

**MEĐUNARODNI INTERDISCIPLINARNI
2. KONGRES CENTRA ZA
INTERDISCIPLINARNA ISTRAŽIVANJA
FILOZOFSKOG FAKULTETA OSIJEK:
»Izazovi obrazovanja«**



**INTERNATIONAL INTERDISCIPLINARY
2nd CONGRESS OF THE CENTRE FOR
INTERDISCIPLINARY RESEARCH
OF THE FACULTY OF HUMANITIES
AND SOCIAL SCIENCES IN OSIJEK:
"Challenges of Education"**

**KNJIŽICA SAŽETAKA
BOOK OF ABSTRACTS**



CENTAR ZA INTERDISCIPLINARNA ISTRAŽIVANJA
CENTRE FOR INTERDISCIPLINARY RESEARCH



FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Centar za interdisciplinarna istraživanja
Filozofskog fakulteta Osijek

Centre for Interdisciplinary Research
of the Faculty of Humanities and Social Sciences in Osijek

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CENTRE FOR INTERDISCIPLINARY RESEARCH



FILOZOFSKI FAKULTET
SVEUCILISTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Osijek, Hrvatska, 3., 4. i 5. studenog 2022. godine
Osijek, Croatia, 3rd, 4th and 5th November 2022

IZDAVAČ

Filozofski fakultet Sveučilišta Josipa
Jurja Strossmayera u Osijeku

ZA IZDAVAČA

Ivan Trojan

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Hrvoje Potlimbrzović

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PRIJELOM I TISAK

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Sveučilište Josipa Jurja Strossmayera u Osijeku

Filozofski fakultet Osijek

Osječko-baranjska županija

Grad Osijek

Hrvatsko interdisciplinarno društvo

PATRONS OF THE CONGRESS

Ministry of Science and Education of the Republic of Croatia

Josip Juraj Strossmayer University of Osijek

Faculty of Humanities and Social Sciences in Osijek

Osijek-Baranja County

City of Osijek

Croatian Interdisciplinary Society



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*Međunarodni interdisciplinarni
2. Kongres Centra za interdisciplinarna istraživanja
Filozofskog fakulteta Osijek:
»Izazovi obrazovanja«*

ORGANIZACIJSKI I PROGRAMSKI ODBOR

*International Interdisciplinary
2nd Congress of the Centre for Interdisciplinary Research of the
Faculty of Humanities and Social Sciences in Osijek:
“Challenges of Education”*

ORGANIZATION AND PROGRAMME COMMITTEE

Organizacijski odbor

Međunarodnog interdisciplinarnog 2. Kongresa Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek: »Izazovi obrazovanja«

Organization Committee

of the International Interdisciplinary 2nd Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek: “Challenges of Education”

Zlatko Miliša (Hrvatska / Croatia) *predsjednik / President*; Davor Balić (Hrvatska / Croatia) *potpredsjednik / Vice President*; Michał Dobrzański (Poljska / Poland); Giovanni Favero (Italija / Italy); Sergej Filipović (Hrvatska / Croatia); Emiliano Gallaga Murrieta (Meksiko / Mexico); Igor Josipović (Hrvatska / Croatia); Juraj Jurlina (Hrvatska / Croatia); Demian Papo (Hrvatska / Croatia); Una Popović (Srbija / Serbia); Hrvoje Potlimbrzović (Hrvatska / Croatia); Mujo Slatina (Bosna i Hercegovina / Bosnia and Herzegovina); Nemanja Spasenovski (Hrvatska / Croatia); Chen Yarong (Kina / China); Rick Szostak (Kanada / Canada); Julie Thompson Klein (Sjedinjene Američke Države / United States of America).


Programski odbor

Međunarodnog interdisciplinarnog 2. Kongresa Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek: »Izazovi obrazovanja«

Programme Committee

of the International Interdisciplinary 2nd Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek: “Challenges of Education”

Zlatko Miliša (Hrvatska / Croatia) *predsjednik / President*; Nemanja Spasenovski (Hrvatska / Croatia) *potpredsjednik / Vice President*; Michał Dobrzański (Poljska / Poland); Giovanni Favero (Italija / Italy); Juraj Jurlina (Hrvatska / Croatia); Demian Papo (Hrvatska / Croatia); Una Popović (Srbija / Serbia); Hrvoje Potlimbrzović (Hrvatska / Croatia); Rick Szostak (Kanada / Canada); Julie Thompson Klein (Sjedinjene Američke Države / United States of America).



