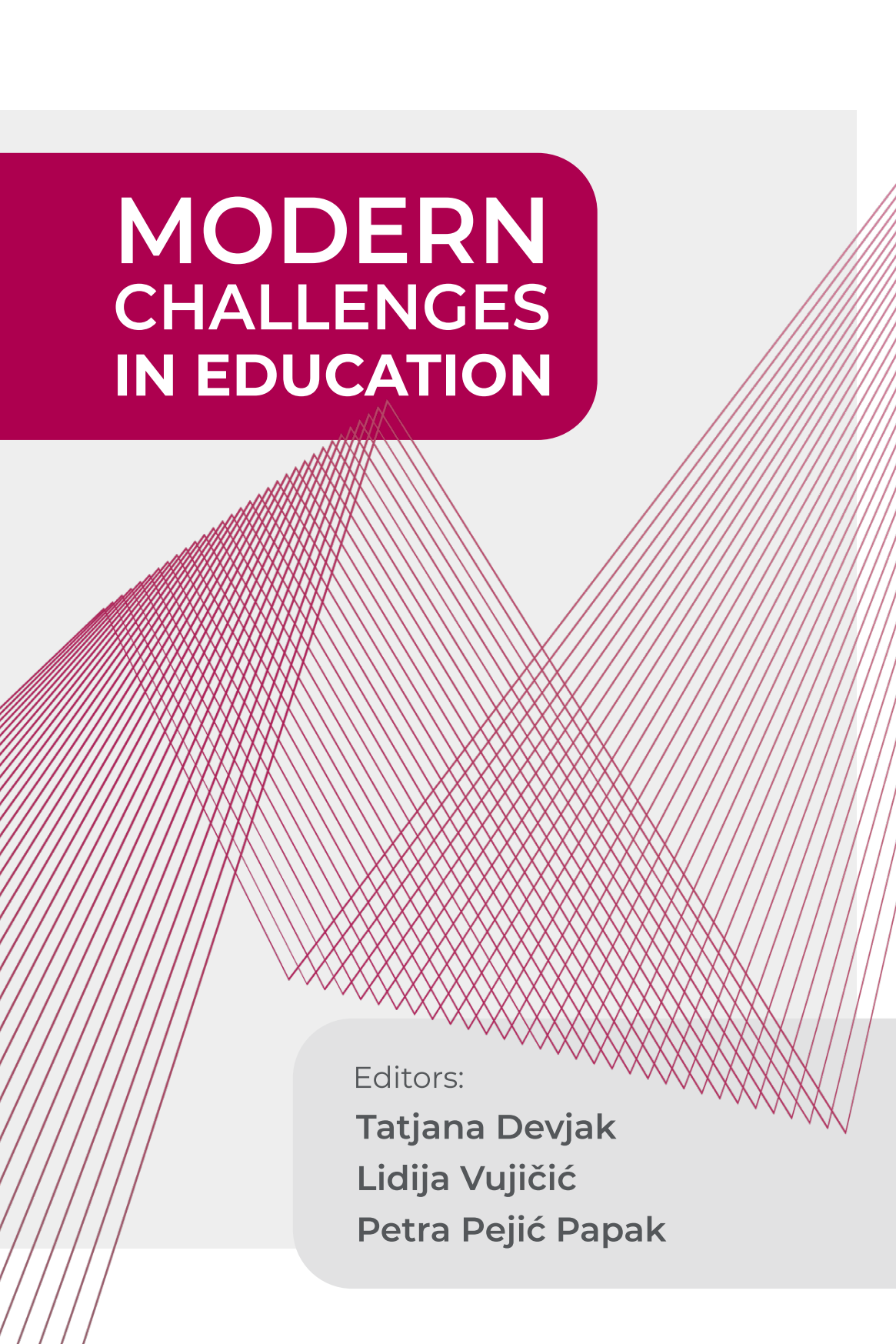


# MODERN CHALLENGES IN EDUCATION



Editors:

**Tatjana Devjak**

**Lidija Vujičić**

**Petra Pejić Papak**



Centre for Childhood Research



University of Ljubljana  
Faculty of Education

---

# Modern Challenges in Education

---

*Editors*

**Tatjana Devjak**

**Lidija Vujičić**

**Petra Pejić Papak**

Rijeka, 2023

## **Modern Challenges in Education**

*Edited by* dr. Tatjana Devjak, dr. Lidija Vujičić,  
dr. Petra Pejić Papak

*Reviewed by* dr. Jurka Lepičnik Vodopivec, Faculty of  
Education, University of Primorska  
dr. Grozdanka Gojkov, Faculty of Arts,  
University of Novi Sad

*Published by* Centre for Childhood Research, Faculty of  
Teacher Education, University of Rijeka, Croatia  
and  
Faculty of Education, University of Ljubljana,  
Slovenia

*Cover design* Anita Vranjić Boneta  
*DTP* Igor Cerar

*Available at (URL)* <http://zalozba.pef.uni-lj.si>

Publication is free.

