

News and Events

Education in the Modern European Environment - EMEE 2012



Education in the Modern European Environment

September 17-18, 2012 / Opatija, Croatia/emee.ufzg.hr

The international conference *Education in the Modern European Environment* was held in September 2012 at the Milenij Grand Hotel 4 Opatijska Cvijeta in Opatija, Croatia.

The conference was organized by the following faculties:

Faculty of Teacher Education University of Zagreb, Croatia (host)

St. Kliment Ohridski Faculty of Pedagogy, Skopje, Republic of Macedonia

Faculty of Education, Edirne, Turkey and

Faculty of Education, Stara Zagora, Bulgaria

in association with the Croatian Pedagogical and Literary Association.

The Conference aimed at covering a wide range of topics concerned with educational issues in today's European reality, and therefore invited and welcomed experts from various scientific, artistic and professional fields interested in these issues who took part in the Conference.

Teaching Natural Sciences, Geography and History in the European Context

Within the framework of the international conference *Education in the Modern European Environment EMEE – 2012*, a scientific symposium under the title *Teaching Natural Sciences, Geography and History in the European Context* was held, with participants in discussions and lectures from a pool of scientists and experts from the fields of mathematics, natural and social sciences, geography and history from Serbia, Macedonia and Croatia, thus contributing to the exchange of results of scientific studies and experiences, while also opening up new possibilities of common

scientific activities and cooperation. The chairs of the symposium were Professor Nada Vijtiuk, PhD, Professor Andrea Feldman, PhD and Professor Božidar Tepeš, PhD. The activities of the symposium were divided into three topical parts, during which the authors verbally presented their theoretical considerations, as well as results of empirical studies.

The first part was dedicated to the teaching of mathematics and was opened by the lecture entitled *Modelling the Relationship between Quantities: Meaning of Numerical and Literal Expressions* presented by the author **Marijana Zeljic**. The author presented the problem of acquisition and understanding of algebra symbols while studying algebra content, emphasising the significance of presenting quantitative relations as important means for investigating mathematical problems and giving significance to mathematical notions.

In the paper *Causality Model of Mathematical Competence in Kindergarten Education* **Božidar Tepeš, Gordana Lešin and Ana Hrkač** presented the possibilities of defining mathematical competences in preschool education.

Vesna Makashevska presented the topic *The Textbook in the Modern Mathematics Teaching* referring to the crucial importance of math textbooks in the process of acquiring basic mathematical knowledge, the development of logical thinking and pupils' creative abilities.

In the presentation entitled *Limitations in Mathematical Knowledge of Primary Education Pupils* **Metodi Glavche and Risto Malcheski** talked about specific flaws in the procedures of calculus operations by pupils and broached the subject of the need to identify them timely, to determine the causes of their occurrence, as well as the consequences arising from the said flaws.

In the paper *What Mathematics School Beginners Know and Can Do – a Matter of Importance or Not* **Slagjana Jakimovikj, Irena Trajanovska, Valentina Gogovska and Tatjana Atanasova Pachemska** presented the results of a research conducted in Macedonian primary schools and examined critically the quality of the mathematics curriculum for the first and second grades, as well as their (non) accordance with the initial mathematical competences of preschoolers.

Maja Cindrić and Irena Mišurac Zorica presented the paper *Model of the Development of Mathematical Concepts*, based on a didactically and methodically devised approach to the development model for mathematical concepts using minutely described key points and links in the cycle.

In the second subject related to the teaching of geography and history **Zdenko Braičić, Marija Lorgar and Ivo Nejašmić** presented the paper entitled *Orienteering: Outdoor Integrated Teaching of Geography and Physical Education*, in which they discussed the possibilities of the application of orientation movement in geography classes, i.e. correlations between Geography and Physical Education.

Alena Letina and Daniela Bertić made a presentation on *Using Computer in Teaching Natural and Social Sciences to Promote Pupils' Cartographic Literacy*, listing possible

ways of using computers in natural and social sciences lessons, with a special emphasis on the use of the *Google Earth* application when introducing pupils to cartographic literacy.

In the paper entitled *What Kind of Knowledge about the Past Do Generalist Teachers Expect Their Pupils to Possess?*, **Sanja Blagdanić** and **Zorica Kovačević** warned about the dominance of factual knowledge expected from the students and insufficient representation of tasks requiring procedural skills when understanding historical content in natural and social sciences lessons.

In the third topical series, **Nada Vijtiuk** and **Alena Letina** emphasised the importance of the development of future teachers' literacy in natural and social sciences as a prerequisite for the development of the pupils' literacy in natural and social sciences in their presentation entitled *Teachers' Scientific Literacy – an Important Basis of Science Education Quality*.