*Međunarodni interdisciplinarni
2. Kongres Centra za interdisciplinarna istraživanja
Filozofskog fakulteta Osijek:
»Izazovi obrazovanja«*

UVOD

*International Interdisciplinary
2nd Congress of the Centre for Interdisciplinary Research of the
Faculty of Humanities and Social Sciences in Osijek:
“Challenges of Education”*

INTRODUCTION





KORAK BLIŽE TRADICIJI

Nakon uspješno organiziranog i održanog prvog kongresa na temu »Interdisciplinarnost u teoriji i praksi«, koji je okupio četrdeset i četiri izlagača iz četiriju zemalja, puni optimizma krenuli smo u realizaciju drugog kongresa Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek. Budući da Centar i njegovi članovi u svojem istraživačkom radu nastoje ići ukorak sa znanstvenim i stručnim trendovima, za temu ovogodišnjeg kongresa odabrali smo onu koja je uvijek aktualna i potrebna, posebice danas kada se obrazovanje suočava s nebrojenim i potpuno novim izazovima.

Organizacijski odbor *Međunarodnog interdisciplinarnog 2. Kongresa Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek*: »Izazovi obrazovanja« čine osmorica članova Povjerenstva Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek i osmero znanstvenika iz drugih zemalja (Bosna i Hercegovina, Italija, Kanada, Kina, Meksiko, Njemačka, Poljska, Sjedinjene Američke Države i Srbija). Vrlo smo ponosni te neizmjerljivo zahvalni na tome što se Organizacijskom i Programskom odboru priključilo dvoje znanstvenika svjetskoga glasa: Julie Thompson Klein i Rick Szostak. Raduje nas i činjenica da je ovaj kongres okupio čak pedeset i osmero sudionika, među kojima su znanstvenici, stručnjaci, praktičari i studenti iz šest zemalja (Bosna i Hercegovina, Hrvatska, Kanada, Kina, Njemačka i Sjedinjene Američke Države), čime je i kvantitativno nadmašio svojeg predšasnika.

Osim toga, uvjereni smo da je napredak uočljiv i na kvalitativnoj razini. Naime, ponosni smo na činjenicu da smo za ovaj kongres osigurali plenarna izlaganja troje vodećih teoretičara interdisciplinarnosti u svijetu: Julie Thompson Klein (Sjedinjene Američke Države), Rick Szostak (Kanada) i Jan Cornelius Schmidt (Njemačka), koji je ujedno i rodonačelnik filozofske discipline pod nazivom *filozofija interdisciplinarnosti*. Ovogodišnji program obogaćen je i brojnim popratnim aktivnostima, kao što su radionica za studente o pretraživanju baza podataka, predstavljanje dviju znanstvenih publikacija i okrugli stol na temu dodirnih točaka između društvenih i humanističkih znanosti, umjetnosti te STEM-a. Sudionicima kongresa i ove smo godine omogućili objavljivanje znanstvenih i stručnih radova nastalih na temelju njihova sudjelovanja na kongresu, i to na jednom od dvaju službenih jezika kongresa: hrvatskom i engleskom. Ti će radovi biti objavljeni u zborniku radova do kraja sljedeće kalendarske godine. Kvalitetu i razvojnu perspektivu kongresa Centra za interdisciplinarna istraživanja prepoznali su i Ministarstvo znanosti i obrazovanja Republike Hrvatske i Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku, a svoju su naklonost iskazali dodjelom financijskih sredstava za njegovu organizaciju, na čemu im ovom prilikom zahvaljujemo.

