, Associate Professor**, Faculty of Special Education and Rehabilitation, University of Belgrade, Belgrade, Serbia
- **Tina Štemberger, PhD, Associate Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Elizabeta Karalić, PhD**, Institute for Education Quality and Evaluation, Belgrade, Serbia
- **Emilija Lazarević, PhD, Principal Research Fellow**, Institute for Educational Research, Belgrade, Serbia
- **Nikoleta Gutvajn, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Slavica Ševkušić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Milica Marušić Jablanović, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Dušica Malinić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Jelena Stanišić, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia

ORGANIZATIONAL BOARD

- **Dragana Gundogan, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Marija Ratković, MA, Research Trainee**, Institute for Educational Research, Belgrade, Serbia
- **Iva Medojević, MA, PhD student**, Teacher Education Faculty, University of Belgrade, Belgrade, Serbia

ORGANIZERS

The Institute for Educational Research (Belgrade, Serbia) in cooperation with the Faculty of Education, University of Primorska (Koper, Slovenia), the Peoples' Friendship University of Russia, RUDN University (Moscow, the Russian Federation), and the Institute for Education Quality and Evaluation (Belgrade, Serbia).

Note. This book was funded by the Ministry of Education, Science, and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2022-14/200018).

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

37.091::004(082)
37.018.43:004.738.5(082)
371.13(082)
37.091.33(082)

INTERNATIONAL Scientific Conference "Educational Research and School Practice" (28 ; 2022 ; Beograd)
The State, Problems, and Needs of the Modern Education Community : book of proceedings / 28th International Scientific Conference "Educational Research and School Practice", December 9th , 2022 Belgrade ; editors Jelena Stevanović, Dragana Gundogan, Branislav Randelović. - Belgrade : Institute for Educational Research, 2022 (Beograd: MC Most). - 255 str. ; 24 cm
Tiraž 50. - Napomene i bibliografske reference uz tekst. - Bibliografija uz svaki rad. - Registar.

ISBN 978-86-7447-161-6

- а) Информациона технологија -- Образовање -- Зборници
- б) Школство -- Реформа -- Зборници
- в) Наставници-- Стручно усавшавање -- Зборници
- г) Настава -- Иновације -- Зборници
- д) Образовна технологија --Зборници
- ђ) Учење на даљину -- Зборници

COBISS.SR-ID 84360457

CONTENT

PLENARY

Daniel Churchill

TRANSDISCIPLINARITY AND WHAT IT MEANS FOR EDUCATION 12

Tímea Mészáro and Vilmos Vass

THE LINKS BETWEEN A CHANGED VISION OF LEARNING
AND PROJECT-BASED TEACHING 20

Slobodanka Antić

LANGUAGE IN THE CLASSROOM: HOW TO SUPPORT
THE DEVELOPMENT OF FUNCTIONAL LITERACY 29

Slavica Ševkušić

PROFESSIONAL INTERESTS OF FINAL GRADE PRIMARY
SCHOOL STUDENTS IN SERBIA: A CASE STUDY 35

Jelena Stevanović

THE STATE MATRICULATION EXAM IN THE REPUBLIC OF SERBIA:
THE HIGH SCHOOL TEACHERS' PERSPECTIVE 45

MODERN APPROACHES TO LEARNING AND TEACHING

Dunja Anđić and Sanja Tatalović Vorkapić

HOW MUCH DO CHILDREN LOVE NATURE? VALIDATION
OF THE BIOPHILIA INTERVIEW AND A REVISED CONNECTEDNESS
TO NATURE INDEX AMONG PRESCHOOL CHILDREN..... 58

Vladeta Milin

STRUCTURING LESSONS OR STRUCTURING KNOWLEDGE
– WHAT DOES IT TELL US ABOUT THE TEACHING PRACTICE? 65

Sanela Hudovernik and Nastja Cotič

THE IMPLEMENTATION OF MATHEMATICAL ACTIVITIES
IN KINDERGARTEN 71

Dušica Malinić, Ivana Đerić and Slavica Maksić

“WE HAVE LOST THE COMPASS
OF WHAT EDUCATION SHOULD LOOK LIKE”:
STUDENT CONCERNS ABOUT SCHOOLING DURING
THE COVID-19 PANDEMIC..... 78