The presentations of the mentioned scientific and expert achievements, as well as a fruitful discussion broached by these presentations have contributed greatly to the exchange of ideas and practical experiences, paving the way towards conceptions of new and more efficient research in the said fields. At the final closing ceremony of the Conference the following participants were awarded as the most successful presentations in respective topical series: **Slagjana Jakimovikj, Irena Trajanovska, Valentina Gogovska, Tatjana Atanasova Pachemska; Sanja Blagdanić, Zorica Kovačević; Nada Vijtiuk and Alena Letina**. The abstracts of all the presentations have been published in the *Book of Abstracts: Education in the Modern European Environment – EMEE 2012*.

Alena Letina and Nada Vijtiuk

The Fourth Specialized Art and Scientific Symposium: Visual and Fine Arts Education

This was the third symposium of the scientific-topical orientation for art. The general subject of the symposium *Art Education in the Modern European Environment* within the EMEE 2012 was *Visual and Fine Arts Education in the Environment of Contemporary Tendencies in the European Education*. The chairperson of this symposium was Miroslav Huzjak, MA.

This symposium was aimed at investigating attitudes of professionals regarding the purpose of visual and fine arts education classes. Questions arose on the possibilities of art education as a medium for the encouragement of research, assessment, education of the senses and development of the general visual capabilities in students. Discussions were directed at approaches which best entice the development of creativity, knowledge and skills useful (and vital) in human lives enabled by art education. What was also mentioned was the problem arising from an incompetent art education, as well as undesirable methodological procedures. The purpose of the symposium was to gather artists, scientists and teachers with the objective of deliberation and presentation of new insights, results and research, as well as the exchange of experiences on the issue of interdisciplinarity, harmonisation and standardisation of the terminology, with a note on teaching strategies. The conclusion was reached that art education as a field is lacking in some basic foundations upon which all experts have undivided opinions. This is partially to be expected, as art itself implies consideration, questioning and conceptualisation of original interpretations and representations.

The presentations were held during two days, Monday 17th September and Tuesday 18th September 2012. In total, there were nine presentations with thirteen speakers. The guest speaker was **Gordana Koščec** with a paper written in collaboration with **Ida Mata Loher** and **Martina Kosec** entitled *Teaching about Architecture and Urbanism in Primary Schools*, **Jerneja Herzog** and **Matjaž Duh** from Maribor held a presentation entitled *Examples of Applying Contemporary Art Practices in the Visual Arts Curriculum in Grammar Schools*, **Miroslav Huzjak's** presentation was entitled *Analytical Observation Method in the Development of Children's Drawings*. **Marija Brajčić** and **Dubravka Kušcević** presented the topic *Youth Education through Art*,

while **Andreja Kljajič** and **Matjaž Duh** from Maribor presented the paper entitled *Monitoring Art-Appreciative Capabilities of Pupils in the First Triad of Primary School*. **Svetlana Novaković** and **Jelena Blašković** presented the research *Preschool Education Students' Views and Assessment Regarding Visual Art and Music Areas*. **Franziska Pirstinger** from Graz held a presentation entitled *Art Education as the Strategy for a Better Future*, and **Stjepko Rupčić** presented a paper entitled *Consciousness Settings as the Starting Point for Education Reform*. **Maja Raunik Kirkov** from Skopje had the honour to close the lecture series with a presentation *Computer Games and Visual Art Education – Models for Achieving Visual Literacy*.

The best presentations were awarded: **Miroslav Huzjak** received the first award, the second was awarded to **Gordana Košćec**, **Ida Mati Loher**, **Martina Kosec** and the third to **Franziska Pirstinger**. Awards were presented based on the audience votes. Within the scope of the symposium the *University Lecturers' Art Exhibition* was organized. The exhibition was held at the *Art Pavilion Juraj Šporer* in Opatija. The opening of the exhibition took place on Friday, 14 September 2012, and the closing ceremony with all EMEE 2012 conference participants took place on Sunday, 16 September 2012. Different structures arising from respective authors' research are exemplary in terms of presenting the value and justification of art education and research conducted as a significant part of Faculty of Teacher Education, i.e. their art departments.

Awards were also awarded for art pieces. The first award was given to **Ljubomir Levačić**, the second to **Stjepko Rupčić**, and the third to **Ivana Gagić Kičinbača**.

Miroslav Huzjak

Kinesiology Education in the Modern European Environment

The scientific symposium under the title *Kinesiology Education in the Modern European Environment* took place on 17 and 18 September 2012 in Opatija as part of the international scientific conference ***Education in the Modern European Environment EMEE – 2012***. The said symposium took place for the sixth consecutive year with orientations to all areas of kinesiology education.

The purpose of this symposium entitled *Kinesiology Education in the Modern European Environment* was to gather scientists and experts in kinesiology education with different experiences in order to discuss the current development of kinesiology ideas, especially in preschool education and primary education.

The chairs of the symposium were **Professor Ivan Prskalo, PhD** of the Faculty of Teacher Education University of Zagreb, **Professor Janko Strel, PhD** of the Faculty of Sport University of Ljubljana and **Professor emeritus Vladimir Findak, PhD** of the Faculty of Kinesiology University of Zagreb. The honorary guest of the conference was **Professor Branislav Antala, PhD**, the president of FIEP Europe. The official languages of the conference were Croatian and English.