Za zaključiti je, dakle, da *Međunarodni interdisciplinarni 2. Kongres Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek: »Izazovi obrazovanja«* odlučno utire put koji je započeo prošle godine, a koji je usmjeren prema etabliranju Filozofskog fakulteta Osijek i njegova Centra kao središta interdisciplinarnih istraživanja i istraživanja o interdisciplinarnosti u ovom dijelu Europe. Sudeći prema dosad postignuti rezultatima, očekujemo da će i u narednim godinama kongres Centra za interdisciplinarna istraživanja bilježiti rast, kako na kvantitativnoj tako i na kvalitativnoj razini.

A STEP CLOSER TO TRADITION

After the successfully organized and held first congress on “Interdisciplinarity in Theory and Practice,” which brought together forty-four participants from four countries, full of optimism we set out to implement the second congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek. Since the Centre and its members try to keep up with scientific and professional trends in their research, for the theme of this year’s congress we chose one that is always current and necessary, especially today when education is facing countless and completely new challenges.

The Organization Committee of the *International Interdisciplinary 2nd Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences: “Challenges of Education”* consists of eight members of the administrative Committee of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek and eight scholars from other countries (Bosnia and Herzegovina, Italy, Canada, China, Mexico, Germany, Poland, Serbia and the United States of America). We are very proud and extremely grateful that two world-renowned scientists have joined the Organization and Programme Committee: Julie Thompson Klein and Rick Szostak. We are also pleased by the fact that this congress gathered as many as fifty-eight participants, scientists, experts, practitioners and students from six countries (Bosnia and Herzegovina, Croatia, Canada, China, Germany and the United States of America), which means that it has quantitatively surpassed its predecessor.


In addition, we are convinced that progress is noticeable on a qualitative level as well. Namely, we are proud of the fact that for this congress we secured keynote lectures by three leading theoreticians of interdisciplinarity in the world: Julie Thompson Klein (United States of America), Rick Szostak (Canada) and Jan Cornelius Schmidt (Germany), who is also the founder of the philosophical discipline called *philosophy of interdisciplinarity*. This year’s programme is enriched

with numerous activities, such as the workshop for students on database search, presentations of two scientific publications and a round table on the connection between social sciences, humanities, arts and STEM. We have given congress participants the opportunity to publish scientific and professional papers based on their participation in the congress once again, and they can do so in one of the two official languages of the congress: Croatian and English. These papers will be published in the book of proceedings by the end of the next year. The quality and development perspective of the Congress of the Centre for Interdisciplinary Research were recognized by the Ministry of Science and Education of the Republic of Croatia and the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University in Osijek, and they expressed their favor by allocating financial resources for its organization, for which we hereby thank them.

Therefore, it can be concluded that the *International Interdisciplinary 2nd Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences: "Challenges of Education"* resolutely further paves the way that was started last year, which is aimed at establishing the Faculty of Humanities and Social Sciences in Osijek and its Centre as focal points of interdisciplinary research and research on interdisciplinarity in this part of Europe. Judging by the results achieved so far, we expect that in the years to come the Congress of the Centre for Interdisciplinary Research will also grow, both quantitatively and qualitatively.

ZLATKO MILIŠA
DEMIAN PAPO
HRVOJE POTLIMBRZOVIĆ





*Međunarodni interdisciplinarni
2. Kongres Centra za interdisciplinarna istraživanja
Filozofskog fakulteta Osijek:
»Izazovi obrazovanja«*

PROGRAM

*International Interdisciplinary
2nd Congress of the Centre for Interdisciplinary Research of
the Faculty of Humanities and Social Sciences in Osijek:
“Challenges of Education”*

PROGRAMME





PROGRAM / PROGRAMME

ČETVRTAK, 3. studenog 2022. / THURSDAY, 3rd November 2022

Dvorana 39 Filozofskog fakulteta, Lorenza Jägera 9, Osijek /

Hall 39, Faculty of Humanities and Social Sciences, Lorenz Jäger Street 9, Osijek

Online platforma *Zoom* / Online platform *Zoom*

9.30 – 10.00

Otvaranje kongresa i pozdravne riječi / *Opening ceremony and welcoming speeches*