Marija Stojanović, Branislava Popović-Čitić,

Lidija Bukvić Branković, Marina Kovačević-Lepojević

COPING STRATEGIES OF PRIMARY SCHOOL TEACHERS
IN SERBIA DURING THE COVID-19 PANDEMIC 84

Marica Travar and Slađana Miljenović

REFORM OF THE FIRST TRIAD IN PRIMARY SCHOOLS
IN THE REPUBLIC OF SRPSKA FROM THE TEACHERS' PERSPECTIVE 91

Olivera J. Đokić and Neda D. Osmokrović

YOUNG PUPILS' INTUITIVE UNDERSTANDING
AND STRATEGIES OF AREA MEASUREMENT 96

Milica Marušić Jablanović, Jelena Stanišić and Slađana Savić

PREDICTORS OF PRO-ENVIRONMENTAL BEHAVIOR
– THE RESULTS OF A PILOT STUDY
ON ENVIRONMENTAL LITERACY 106

Dunja Anđić and Karin Terzić

TEACHERS' VIEWS ON THE METHOD OF PRACTICAL WORK
IN TEACHING THE SUBJECT OF NATURE AND SOCIETY
– THE STATE AND CHALLENGES OF THE PRACTICE..... 114

Li Ling-E and Wang Xiao-Jun

RUSSIAN LANGUAGE EXAM AND EDUCATION IN CHINA
– A COMPARISON WITH JAPANESE 121

Irina Tivyaeva and Diana Abdulmianova

DIGITAL POLITENESS IN DISTANCE AND BLENDED LEARNING:
A CASE OF INTERPRETER TRAINING 126

Emilija Lazarević, Jelena Stevanović and Luka Mijatović

EDUCATIONAL STANDARDS
OF ACHIEVEMENT IN LOWER PRIMARY EDUCATION:
CLASS TEACHERS' OPINIONS..... 131

Nataša Stanković Šošo

IMPROVING THE READING COMPETENCE OF ELEMENTARY SCHOOL
STUDENTS (ON THE EXAMPLE OF THE NOVEL
HAJDUCI BY BRANISLAV NUSIĆ) 139

THE PROFESSIONAL DEVELOPMENT AND COMPETENCIES OF EDUCATIONAL WORKERS

Olga B. Mikhailova

STRATEGIES FOR THE DEVELOPMENT OF A MODERN TEACHER:
LEADERSHIP AND INNOVATIVENESS 148

Jelena Stanišić, Dušica Malinić and Ivana Đerić

THE TEACHER AS THE INITIATOR OF CHANGE:
TURNING A BORING TOPIC INTO AN ENGAGING LESSON 153

Renata Čepić

CHALLENGES AND OPPORTUNITIES OF STRENGTHENING TEACHER
IDENTITY IN THE CONTEXT OF PROFESSIONAL DEVELOPMENT 161

Aleksandra Maksimović, Jelena Đurđević Nikolić and Filip Stašević

SCIENCE TEACHERS' PERCEPTIONS
ABOUT THEIR PEDAGOGICAL EDUCATION:
CASE STUDY OF THE FACULTY
OF SCIENCE UNIVERSITY OF KRAGUJEVAC 169

Isidora Korać

TWO DISCOURSES OF UNDERSTANDING HORIZONTAL LEARNING..... 176

Zorana Matićević

TEACHERS' ATTITUDES TOWARDS TITLE PROMOTION
AS AN INTEGRAL PART OF PROFESSIONAL DEVELOPMENT..... 181

Nina Sungurova and Yulija Akimkina

STUDENTS' ACADEMIC MOTIVATION
IN CONDITIONS OF BLENDED LEARNING 188

“WE HAVE LOST THE COMPASS OF WHAT EDUCATION SHOULD LOOK LIKE”: STUDENT CONCERNS ABOUT SCHOOLING DURING THE COVID-19 PANDEMIC¹⁵

Dušica Malinić¹⁶, Ivana Đerić and Slavica Maksić
Institute for Educational Research, Belgrade, Republic of Serbia

Introduction

Since the beginning of 2020, all members of contemporary education communities have faced various challenges caused by the coronavirus (SARS-CoV-2). For three academic years, education has been taking place in non-standard conditions including online classes and distance learning. From the beginning, decision-makers and practitioners have been aware of potential losses in the learning process and recommended examining the effects of changes in order to find better solutions (European Commission, 2020; United Nations, 2020). However, the duration of the pandemic has given rise to new challenges. In addition to overcoming the initial mistakes and losses, it has become necessary to develop new practices based on the knowledge obtained from current empirical research.