Following the opening ceremony **Professor Ivan Prskalo** presented his introductory speech, thus officially starting the 6th symposium entitled *Kinesiology Education in the Modern European Environment*, after which three invited speakers presented their speeches. The speech entitled *Kinesiological Education in the Contemporary European Context* was presented by **Professor emeritus Vladimir Findak** of the Faculty of Kinesiology University of Zagreb, followed by **Professor Ivan Prskalo** of the Faculty of Teacher Education University of Zagreb and his lecture (in collaboration with Marko Badrić) *Kinesiological Education in the Modern European Environment*. This part was closed by the lecture entitled *Physical Activity, Physical Fitness Levels, Daily Energy Intake and Some Eating Habits of 11-Year-Old Children* by **Professor Janko Strel** of the Faculty of Sport University of Ljubljana (in collaboration with **Marjeta Kovač, Gregor Jurak, Gregor Starc, Bojan Leskošek, Saška Dremelj, Petra Kovač, Marjeta Mišigoj-Duraković** and **Maroje Sorić**).

Other symposium participants presented abridged versions of their papers, research results and theoretical considerations. In the morning, the following authors presented their works: **Slavko Fukat, Bruno Čukulin** *Nutritional Habits of Students in Vrbovec Secondary School*; **Ivan Vrbik, Andrea Čižmek, Karolina Čutuk** *Differences in Some Anthropological Characteristics in Two Generations of Girls from 5th-8th Grades*; **Marijana Hraski, Mateja Kunješić, Arunas Emeljanovas** *Differences*

in Some Anthropological Characteristics between Croatian and Lithuanian Students and Comparison with Eurofit Standards; **Marjan Malcev** Attitude towards Physical Education and Influence on the Development of Pupils Aged 10-11; **Iva Horvat, Ivan Prskalo** Teachers' Attitudes towards the Integration of Pupils with Special Needs; **Ivana Nikolić, Snježana Mraković, Vatroslav Horvat** Standing Long Jump Performance Quality: Age and Gender Differences; **Ivica Biletić, Mario Baić, Siniša Krajač** Differences Between Weight Groups of Wrestlers at the Age of Twelve in the Fitness Abilities; **Joško Sindik, Vatroslav Horvat, Nevenka Breslauer** Attitudes towards Physical Exercise and BMI. The final lecture before the end of the first series was a collaborative paper by **Snježana Mraković, Ivana Nikolić and Marjeta Mišigoj-Duraković** entitled *Exercise Programmes in the Prevention of Coronary Heart Disease*.

The next session comprised of collaborative papers exclusively: **Marija Lorgjer, Marijana Hraski, Mateja Kunješić** Monitoring the Effects of Exercise during PE Classes Expressed through the Heart Rate Value; **Bujar Saiti** presented the abridged version of the paper *Some Motor Abilities of the Third Grade Pupils (Male) in the Republic of Macedonia*; followed by **Bruno Čukulin** Involvement of Vrbovec Secondary School Students in Sports and Recreational Activities; **Gregor Jurak, Marjeta Kovač, Gregor Starc, Marjeta Mišigoj-Duraković, Maroje Sorić, Katarina Borer, Janko Strel** Physical Activity of 11-Year-Old Children from Zagreb, Ljubljana and Ann Arbor; **Marcela Čubelić, Marija Lorgjer, Ivan Prskalo** Material Conditions Needed To Perform Physical Education Lesson; and finally by **Srna Jenko Miholić** and **Vatroslav Horvat** Physical Education Syllabi in Primary Education in Europe: a Comparative Analysis.

The sixth scientific symposium entitled *Kinesiology Education in the Modern European Environment* was closed with awards for the best presentations for the following groups of authors and their papers: **Marjeta Kovač, Janko Strel, Gregor Jurak, Bojan Leskošek, Saška Dremelj, Petra Kovač, Marjeta Mišigoj-Duraković, Maroje Sorić, Gregor Starc** Physical Activity, Physical Fitness Levels, Daily Energy Intake and Some Eating Habits of 11-Year-Old Children, **Marijana Hraski, Mateja Kunješić, Arunas Emeljanovas** Differences in Some Anthropological Characteristics between Croatian and Lithuanian Students and Comparison with Eurofit Standards, and **Ivana Nikolić, Snježana Mraković, Vatroslav Horvat** Standing Long Jump Performance Quality: Age and Gender Differences also presented in this special edition of the *Croatian Journal of Education* dedicated to EMEE 2012 conference.

For the sixth consecutive year, the scientific symposium *Kinesiology Education in the Modern European Environment* is prominent in terms of its contemporary approach to the modern situation in education, producing a high quality discussion and scientific papers available to the entire kinesiology community for application in contemporary kinesiology.

The symposium is part of the scientific project *Kinesiology Education in Preschool and Primary Education* conducted with the support of the Ministry of Science, Education and Sports of the Republic of Croatia.