- prof. dr. sc. VLADO GUBERAC,
rektor Sveučilišta Josipa Jurja Strossmayera u Osijeku
- IVAN ANUŠIĆ,
župan Osječko-baranjske županije
- IVAN RADIĆ,
gradonačelnik Grada Osijeka
- prof. dr. sc. JOSIP STEPANIĆ,
predsjednik Hrvatskog interdisciplinarnog društva
- prof. dr. sc. ZLATKO MILIŠA,
predsjednik Povjerenstva Centra za interdisciplinarna istraživanja Filozofskog fakulteta Osijek te predsjednik Organizacijskog i Programskog odbora kongresa
- izv. prof. dr. sc. IVAN TROJAN,
dekan Filozofskog fakulteta Sveučilišta Josipa Jurja Strossmayera u Osijeku

10.00 – 10.15 ZLATKO MILIŠA, IGOR JOSIPOVIĆ, NEMANJA SPASENOVSKI (Hrvatska / Croatia): **Doprinos liberalne teorije u kritici egalitarističke koncepcije rada i obrazovanja** / *Contribution of Liberal Theory to the Criticism of the Egalitarian Conception of Work and Education*

10.15 – 10.30 DEMIAN PAPO, HRVOJE POTLIMBRZOVIĆ (Hrvatska / Croatia): **Kritika specijalizacije iz pera Blaženke Despot** / *Blaženka Despot's Criticism of Specialization*

10.30 – 10.45 MARIJA MILOŠEVIĆ, LUCIJA PINTEK (Hrvatska / Croatia): **Zastupljenost radova hrvatskih znanstvenika iz društvenih i humanističkih znanosti o interdisciplinarnosti u bazama podataka** / Presence of Research Papers by Croatian Social Sciences and Humanities Researchers on Interdisciplinarity in Databases

10.45 – 11.00 *Rasprava / Discussion*

11.00 – 11.15 *Pauza / Break*

11.15 – 11.30 GORAN ĐURĐEVIĆ (Kina / China), SUZANA MARJANIĆ (Hrvatska / Croatia): **Neprepoznati uspjeh: ekokritika u Jugoistočnoj Europi** / Unrecognized Success: Ecocriticism in Southeast Europe

11.30 – 11.45 DUŠANKA SLIJEPČEVIĆ (Bosna i Hercegovina / Bosnia and Herzegovina), EWA DĄBROWSKA-PROKOPOWSKA (Poljska / Poland): **Zeleno visoko obrazovanje u funkciji zelenog gospodarstva** / Green Higher Education in the Function of Green Economy

11.45 – 12.00 YARONG CHEN (China / Kina): **An Unfinished Mission: UNESCO in Deploying Education and Science for Global Development, 1945–1975** / Nedovršena misija: uloga UNESCO-a u razvoju obrazovanja i znanosti za globalni razvoj (1945. – 1975.)

12.15 – 12.30 JULIJANA MLADENOVSKA-TEŠIJA (Hrvatska / Croatia): **Prostor, tijelo i moć na sjecištu između virtualne realnosti i mirovne edukacije** / Space, Body and Power at the Intersection of Virtual Reality and Peace Education

12.30 – 12.45 *Rasprava / Discussion*

12.45 – 13.30 *Pauza za ručak / Lunch break*

13.30 – 13.45 AMANDA GLAVAŠ, AZRA STAŠČIK (Hrvatska / Croatia): **Je li vrijeme za promjenu sustava ocjenjivanja u osnovnoškolskom obrazovanju u Hrvatskoj?** / Is it Time to Change the Assessment System in Primary School Education in Croatia?

13.45 – 14.00 ALEN HASIKIĆ (Hrvatska / Croatia): **Obrazovni sustav Hrvatske i Singapura iz komparativne perspektive** / Education Systems of Croatia and Singapore from a Comparative Perspective

14.00 – 14.15 NEBOJŠA MUDRI (Hrvatska / Croatia): **Ima li obrazovanje smisla u suvremenoj kulturi nerada?** / Does Education Make Sense in Contemporary Culture of Idleness?