A review of literature revealed that the spread of COVID-19 had adverse effects on almost all areas of young people's lives. The young, expressed insecurity, fear, and concern regarding their educational and professional goals and reported feeling „stuck in the present” and not knowing how to direct their potentials or what they would do in the near future (Максич, Малинич & Джерич, 2022). The results of several recent studies showed that students spent less time studying than before, were less concentrated on schoolwork, were aware of a decline in their motivation to study, and

¹⁵ *Note.* This research was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2022-14/200018).

¹⁶ E-mail: malinic.dusica@gmail.com

felt overwhelmed by their teachers' demands (Jošić, Đerić & Ševa, 2021; Di Pietro *et al.*, 2020).

In the present study, we explored the beliefs of high school students about the conditions in which their education took place during the COVID-19 pandemic. Our participants were young people in mid-adolescence, a period in which the foundations of a person's identity are established and developed (Grbić & Maksić, 2020; Verhoeven, Poorthuis & Volman, 2019). This process involves perceiving, understanding, and establishing expectations from oneself and others, both in terms of one's current positioning and in terms of what would be pursued and what paths would be chosen to reach the desired goals (Hurt, 2016; Massey, Gebhardt & Garnefski, 2008).

The goal of our study was to map the key themes in adolescents' narratives about various aspects of schoolwork in pandemic conditions. Thus, we aimed to shed light on the challenges they face, which should be given more attention in further research work.

Data Collection and Processing

Second-grade students of a Belgrade high school (N=6; four boys and two girls; the average age = 16 years) participated in a qualitative focus-group survey. The authors held a two-hour discussion with the students, following a previously prepared guide in the form of a semi-structured group interview. The questions pertained to teaching, learning, and the participants' plans for further education and career. Parental consent was obtained to audio-record the group interview. The collected data were transcribed and processed by thematic analysis without a predetermined coding system. All three authors independently coded the recorded data, and the final sub-themes and themes were reached by consensus (Popadić, Pavlović & Žeželj, 2018).

Results and Discussion

Our analysis of adolescents' narratives about their schooling experiences during the pandemic yielded seven sub-themes of answers about different aspects of schoolwork,

the conditions in which education took place, and the effects of the novel way of schooling. These sub-themes were later grouped into three main themes (Table 1).

Table 1. *The Effects of the Pandemic on High School Students: Themes and Sub-Themes*

Education in the Age of the Pandemic	School Life During the Pandemic	Career Choices at Risk
Online Learning Difficulties	Immediate Effects on Students	Career Aspirations
Unsupportive Environment	Developmental Effects on Students	Insecurity, Fear, and Personal Responsibility Professional Orientation Assistance

The *Education in the Age of the Pandemic* theme consisted of two sub-themes. Within the *Online Learning Difficulties* sub-theme, students discussed various aspects of teaching affecting the overall teaching quality, such as poor organization (*Everything is completely chaotic in terms of organization, like one week we go and one week we don't go to school*). Furthermore, certain teachers lacked the necessary digital competencies or prepared teaching materials that were not suitable for distance learning, which severely limited their usefulness to students (*On-line teaching absolutely did not make any sense and will not make any sense, because the teachers are not ready for it, and we do not follow*). The *Unsupportive Environment* sub-theme contained student answers about the broader social context of education, the ambivalent attitude of society towards the maturity of young people and the neglected moral education. Students pointed out that the system “failed” to consistently implement the prescribed epidemiological measures, which caused them to feel disappointed (*There are 30 of us sitting in our class, and four people wear masks... why do you say it's the law and then you don't enforce it*).

The *School Life During the Pandemic* theme included short-term and long-term effects on students. Again, a complex picture was obtained. Our participants reported unfavorable influences on getting to know classmates and spending time with them and favorable influences stemming from the change in their daily routine and having more free time. Students' narratives indicated that the pandemic had mainly negative *immediate effects* on the students' schooling experience, their attitude towards school assignments, and especially on their motivation to study and the quality of the knowledge they acquired (*I don't consider hanging out on social networks to really be hanging out. It's*

more like just texting. I was never excessively lazy, but the more this pandemic goes on, I have less and less will to work). High school students identified greater independence in learning as one of the positive effects of the pandemic (*Probably we have become independent...we have learned to recognize for ourselves what we need in all this and what we don't*). *Developmental Effects on Students* related to socializing with schoolmates and developing interests. Students recognized that the pandemic had a negative impact on their social and peer relationships, because they generally built relationships on social networks rather than through direct communication (*We knew them all [classmates] by name, but we didn't know what they were really like. We didn't know any of their character traits and we hardly knew what they looked like*). On the other hand, students stated that they had more free time that they could use for developing personal interests and acquiring life and practical skills, which could be interpreted as a positive effect of education in pandemic conditions (*Perhaps we had more time to devote ourselves to some things we like, and we can do them at home*).