Srna Jenko Miholić

The 13th Special Focus Symposium: Information, Communication and Economic Sciences in the Knowledge Society (ICESKS)

The 13th Special Focus Symposium: Information, Communication and Economic Sciences in the Knowledge Society (ICESKS) was held as part of the international conference *Education in the Modern European Environment (EMEE)*. This international focus symposium is a successor of a number of symposia held in Germany and Croatia. In Opatija, it gathered experts and scientists from a number of European countries, dealing with information, communication and economic sciences in the knowledge society from various aspects. The representatives of the following countries participated in the symposium: Czech Republic, Slovakia, Macedonia, Turkey, Serbia, Albania and Croatia, with presentations and discussions contributing to the exchange of ideas, experiences and results of scientific research. Some novel ideas and interesting studies prompted a rich and lively discussion. Numerous cooperation possibilities were opened, as well as collaborative scientific research at the international level. Although the official languages of the symposium were Croatian and English, the majority of authors presented their papers in English. The chairpersons of the symposium *Information, Communication and Economic Sciences in the Knowledge Society* were **Ljubica Bakić-Tomić** and **Vladimir Šimović** of the Faculty of Teacher Education University of Zagreb and **Zuzana Hubinkova** of the University of Economics, Faculty of Business Administration, Department of Managerial Psychology and Sociology, Prague, Czech Republic.

The symposium consisted of four sessions, dealing with issues as follows:

1. Economic crisis in Europe, unemployment problems, new possibilities of economic activation at the macro and micro levels, rational ways of life organisation, environmental awareness of the public, educational sufficiency of the work population.
2. ICT in teacher education, blog in education, system innovations in VET education, electronic readers.

3. The improvement of social and communicative skills at children with developmental difficulties, communicative manipulation, communicative profile of managers, the flow effect in future teachers, multicultural consultancies for foreign students, visual codes and communication, image and visual identity development of Croatian TV networks, optimal communicative space theory.

In total, authors presented 21 papers in 15-minute presentations followed by a 5-minute discussion. At least one of the mentioned authors presented their paper in the respective sessions. The papers dealt with the subjects as follows:

1. **Maja Ružić-Baf, Mirjana Radetić-Paić, Vladimir Šimović:** *Differences between Students Playing Computer Games with and without Elements of Violence*
2. **Ljubica Bakić-Tomić, Lana Miler, Dunja Zvonarek:** *Gender Differences and Communication among Team Members*
3. **Danijela Kožić, Ana Globočnik Žunac, Ljubica Bakić-Tomić:** *Use of Nonverbal Communication Channels in the Classroom*
4. **Brankica Bošnjak Terzić, Korana Justić:** *Humour in EFL Classrooms*
5. **Andrea Bednjanec, Romana Bogut, Renato Matejaš:** *Computer Networks in the School Curriculum of the Electrotechnical School*
6. **Jana Hrubá, Hana Molitorová:** *Variable Use of E-Learning Tools in Educational Process*
7. **David Zeman, Jan Máče, František Hřebík:** *Decision-Making in Economic Theory*
8. **Vatroslav Zovko, Ana Didović:** *New Model of Primary School Organization in Croatia – Financial Aspects*
9. **Martin Šikýř, Barbora Straková:** *Competences and Responsibilities of Headmasters in Human Resource Management*
10. **Željko Burcar:** *Principal, Manager and Leader in the Croatian Context*
11. **Nardane Ece Bülbül, Ezgi Göl:** *The Evaluation of Effects of Preschool Teachers' Administrative Problems on their Professional Lives*
12. **Tuncer Bülbül, Cem Çuhadar, Ezgi Göl:** *The Teachers' Opinions Related to Technology Leadership Roles of School Administrators*
13. **Jasna Bošković, Biljana Vuletić:** *Activities that Encourage Creativity*
14. **Barbora Straková:** *Intercultural Communication and Cooperation in the Context of Czech-Spain Business Environment*
15. **Vesna Markovac:** *The Impact of Aggressive Computer Games on Preschool Children's Behaviour*
16. **Renata Mlčáková:** *The Language Difficulties of a Girl with Developmental Dysphasia as a Disadvantage in Her Education*
17. **Giovanna Kirinić, Vesna Bilić:** *What Higher Grades Pupils of Primary School Are Doing on the Internet.*
18. **Emilie Franková, Ljubica Bakić-Tomić, Giovanna Kirinić:** *New Management Paradigm and Spirituality in the Workplace*
19. **Winton Afrić, Vladimir Šimović:** *Structural and Process Characteristics and Dynamics of RGP Elements*

20. **Romana Lorencová, Zuzana Hubinková:** *Remediation of Family at Risk from Developing CAN Syndrome*
21. **Kateřina Vitásková, Alena Říhová, Renata Mlčáková:** *The Logopedist and the Intervention with Children with Autism Spectrum Disorder in the Czech Republic*
22. **Dita Finková:** *Quality Standard in the Education of Individuals with Visual Impairment*
23. **Dita Finková, Libuše Ludíková:** *Education of Pupils with Visual Impairment and their Quality of Life*
24. **Eva Zezulková, Renata Mlčáková:** *Risk Pupil in Relation to the Acquisition of the Communicative Competence*
25. **Elena Kopcová, Zuzana Hubinková:** *The Role of Education in Social Enterprise Project with Disabled People in Slovakia*
26. **Eva Jarošová, Miroslav Lorenc, Hana Lorencová:** *Teaching Psychology to Non-Psychologists*

The symposium was closed by **Ljubica Bakić-Tomić** and **Zuzana Hubinkova** with an award and closing ceremony.