1<sup>st</sup> electronic edition  
Rijeka, april 2023

© Authors, april 2023

---

CIP zapis dostupan u računalnom katalogu Sveučilišne knjižnice Rijeka  
pod brojem 150519031.

ISBN 978-953-7917-64-7

---

## CONTENTS

|   |            |
|---|------------|
| <b>Introduction</b>   | <b>5</b>   |
| <i>Sanja Berčnik, Laura Rožman Krivec and Tatjana Devjak</i><br><b>Professional Development and the Work of Education<br/>Professionals During The Covid-19 Pandemic</b>  | <b>9</b>   |
| <i>Željko Boneta, Petra Ljubičić and Vivien Skladany</i><br><b>Professional Socialisation and Students' Perception of the<br/>Status of the Preschool Teaching Occupation</b>   | <b>29</b>  |
| <i>Akvilina Čamber Tambolaš and Lidija Vujičić</i><br><b>Preschool Teachers' Educational Paradigm and the Structural<br/>Dimensions of Culture in Institutions of Early and Preschool<br/>Education: The Experience of Slovenia</b> | <b>55</b>  |
| <i>Špela Mlakar, Romina Plešec Gasparič and Milena Valenčič Zuljan</i><br><b>Challenges of Cooperation between Parents and Special and<br/>Rehabilitation Teachers during Remote Schooling</b>                                      | <b>91</b>  |
| <i>Petra Pejić Papak, Tena Pejčić, Tatjana Mrakovčić and<br/>Jasna Vukonić Žunič</i><br><b>Full-day Educational Work: Organisation of<br/>Student-oriented Activities</b>   | <b>123</b> |
| <i>Tomaž Petek</i><br><b>Teaching Performances of Students – Preparing for<br/>Quality Classroom Teaching</b>   | <b>149</b> |
| <i>Romina Plešec Gasparič, Petra Pejić Papak and Milena Valenčič Zuljan</i><br><b>Teachers' Perceptions of Flipped Learning and Teaching:<br/>Planning, Implementation and Evaluation</b>   | <b>185</b> |
| <i>Vesna Podgornik and Janez Vogrinc</i><br><b>A Research-Based Curriculum for Masters Students in<br/>Preschool Education</b>  | <b>217</b> |
| <i>Simona Prosen and Helena Smrtnik Vitulić</i><br><b>Emotions and Mental Health in Primary School Teachers:<br/>What Do They Tell Us About Teachers' Work?</b>   | <b>235</b> |

*Lidija Vujičić, Martina Jularić, Daniela Car Mohač and Vilko Petrić*

**The Institutional Context of Early Childhood Education and  
Integrated Learning: Research, Tracking, Evaluation** 267

**About the authors** 287

## INTRODUCTION

The globalization processes in society promote the globalization of education and affect the speed of changes in education. It is important to develop a system that directly and indirectly enables the acquisition of new knowledge and skills, but at the same time develops educational and socializing values in pupils and students. The challenges of modern education are reflected in the competent planning, organization, management and evaluation of the process, as well as in the systematic development of teaching methods and strategies that promote active learning of subjects in the process. This requires professional and societal consensus, networking, and international collaboration. The monograph entitled „Modern Challenges in Education,“ produced in collaboration between the Centre for Childhood Research, Faculty of Teacher Education University of Rijeka, Croatia, and the Faculty of Education University of Ljubljana, Slovenia, presents issues in the modern educational context that the authors have addressed at the college institutional level, but also in connection with educators and teachers from practice.

Sanja Berčnik, Laura Rožman Krivec and Tatjana Devjak in the paper titled *Professional development and work of education professionals during the pandemic COVID-19* focus on the needs of modern teachers, especially during the pandemic COVID-19. The pandemic forced schools to shift from face-to-face learning to distance learning, highlighting the need for new knowledge and skills that education professionals can acquire through lifelong learning and continuous education and training. In the contribution, they determine what knowledge and skills did professionals in education gain during their studies and which are necessary for successful professional work during the pandemic.

Željko Boneta, Petra Ljubičić and Vivien Skladany, in their paper titled *Professional Socialization and Students' Perception of the Status of the Pre-school Teaching Profession*, present the results of a field study showing that initial enthusiasm was maintained among students for whom this study was the primary option and increased among those for whom it was a secondary option, which is an indicator of successful professional socialization during the study. The idealized image of the profession is a more important motive for taking up the study than the working and market conditions of the educator profession. They emphasize that sociological

analyzes recognize the dual consequences that changes in late modernity have on the status of certain professions.