The last theme, *Career Choices at Risk*, consisted of sub-themes related to the issue of career development. The *Career Aspirations* sub-theme referred to young people's reflections on their further education as well as the need to test professional interests (*What I would also strongly suggest would be a possibility to have a trial period for some professions; To get a window into that world to see what it might look like and whether we really want to do this for a living*). In the next sub-theme, high school students expressed insecurity and fear of making a mistake in choosing a future profession, but also an awareness of personal *responsibility* in that process (*Why should someone at the age of 14 chart a path for herself to decide what she wants in life... it's just so scary to me honestly*). In the last sub-theme, the participants emphasized the need to receive support from experts through workshops, clubs, and organizations for professional orientation (*Career insight can be achieved by organizing, for example, workshops in schools*).

In sum, the feeling of isolation, difficulties in social and individual functioning, diminished motivation and engagement in learning, and the unpreparedness of teachers for online teaching all contributed to a negative schooling experience, students' negative feelings, and uncertainty regarding future educational opportunities, plans, and career choices. This is in line with the findings of previous research (Di Pietro *et al.*, 2020; Jošić, Đerić & Ševa, 2021; Максич, Малинич & Джерич, 2022). The contribution of our study lies in the accentuation of the positive effects of the pandemic on learning

independence, constructive use of free time, and interest development. This could be a topic of future research, as it is reasonable to assume that different incident events could interfere with the current standard face-to-face education in the time ahead.

A deeper analysis revealed links between the obtained topics and the developmental needs of adolescents recognized in research on the desired and expected personal development of young people before the COVID-19 pandemic (Grbić & Maksić, 2020; Hurt, 2016; Verhoeven, Poorthuis & Volman, 2019) as well as during the pandemic (Максич, Малинич и Джерич, 2022). Young people would immensely benefit from pedagogical, psychological, and broader social support, which would empower them to successfully overcome the difficulties they face, for which neither their teachers nor their parents have a solution. The encouragement of student autonomy would form a solid foundation for the provision of these forms of support.

Conclusion

Based on our examination of high school students' beliefs about the effects of the pandemic on their education, we identified three main themes related to personal, educational, and professional development in mid-adolescence. Adolescents were aware of the adverse effects of their school being closed and the lack of face-to-face classes. However, they also recognized certain benefits, including the opportunity for independent learning, developing interests outside of school, and taking responsibility for their own development. Considering the number of participants in this study, it is necessary to continue the survey and include new focus groups in order to verify and further elaborate the defined topics.

Keywords: high school, education, the COVID-19 pandemic, students, career choices.

References

- Grbić, S. & Maksić, S. (2020). Adolescent identity at school: Student self-positionings in narratives concerning their everyday school experiences. *Journal of Constructivist Psychology*, 33(3), 295–317. <https://doi.org/10.1080/10720537.2020.1816235>
- Hurt, C. S. (2016). How do aspirations matter? *Journal of Human Development and Capabilities*, 17(3), 324–341. <http://dx.doi.org/10.1080/19452829.2016.1199540>
- Di Pietro, G., Biagi, F., Costa P., Karpiński Z. & Mazza, J. (2020). *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets* (EUR 30275 EN). Luxembourg: Publications Office of the European Union. doi:10.2760/126686, JRC121071
- European Commission (2020). *Educational inequalities in Europe and physical school closures during Covid-19*. Fairness policy brief series: 04/2020. Retrieved from https://ec.europa.eu/jrc/sites/jrcsh/files/fairness_pb2020_wave04_covid_education_jrc_i1_19jun2020.pdf
- Jošić, S., Đerić, I. & Ševa, N. (2021). Learning dynamics during COVID-19 pandemic: High-school students in Serbia. *Book of Abstract* (pp. 66), XXVII Scientific Conference Empirical Studies in Psychology, 13 – 16th May 2021. Faculty of Philosophy, University of Belgrade. Belgrade: Institute of Psychology Laboratory for Experimental Psychology Faculty of Philosophy, University of Belgrade.
- Максич, С. Б. Малинич, Д. М. и Джерич, Д. (2022). Как пандемия повлияла на молодежь. Международной научно-практической Конференции *Самореализация личности в эпоху цифровизации: глобальные вызовы и возможности* (С. 324–329). Москва: Оссийский Университет Дружбы Народов Российский Государственный Университет Физической Культуры, Спорта, Молодежи и Туризма; Институт Педагогических Исследований (Сербия).
- Massey, E. K., Gebhardt, W. A. & Garnefski, N. (2008). Adolescent goal content and pursuit: A review of the literature from the past 16 years. *Developmental Review*, 28(4), 421–460. <https://doi.org/10.1016/j.dr.2008.03.002>
- Popadić, D., Pavlović, Z. & Žeželj, I. (2018). *Alatke istraživača: Metodi i tehnike istraživanja u društvenim naukama*. Beograd: Clio.
- United Nations (2020). *Education during COVID-19 and beyond*. Retrieved from https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf
- Verhoeven, M., Poorthuis, A. M. G. & Volman, M. (2019). The role of school in adolescents' identity development. A literature review. *Education Psychology Review*, 31, 35–63. <http://doi:10.1007/s10648-018-9457-3>