Ljubica Bakić-Tomić

The Sixth Symposium: Early Acquisition of Croatian/Mother Tongue/Foreign Language

The sixth consecutive symposium *Early Acquisition of Croatian/Mother Tongue/Foreign Language* took place in Opatija, from 17 to 19 September 2012. This year the symposium was an integral part of the international scientific conference *Education in the Modern European Environment - EMEE 2012*, organised by the faculties from the region, to be more precise: Faculty of Teacher Education from Zagreb (this year's host), St. Kliment Ohridski University of Bitola from Skopje, Macedonia, Education Faculty from Edirne (Turkey) and Faculty of Pedagogy from Stara Zagora (Bulgaria). The subject of this year's symposium was directed at issues of early teaching and acquisition of language and literature in the contemporary European scientific, cultural and socio-political context. In line with the afore said, the basic objective of the symposium was to gather scientists from the field of children's literature, learning and acquisition of Croatian, mother tongue and/or foreign language in an early age, as well as teaching the said in preschool institutions and primary schools with the purpose of considerations and introduction to new scientific insights, results of current research and exchange of experiences on the mentioned issues in real time. Twenty participants applied for presentations, which were divided into four groups, depending on the field towards which they gravitated - linguistics, literature studies, and methodology of mother tongue, i.e. foreign language acquisition. Even though presentations from the field of language acquisition methodology were slightly prevalent at this year's symposium, presentations from the field of linguistics and literature studies were equally represented. In the literature section, the following topics were discussed: dramatisations of *Lapitch the Little Shoemaker*, dramatic plays in mother tongue education, dialectal literature in schools, children's novels with serious topics and lemma prose, an interesting literary-lexicography phenomenon so far unrepresented in scientific papers on children's literature. The presenters in the linguistic section dealt with information as central part of language learning and acquisition, the influence of new media on mother tongue and foreign language acquisition, corpus analysis of proverbs and phrasemes. Most methodology papers, just as a few of those in the field of linguistics, dealt with reading and writing skills:

mastering these linguistic skills, the influence of reading on speech and writing, as well as methods and procedures for teaching reading and writing. The attitudes of language teachers on the significance of respective teaching competences and the current state in early teaching of English in Bulgaria were also discussed.

The introductory lecture *Learning and teaching Croatian as a second language in the European perspective* was held by Lidija Cvikić, who provided an overview of the current state of learning and teaching Croatian to speakers for whom it is not their mother tongue and presented the challenges before us in this field upon entering the European Union. The presentations at the symposium were extremely enticing and interesting, founded on current and relevant research, which is why they were followed by a lively discussion in which almost all presenters participated, as well as the rest of the audience. As before, papers from the symposium will be published in the common conference proceedings.

Andrijana Kos-Lajtman and Lidija Cvikić

Symposium: Information and Knowledge Systems

This international symposium continued the tradition of ECNSI international conferences organised by the Faculty of Teacher Education University of Zagreb for several consecutive years, starting in 2009 in Zadar, followed by conferences in Zagreb in 2010 and 2011. This year the fourth specialised IKS symposium *Information and Knowledge Systems* was held within the framework of EMEE 2012 conference in Opatija, gathering experts and scientists from a number of European countries who are dealing with various aspects of information, communication and computer science in the knowledge society. The representatives of the following countries participated in the symposium: Czech Republic, Slovakia, Macedonia, Turkey, Albania and Croatia, with presentations and discussions contributing to the exchange of ideas, experiences and results of scientific research. All participants were actively involved in discussions, as well as exchange of knowledge and experiences, while conversations continued into the evening. Agreements on further cooperation ensued, and new ideas broached. As most participants were from abroad, the official language of the symposium was English. The chairpersons of the fourth specialised IKS symposium *Information and Knowledge Systems* were **Vladimir Šimović** of the Faculty of Teacher Education University of Zagreb, and **Ladislav Buřita** and **Petr Hruřa** of the University of Defence, Department of Communication and Information Systems from Brno, Czech Republic.