14.15 – 14.30 *Rasprava / Discussion*

14.30 – 14.45 *Pauza / Break*

14.45 – 15.00 HELENA DRAGIĆ (Hrvatska / Croatia): **Komunikacija u nastavi – suvremeni izazovi i mogućnosti** / Communication in Teaching – Contemporary Challenges and Opportunities

15.00 – 15.15 ANITA DREMEL, VLATKA FAPALI (Hrvatska / Croatia): **Rodna ravnopravnost na sveučilištu: izazovi i prilike** / Gender Equality at the University: Challenges and Opportunities

15.15 – 15.30 IRENA KISS, ALEKSANDRA MOŽAR (Hrvatska / Croatia): **Etička pitanja u radu odgojno-obrazovnih ustanova** / Ethical Issues in the Work of Educational Institutions

15.30 – 15.45 *Rasprava / Discussion*

15.45 – 16.00 *Pauza / Break*

16.00 – 16.30 *Plenarno predavanje / Keynote lecture*

JULIE THOMPSON KLEIN (United States of America / *Sjedinjene Američke Države*): **Inter- and Transdisciplinary Teaching and Learning for the 21st Century** / Inter- i transdisciplinarno poučavanje i učenje za 21. stoljeće

16.30 – 17.00 *Rasprava / Discussion*

17.00 – 17.15 *Pauza / Break*

17.15 – 19.15 **Interdisciplinarna studentska radionica (učionica 16)** / *Interdisciplinary student workshop (classroom 16)*

19.15 **Završetak prvog dana Kongresa** / *End of the first day of Congress*

PETAK, 4. studenog 2022. / FRIDAY, 4th November 2022

Dvorana 39 Filozofskog fakulteta, Lorenza Jägera 9, Osijek /

Hall 39, Faculty of Humanities and Social Sciences, Lorenz Jäger Street 9, Osijek

Online platforma Zoom / Online platform Zoom

10.00 – 10.30 Plenarno predavanje / Keynote lecture

JAN CORNELIUS SCHMIDT (Germany / *Njemačka*): **Philosophy of Interdisciplinarity. Towards a Critical-Reflexive Research Program /** Filozofija interdisciplinarnosti. Prema kritičko-refleksivnom istraživačkom programu

10.30 – 11.00 Rasprava / Discussion

11.00 – 11.15 Pauza / Break

11.15 – 11.30 MARIN SELEŠ, TANJA HERCOG, ANDREA SUDAREVIĆ (Hrvatska / *Croatia*): **Potreba za uvođenjem neformalne edukacije: osnova informacijske pismenosti za učenike četverogodišnjih srednjih škola /** The Need to Introduce Non-Formal Education: the Basis of Information Literacy for Four-Year High School Students

11.30 – 11.45 IVANA MARTINOVIĆ, DEJANA GOLENKO, BORIS BADURINA (Hrvatska / *Croatia*): **Digitalna pismenost u službi visokoškolskog obrazovanja /** Digital Literacy in the Service of Higher Education

11.45 – 12.00 DEJAN PERNJAK (Hrvatska / *Croatia*): **Obrazovanje u medijskom prostoru na primjeru lokalnih mrežnih portala /** Education in the Media Space on the Example of the Local Web Portals

12.00 – 12.15 EMINA ALEŠEVIĆ, SMAILA BALIĆ RAHMANOVIĆ (Bosna i Hercegovina / *Bosnia and Herzegovina*): **Uloga i značaj 4K kompetencije u izobrazbi za pomagačke profesije /** The Role and Significance of 4C Competence in Training for Helping Professions

12.15 – 12.30 Rasprava / Discussion

12.30 – 13.30 Pauza za ručak / Lunch break

13.30 – 13.45 MARIJA MATULIN JELIĆ, NIKOLETA ŠPOLJARIĆ (Hrvatska / *Croatia*): **Uloga senzorne integracije u promicanju inkluzije kod djece predškolske dobi /** The Importance of Sensory Integration in Promoting Inclusion in Preschool Children

13.45 – 14.00 DAMIR MARINIĆ (Hrvatska / Croatia): **Obrazovni izazovi u globalnom društvu: integracijsko-procesni pristup** / Educational Challenges in Global Society: Integration-Processing Approach

14.00 – 14.15 SANDA MILOŠEVIĆ (Bosna i Hercegovina / Bosnia and Herzegovina): **Podrška učenicima u učenju i vladanju** / Supporting Students in Learning and Behavior