COPING STRATEGIES OF PRIMARY SCHOOL TEACHERS IN SERBIA DURING THE COVID-19 PANDEMIC¹⁷

Marija Stojanović¹⁸

Institute for Educational Research, Belgrade, Republic of Serbia

Branislava Popović-Čitić

University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Republic of Serbia

Lidija Bukvić Branković

University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Republic of Serbia

Marina Kovačević-Lepojević

Institute for Educational Research, Belgrade, Republic of Serbia

Introduction

In a relevant study (Johnson *et al.*, 2005), out of 26 different professions, six occupations emerged as the most stressful (ambulance workers, teachers, social service workers, customer service representatives – call center operators, prison officers, and police officers), and teaching has a prominent place among them. With the COVID-19 pandemic, the sources of teacher stress have become significantly more numerous. To cope with stress, people use different strategies. Coping is an action directed at the resolution or mitigation of a problematic situation (Ray, Lindop & Gibson 1982). The literature generally distinguishes between coping strategies, aimed

¹⁷ *Note.* This research was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2022-14/200018).

¹⁸ E-mail: marija.stojanovic.ipi@rcub.bg.ac.rs

REVIEWERS

- **Milica Marušić Jablanović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Emilija Lazarević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Dušica Malinić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Jelena Stanišić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Ivana Đerić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Emina Kopas-Vukašinović**, Faculty of Education, University of Kragujevac (Jagodina, Serbia)
- **Milja Vujačić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Rajka Đević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Slavica Ševkušić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Blanka Bogunović**, Faculty of Music, University of Arts in Belgrade (Belgrade, Serbia)
- **Smiljana Jošić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Snežana Mirkov**, PhD, The Institute for Educational Research (Belgrade, Serbia)

- **Nada Ševa**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Dragana Gundogan**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Mladen Radulović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Vladimir Džinović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Marina Kovačević Lepojević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Milan Stančić**, Faculty of Philosophy, University of Belgrade, Department of Pedagogy and Andragogy (Belgrade, Serbia)
- Prof. **Mile Srbinovski**, Mother Teresa University, Faculty of Technical Sciences (Skopje, North Macedonia)
- Prof. **Andreas Oikonomou**, School of Pedagogical and Technological Education (Thessaloniki, Greece)
- Prof. **Milan Pol**, Faculty of Arts, Masaryk University (Brno, Czech Republic)
- Prof. **Tina Štemberger**, Faculty of Education, University of Primorska (Koper, Slovenia)
- Prof. **Luka Mijatović**, Faculty of Special Education and Rehabilitation, University of Belgrade (Belgrade, Serbia)

BOOK OF PROCEEDINGS

28th International Scientific Conference
“Educational Research and School Practice”

**THE STATE, PROBLEMS, AND NEEDS
OF THE MODERN EDUCATION COMMUNITY**

Publisher

Institute for Educational Research

For the publisher

Nikoleta Gutvajn

Editors

Jelena Stevanović
Dragana Gundogan
Branislav Randelović

Proofreader

Aleksandra Ilić

Copy Editor

Ivana Đerić

Print run

50

Cover design

Branko Cvetić

Graphic processing

Branko Cvetić

Printed by

Kuća štampe plus

<https://www.ipisr.org.rs/images/naucni-skupovi/book-of-proceedings.pdf>

ISBN 978-86-7447-161-6



ISBN 978-86-7447-161-6