In total, authors presented 23 papers in 15-minute presentations followed by a 5-minute discussion. All papers in the respective sessions were presented by at least one of the mentioned authors. The papers dealt with the subjects as follows:

1. **Ladislav Buřita:** *The KMS Mental – Transfer of Research Results into Practice and Their Future Development*
2. **Vlastimil Malý:** *Knowledge System for Lessons Learned Documents Analysis*
3. **Vlastimil Galatík, Ivo Pikner:** *New Operational Dimension – Social Environment*
4. **Stanislav Florus, Pavel Otrřisal:** *A Change in an Access Assessment of the Quality of Breathing Organs PE's Exhalation Valve*
5. **Arjan G. Skuka:** *Optimizing Solutions for Counting Super-Prime Numbers in Programming Competitions.*
6. **Tomař Ludík:** *Methodology Design for Automation of Public Administration Processes*

7. **Ime Hodicky, Ime Frantis:** *An Approach to Validate Simulator Behaviour Based on Terrain Data Analysis.*
8. **Petr Tomeček:** *Society and Cybernetic Attacks*
9. **Jiří F. Urbánek, Jiří Barta, Albert Srník:** *Technology of Cybernetic Camouflage*
10. **Petr Hrůza:** *Software for the Generation of Modular Task Force Structures*
11. **Petr Hrůza:** *Cyber Attacks*
12. **Oldřich Luňáček:** *Information Support of the Security Management*
13. **Tomaš Ludík, Veronika Sadovská, Jiří Barta:** *Crisis Staff Education Through a Process Simulation*
14. **Jiří Barta, Tomaš Ludík, Veronika Sadovská, Albert Srník:** *Education and Training of the Integrated Rescue System Units in Crisis Management*
15. **Ján Spišák:** *Operational Thinking in Military Environment and Its Application in Operational Design*
16. **Vojtech Ondryhal:** *Development and Operation of Information System for Scientific Information Division*
17. **Monika Grasseová, Eva Štěpánková:** *Force Field Analysis as a Method of Problem Analysis*
18. **Pavel Otřísal:** *One from the Basic Module of CAF CCs – Control of Exposure to Nuclear and Chemical Hazard's Squad*
19. **Josip Cindrić, Romana Raspović:** *Motivation for ICT Education*
20. **Marija Juričić Devčić, Ivan Mrkonjić, Velimir Topolovec:** *Cognitive and Causal Maps in Knowledge Visualization.*
21. **Sanja Pacemska, Biljana Zlatanovska:** *Impact of E-Learning on the Success of Faculty of Computer Science Students, UGD Stip*
22. **Maja Katarina Tomić:** *Mathematical Software in Croatian Mathematics Classrooms – a Review of GeoGebra and Sketchpad.*
23. **Mario Dumančić, Astrid Pavlović, Marko Gregurić:** *Electronic Book – a Term and Characteristics*
24. **Suzana Kotovchevska:** *School Libraries in the Modern Educational System*

The symposium was closed by **Ladislav Buřita** and **Petr Hrůza** with an award and closing ceremony.

Ljubica Bakić-Tomić

Art Education in the Modern European Environment: Music Theory and Science

Within the framework of the international conference *Education in the Modern European Environment EMEE 2012* held in Opatija 17-19 September, 2012, *The sixth Art Education in the Modern European Environment* symposium took place. The symposium gathered musicians, scientists, education experts and psychologists from various fields and aspects of music and music teaching.

Experts from Croatia, Macedonia and Austria participated in the symposium. Presenters provided an interdisciplinary approach and emphasised the current state of teaching music in their homelands, in professional music schools, as well as in the area of general education, broaching highly interesting, dynamic and productive discussions. The critical analysis of the current educational situation and the synthesis of positive experiences from respective countries enabled new visions for music education of the future. Aware of the need for change implied by the education of the future, scientists and musicians gathered at this year's symposium believe that the development of music education needs to be founded upon quality tradition, which should be modernised by a humanistic and individual approach, as well as creative improvement of music teaching methods. Furthermore, there is an evident need to increase the number of music lessons in general education systems of the said countries, as well as in higher education. Music plays an extremely important role in the emotional and cognitive development of individuals, thus it is necessary for the wider public to become more aware of the value of a quality music education through the music of new generations upon which the future rests.

In her introductory lecture *Music Education of the 21st Century: Meaning, Goals and Challenges* **Viktorija Kolarova Gmirja** emphasised phenomena such as society, culture and education creating a complex dialectics of mutual dependence. The mutual impact of different styles and cultural types, alongside with the technological revolution, have brought about a contradiction in art perception. The mentioned conditions influence directly the quality of life, personal growth and development, as well as individual health. The contemporary man is expected to be creative, adaptive and dedicated to continued personal growth. Thus, music, music education and education

through music are of extreme significance. In most environments, music education is confronted with serious challenges; how to accept specificities, how to recognize the needs of individuals and support those with a scientifically founded education.

In the presentation *Key Factors for the Development of Music Talent in Children* **Vladimir Talevski** talked about the basic factors relevant for the development of music talent in children from the youngest age. The author believes that genetics plays a highly important part in the development of music talent. Early recognition of hereditary traits for music talent is exceptionally important. In this sense, the role of parents, teachers and experts is crucial. However, the basic precondition for understanding this type of talent is the competence level of persons directly involved in the educational process. In order for the wider social environment to have the greatest benefits from early determination of music talent, it is necessary to direct a massive amount of energy to education and professional orientation of those responsible for recognising music talent and direct the development of talented individuals in a competent manner.