14.15 – 14.30 *Rasprava / Discussion*

14.30 – 14.45 *Pauza / Break*

14.45 – 15.00 IVANA ŠARIĆ ŠOKČEVIĆ (Hrvatska / Croatia): **Kriza sustava – pokušaj savladavanja suvremenih odgojnih i obrazovnih izazova** / System in Crisis – an Attempt to Overcome the Contemporary Challenges of Educational System

15.00 – 15.15 AMINA SMAJOVIĆ (Bosna i Hercegovina / Bosnia and Herzegovina): **Kompas za redizajniranje odgojno-obrazovnih sistema** / Compass for Redesigning Educational Systems

15.15 – 15.30 NEMANJA SPASENOVSKI (Hrvatska / Croatia): **Obrazovni sustav u odabranim ekonomskim teorijama** / The Educational System in Selected Economic Theories

15.30 – 15.45 JOSIP BERDICA (Hrvatska / Croatia): **Humano obrazovanje i neke aktualne vrline pravničkog obrazovanja** / Humane Education and Some Current Virtues of Legal Education

15.45 – 16.00 *Rasprava / Discussion*

16.00 – 16.15 *Pauza / Break*

16.15 – 17.00 *Predstavljanje knjige / Book presentation:*

Jan Cornelius Schmidt, *Philosophy of Interdisciplinarity: Studies in Science, Society and Sustainability* (London: Routledge, 2022).

Predstavljajući / Presenters: dr. sc. Demian Papo, dr. sc. Hrvoje Potimbrzović

17.00 *Završetak drugog dana Kongresa / End of the second day of Congress*

17.30 *Svečana večera za sudionike Kongresa / Dinner for Congress participants*

SUBOTA, 5. studenog 2022. / SATURDAY, 5th November 2022

Dvorana 39 Filozofskog fakulteta, Lorenza Jägera 9, Osijek /

Hall 39, Faculty of Humanities and Social Sciences, Lorenz Jäger Street 9, Osijek

Online platforma Zoom / Online platform Zoom

9.30 – 10.45 Interdisciplinarni okrugli stol / Interdisciplinary round table: Znanje na sjecištu humanističkih i društvenih znanosti, umjetnosti te STEM-a / Knowledge at the Intersection of Humanities and Social Sciences, Arts and STEM

Sudionici / Participants:

izv. prof. dr. sc. Marita Brčić Kuljiš, Filozofski fakultet, Sveučilište u Splitu / Faculty of Humanities and Social Sciences, University of Split

dr. sc. Jelena Ćosić Lesičar, Fakultet strojarstva i brodogradnje, Sveučilište u Zagrebu / Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb

doc. art. Zlatko Kozina, Akademija za umjetnost i kulturu, Sveučilište J. J. Strossmayera u Osijeku / Academy of Arts and Culture, J. J. Strossmayer University of Osijek

10.45 – 11.00 Rasprava / Discussion

11.00 – 11.15 Pauza / Break

11.15 – 12.00 Predstavljanje zbornika radova / Presentation of the book of proceedings:

Davor Balić, Demian Papo, Hrvoje Potlimbrzović (ur.), *Interdisciplinarnost u teoriji i praksi / Interdisciplinarity in Theory and Practice* (Osijek: Filozofski fakultet u Osijeku, 2022).

Predstavljajući / Presenters: izv. prof. dr. sc. Marita Brčić Kuljiš, doc. dr. sc. Željka Metesi Deronjić, dr. sc. Demian Papo, dr. sc. Hrvoje Potlimbrzović

12.00 – 12.15 Pauza / Break

12.15 – 12.30 KRISTINA HORVAT, SANJA JEŽABEK, MARIJA RADOŠEVIĆ ČIČA (Hrvatska / Croatia): Učenje temeljeno na radu u obrazovnom sektoru »Zdravstvo i socijalna skrb« / Learning Based on Working in the Educational Sector of “Health and Social Care”

12.30 – 12.45 DANIJEL JELAŠ, PETRA PLANTOSAR (Hrvatska / Croatia): **Izazovi razvoja arhivske pedagogije u Hrvatskoj** / Challenges of the Development of Archival Pedagogy in Croatia