A contribution by Akvilina Čamber Tambolaš and Lidija Vujičić titled *Preschool Teachers' Educational Paradigm and Structural Dimensions of Culture in Institutions of Early and Preschool Education: The Experience of Slovenia Teachers* focuses on the importance of kindergarten culture, which is constantly created and shaped by the interaction of all participants in the educational process and is reflected in the overall atmosphere of the institution. The authors present the results of the analysis of the educational paradigm of Slovenian preschool teachers and the way of shaping the structural dimensions of culture, especially the spatial-material context, in the institutions of early and preschool education in Slovenia.

Paper titled *Challenges of cooperation between parents and special education teachers during remote schooling* by authors Sabina Mlakar, Romina Plešec Gasparič and Milena Valenčič Zuljan shows that quality cooperation between school and home has a positive impact on the child and its development, especially when talking about the cooperation between school and parents of children with special needs. School closures during pandemic COVID-19 showed an even greater importance of cooperation, therefore, the authors determined how often cooperation was during the pandemic, how they experienced cooperation and what challenges they encountered.

Petra Pejić Papak, Tena Pejić, Jasna Vukonič Žunić and Tatjana Banderica Mrakovčić, in their paper entitled *Full-day educational work: Organization of student-oriented activities*, show the importance of full-day educational work organized as an eight-hour stay of students in school, where the process of integrated teaching and learning complements the quality of organized free time of students. The article presents an example of good practice in the implementation of full-day educational work with student-oriented teaching activities in an elementary school and the opinions of class teachers on the opportunities offered by full-day educational work in the planning and implementation of student-oriented activities. Satisfaction with the organization and features of full-day educational work was also expressed by the parents of the participating students.

Tomaž Petek in his paper titled *Teaching Performances of Students – Preparing for Quality Classroom Teaching* emphasizes the importance of a

teacher as a role model for the students in addition to being a coordinator, a facilitator, an organiser and the creator of a good learning environment. Author presents how the Faculty of Education in Ljubljana prepares teachers for their profession with special emphasis on acquiring appropriate professional and didactic skills, being proficient in classroom management and supremely confident in public speaking. In the empirical part he shows how well the student teachers in 3rd year meet the criteria (professional relevance; didactics; leadership; speaking performance) on their path to successful teaching performance.

A joint contribution by Romina Plešec Gasparič, Petra Pejić Papak and Milena Valenčič Zuljan titled *Teachers' Perceptions of Flipped Learning and Teaching: Planning, Implementation and Evaluation* deals with the definition and the meaning of didactical innovation of instruction, with the special focus on flipped learning and teaching. They explain, that didactical innovations are necessary in modern school because of different, diverse and increasingly »demanding« students and more demanding educational aims. Flipped learning is presented as an innovation that can greatly contribute to facilitating students cognitive activity, cooperative learning, innovativeness, openness, metacognition and their independence. The qualitative study focuses on teachers' experiences with the planning, implementation and evaluation of flipped learning.

Vesna Podgornik and Janez Vogrinc in the paper titled *A research-based curriculum for masters' student in preschool education* present approaches that can be used to develop research-based curriculum, as the research on pedagogical practice is becoming increasingly important factor in ensuring quality of educational institution. They emphasize, that the teacher research literacy starts developing from the stage of pre-service training, that is why it is important to deliver the pre-service education program in which education is based on the outcomes of relevant academic research and to engage students in research process, both through general courses and in research methods courses. The research focuses on the development of research literacy among masters' students of preschool education.

Simona Prosen and Helena Smrtnik Vitulič in their paper titled *Emotions and mental health in primary school teachers: What do they tell us about teachers' work?* show the importance of teachers' ability to manage their own emotional world and mental health. They focus on pleasant emotions such as joy, pride, love and unpleasant ones like anger, fatigue,

hopelessness and show, that regarding teachers emotions it is important to consider the recommendation 3:1 in favour of pleasant emotions. The research focused on analysing emotions experienced by Slovenian teachers in the primary school context, their mental health and the connections between them.

Paper entitled *The Institutional Context of Early Childhood Education and Integrated Learning: Research, Tracking, Evaluation* by authors Lidija Vujičić, Martina Jularić, Daniela Car Mohač and Vilko Petrić shows that the fact that a child learns integrally, integrated in various physical and social relationships promotes research and determination of the starting point for integrated learning in an institutional context. The aim of the qualitative research was to determine the starting points of integrated learning in educational work with children of early childhood and pre-school age and to propose possible ways to observe and evaluate them in daily work with children. Based on content analysis and detailed analysis of video recordings of the educational process, postulates for monitoring and evaluating integrated learning are formulated.

The papers presented provide an overview of theoretical starting points and implications for practice, innovative approaches to education, and critical discussions worthy of consideration in the context of ongoing reflection and questioning of the scope of modern approaches to education. We thank all authors, colleagues, and collaborators who contributed to the content and design of this monograph with an interdisciplinary approach.

Editors



Centre for Childhood Research



University of Ljubljana  
Faculty of Education

ISBN 978-953-7917-64-7



9 789537 917647