In the paper *The Influence of Song Teaching Variants on the Opinions about Education Necessary to Implement Music Teaching*, **Tamara Jurkić Sviben** and **Nikola Margetić** emphasised that in the Croatian educational system, there is a high awareness of the need for quality education of future teachers, however the teaching practices of conducting music classes demonstrate significant differences and uneven quality of those classes. The scientific research they presented examined the attitudes of teachers in Croatian schools in terms of the manner of teaching songs in music classes and the necessary education for conducting music classes from the 1st through 4th grades of primary school. The research was conducted with 160 teacher participants and the conclusion was that those teachers who do not play instruments when presenting the song to a higher degree than those who do believe that an additional musical education is required for conducting music lessons. The current state demonstrated the necessity of further systematic efforts on strengthening teacher competences in music.

Tihana Škojo's paper *Music Education in the Contemporary Education Curriculum* reflects on the importance of music classes in general secondary schools with the purpose of acquiring music competences allowing the understanding of music and the formation of a taste in music. The national framework curriculum of the Croatian educational system enables an open approach to music classes, requiring contemporary methods of teaching music, thus prompting teachers towards greater creativity. Analysing the current ways of teaching music and predicting possible changes, the paper presents the research conducted in second and third grades of general secondary schools in Osijek. The results have demonstrated that students have a positive attitude towards music education and are aware of the importance of music in their cultural and social lives. The paper also lists new possibilities of learning and teaching, proposed by the students themselves which might result in a yet better, more inventive and more successful classes, replacing traditional methods.

In the paper *Personality, Intelligence and Music Instrument*, **Zoran Talevski** presented a highly interesting empirical research examining the differences in personalities and general intellectual capabilities of professional musicians. The research was conducted on the sample of Macedonian musicians from four different groups of instrumentalists: pianists, string players, wood and brass players. The results showed highly interesting personality traits paired with the respective types of instruments played by the musicians.

Heda Gospodnetić and **Željka Cik Grgošić** presented selected examples of children's games with songs from Posavina in their paper *Children's Games with Singing, Songs and Customs of Posavina*, claiming that it is extremely important to introduce children to the folklore heritage from the earliest age. The songs with the descriptions of games are written down and can be used in all kindergartens which have a programme in the Croatian language.

In the paper *The Role of Music in Formal Education*, **Martina Mičija Palić** examines the role of music and its connection to formal education. By accepting the fact that music has numerous effects on human organism, especially the brain, the author accentuates the necessity of studying the role of music in the classroom. Furthermore, analysing theories which show people who are actively involved with music and who have developed their abilities under the influence of music, as well as achieved progress in terms of their cognitive, motor and communication skills, she emphasises the necessity of involving music into daily education. The so-called Mozart effect, suggestopedia and eurhythmia are the most popular methods of including music into the education system. Every individual has the right to improve his or her ways of acquiring intellectual knowledge in the standard educational system with the help of music.

In the paper *Movement and Singing in Kindergarten and Primary School* **Heda Gospodnetić** claims that movement in kindergarten is often present accompanying singing, reciting or listening to music, and always in games with singing. Children sometimes "dance inside" when we are trying to get them accustomed to be still and listen to music at concerts. This paper studies spontaneous movement at rehearsals and performances of child and adult choirs, with choreography advice.

In his paper *Harmonisation of Instrumental and Theoretical Classes in Primary Music School*, **Denis Vasilj** expresses the belief that primary music school is the foundation for acquiring basics for continued musical education at secondary school and university levels. The classes in music schools are divided into instrumental and theoretical. Based on the analysis of teaching plans of both types of classes, the author states that the two are not harmonised in terms of teaching hours and content at the horizontal and vertical levels. The paper questions how harmonisation of theoretical and instrumental classes in music schools can be improved.

Dijana Atanasov-Piljek and **Igor Topolovac** (*Some Contemporary Interactive Aspects of Music Teaching in the Learning Process*) investigated music classes within

the framework of contemporary trends in education. Music classes actively contribute to the psychological, emotional, motor and cognitive development of each individual pupil. The authors state that active participation in music activities may have an impact on memorising non-musical content. The paper presents an experimental research with a group of children in primary school who have, within the scope of only two weeks, demonstrated better results in memorising pairs in the Memory game in comparison to the control group of children not involved in everyday music activities.

The paper *Music Education in "Musisches Gymnasium" in Salzburg* by **Dinka Migić-Vlatković** presented a positive example of educating children with a talent for music attending *Musisches Gymnasium* in Salzburg, Austria. It has been noted that children with an artistic talent very often have issues with education in general secondary schools, with children of various interests. The example of this art secondary school covering all performing arts, all the muses, as the title suggests, shows that children do have the possibility of education in a stimulating environment with no frustrations. Through various public performances and team work, cooperation is promoted and strengthened, as well as mutual respect and tolerance, easing the socialization process for talented children who are more commonly than seldom labelled as "unusual" in the general public. The wide interdisciplinary art education and openness towards all forms of human creativity enables innovative thinking and a creative approach in all segments of life. Attending such a secondary school hence prompts the assessment of one's own and others' success, acquiring the ability to have quality human connections based on cooperation and mutual respect.