12.45 – 13.00 DENIS JURKOVIĆ (Hrvatska / Croatia): **Doprinos učitelja interkulturalnoj kompetentnosti učenika** / Teacher's Contribution to Students' Intercultural Competence

13.00 – 13.15 BORIS RAUŠ, TEA ŽAGAR (Hrvatska / Croatia): **Hibridni rad kao izazov ili olakšanje u učenju** / Hybrid Work as a Challenge or Relief in Learning

13.15 – 13.30 *Rasprava / Discussion*

13.30 – 14.30 *Pauza za ručak / Lunch break*

14.30 – 14.45 NIKICA TORBICA (Hrvatska / Croatia): **Uloga organizacija civilnog društva u obrazovanju za aktivno građanstvo – u čekanju GOODa** / The Role of Civil Society Organizations in Education for Active Citizenship – Waiting for GOODot

14.45 – 15.00 SERGEJ FILIPOVIĆ, MARIJA FILIPOVIĆ (Hrvatska / Croatia): **Izazovi organiziranja školske prakse iz Povijesti za vrijeme COVID-19 krize** / Challenges of Organizing *History* School Practice During COVID-19 Crisis

15.00 – 15.15 MILJENKO HAJDAROVIĆ (Hrvatska / Croatia): **Poučavanje povijesti i oblikovanje identiteta pojedinca u Hrvatskoj** / Teaching History and Shaping Individual Identity in Croatia

15.15 – 15.30 RAUL RAUNIĆ (Hrvatska / Croatia): **Normativni pojam obrazovanja i nastava filozofije** / Normative Concept of Education and Teaching of Philosophy

15.30 – 15.45 *Rasprava / Discussion*

15.45 – 16.00 *Pauza / Break*

16.00 – 16.30 *Plenarno predavanje / Keynote lecture*

RICK SZOSTAK (Canada / Kanada): **Teaching About Interdisciplinarity** / Poučavanje o interdisciplinarnosti

16.30 – 17.00 *Rasprava / Discussion*

17.00 – 17.30 *Završna rasprava i zatvaranje Kongresa / Final discussion and closing of the Congress*