Each of the papers presented at this year's music symposium prompted fruitful discussion, and presentations given by **Zoran Mihajlovski**, **Diana Atanasov-Piljek** and **Dinka Migić-Vlatković** received special praise and awards.

Tamara Jurkić Sviben

Knowledge Society: Conflict and Social Cohesion Roundtable

Knowledge Society: Conflict and Social Cohesion Roundtable took place on 18 September 2012 in the Opatija hotel *Milenij Grand Hotel 4 Opatijska Cvijeta* within the framework of *EMEE 2012 (Education in the Modern European Environment) Conference*. This was a scientific symposium in the form of a roundtable gathering a number of scientists from different disciplines studying various aspects of the knowledge society. The issue of the knowledge society is usually approached by considering respective features of the socio-cultural context of the Croatian society, as well as the wider European social environment influencing the possibilities of constituting our society as knowledge society, i.e. a new social formation. The said problem is approached from the viewpoint of sociology, political science, economics, education sciences, communicology, law and other related scientific disciplines. Considering the variety of approaches and the heterogeneous nature of different aspects taken under review, the mentioned event was a sort of academic forum on the complex topic of knowledge society.

It should be noted that this year's symposium presents the third roundtable on this topic, continuing the roundtable tradition established in the previous two years. A reminder is not unwelcome that the first roundtable *Social Requirements for a Knowledge Society* took place within the scope of *The 4th International Conference on Advanced and Systematic Research* on 12 November 2010 in Zagreb. This symposium was the result of three subject-related research studies: *Social Requirements for a Knowledge Society* by **Vjekoslav Afrić, PhD**, *The Influence of Social Networks on the Knowledge Society* by **Darko Polšek, PhD** and *Information and Communication Competence of Educators* by **Ljubica Bakić-Tomić, PhD**. The presentations held at the *Social Requirements for a Knowledge Society* roundtable were published in the proceedings under the same name, a book providing possibly the most complete insight into the topic of knowledge society in the context of the Croatian environment.

Following that, the second roundtable also took place in Zagreb on 11 November 2011 within the framework of *The 5th International Conference on Advanced and Systematic Research* entitled *Knowledge Society: Education for Active Citizenship*. Special attention was directed at how to overcome the passivity of citizens, i.e. how to encourage a greater extent of citizen participation in the public life and more intense participation in the process of making decisions of general social significance.

This year's symposium *Knowledge Society: Conflict and Social Cohesion Roundtable* centralised the problem of current conflicts and different types of tensions generated by the knowledge society, at the same time discussing the mechanisms for easing or neutralising these types of social distortions. The activities of the roundtable were distinguished into three sessions and nine contributions. Respective presentations were grouped based on their subjects, and the first four were in nature economics. They examined the problem of efficiency and purpose of the knowledge economy (**Kešimir Žažar**), then social responsibility of business subjects in the knowledge society (**Marija Valčić**), as well as the question of equality, i.e. the possibility that education should become the instrument for the equalization of social inequalities noted in the contemporary social environment (**Predrag Bejaković**). Apart from those considerations, the introductory presentations also dealt with a more general function of knowledge in the context of currently present social conflicts (**Darko Polšek**). The moderator of this session was **Vjekoslav Afrić**.

The link between presentations in the second session was the subject of examining ways to overcome social tensions and conflict in the modern social environment. The value of education was once again emphasised (**Vjekoslav Afrić**), and **Ljubica Bakić-Tomić** provided a valuable insight from the standpoint of communicology. The introductory presentation in this session questioned what the phrase "relevant knowledge" stands for today (**Elvio Baccarini**). The moderator of this session was **Darko Polšek**.

The third session carried first and foremost an empirical tone, as two presentations (**Anita Jeličić; Pero Desović**) were in fact case studies, i.e. analyses of concrete situations of certain forms of citizen activism. The session was moderated by **Ljubica Bakić-Tomić**. Following this, a final discussion ensued, moderated by **Vjekoslav Afrić**, once again broaching all the respective key dimensions of questions opened at the roundtable.

It is absolutely worthwhile noting that all presentations were followed by numerous questions and comments, prompting a lively discussion, joined by active participants of the roundtable, but also audience members. The discussions were highly interesting and seminal, so one might claim that their intense dynamics is an adequate indicator of the complexities and multiple layers inscribed in the concept of knowledge society. The discussions also indicate an urgent need for common consideration in the form of symposia such as this one. The publication of proceedings in English has been planned, which will underline the international dimension characterising this symposium. In sum, the *Knowledge Society: Conflict and Social Cohesion Roundtable* has unambiguously been successful in all its segments. The opportunity to discuss numerous open and unresolved issues on the concept of knowledge society will, we believe, arise at the next year's edition of this roundtable.

Krešimir Žažar