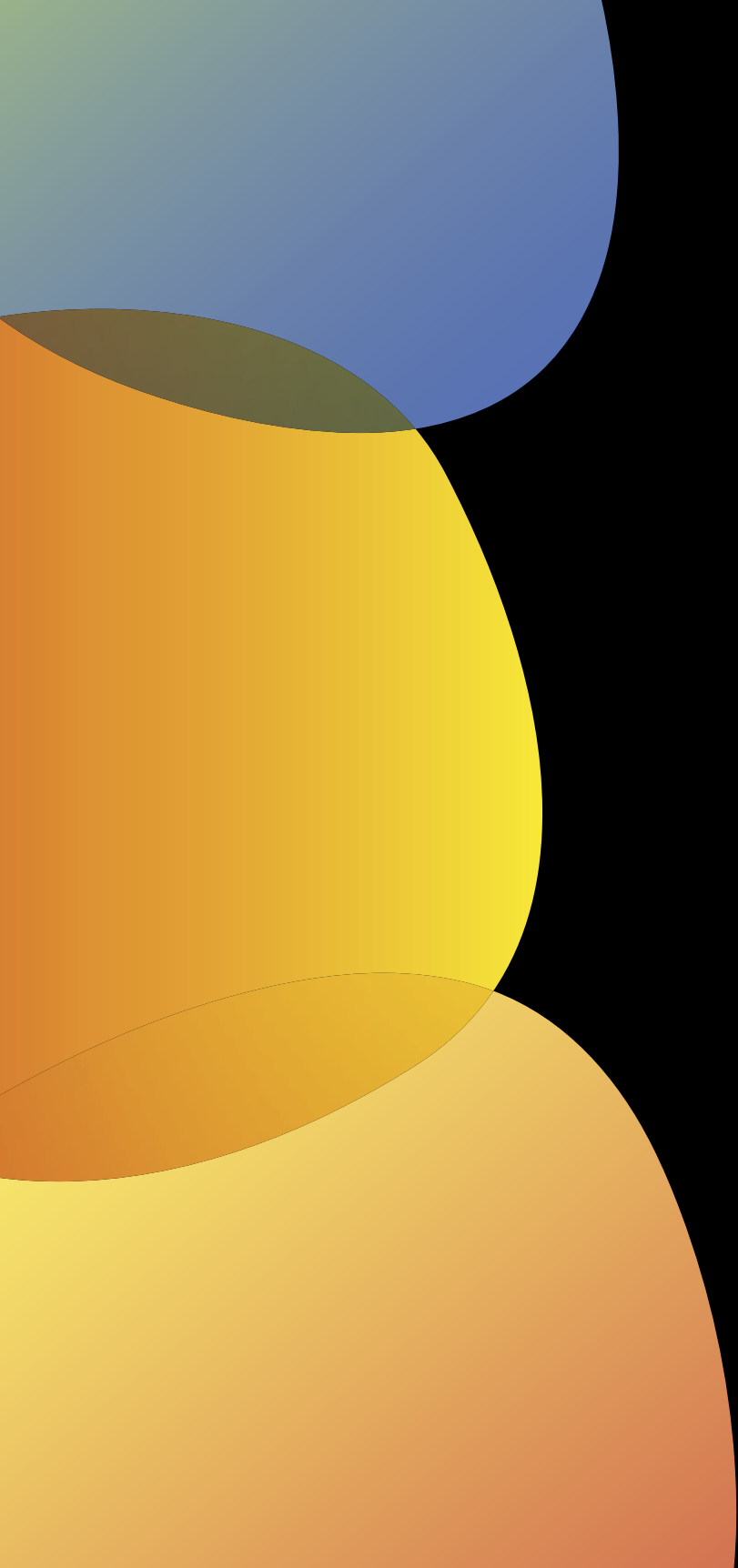


*Međunarodni interdisciplinarni
2. Kongres Centra za interdisciplinarna istraživanja
Filozofskog fakulteta Osijek:
»Izazovi obrazovanja«*

SAŽECI IZLAGANJA

*International Interdisciplinary
2nd Congress of the Centre for Interdisciplinary Research of the
Faculty of Humanities and Social Sciences in Osijek:
“Challenges of Education”*

PAPER ABSTRACTS



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ULOGA I ZNAČAJ 4K KOMPETENCIJE U IZOBRAZBI ZA POMAGAČKE PROFESIJE

Očekuje se da visoko obrazovanje ima višestruku ulogu u izgradnji osobnosti studenata koji će biti spremni odgovoriti na potrebe tržišta rada i usmjeriti vlastite kapacitete u svrhu poboljšanja kvalitete života društva u cjelini. To se posebno odnosi na društvena i humanistička usmjerenja čiji će diplomanti obavljati funkciju profesionalnih pomagača. Pomagačka zanimanja definiraju se kao ona koja su usmjerena na pomoć drugim ljudima u rješavanju njihovih životnih problema, a zajedničko im je obilježje osoban kontakt između klijenta u potrebi i pomagača. S obzirom na sve složenije izazove s kojima se suočavaju navedena zanimanja, težnja modernom obrazovanju usmjerena je na 4K kompetencije (kritičko mišljenje, komunikacija, kolaboracija, kreativnost) koje u cjelini čine temelj osobnosti suvremenog poslovnog svijeta. Da bismo uspješno odgovorili na navedene izazove, potrebno je intenzivirati napore u svrhu smanjenja jaza između onoga što studij jest i onoga što bi trebao biti kada su u pitanju 4K kompetencije.

KLJUČNE RIJEČI: 4K kompetencije, pomagačke profesije, visokoškolsko obrazovanje

THE ROLE AND SIGNIFICANCE OF 4C COMPETENCE IN TRAINING FOR HELPING PROFESSIONS

It is expected that higher education plays a multifarious role in building the personality of students, who will be ready to respond to the needs of the labor market and direct their own capacities in order to improve the quality of life in society as a whole. This especially applies to social sciences and humanities studies whose graduates will perform the function of professional assistants. Helping professions are defined as those that are aimed at helping other people in solving their life problems, and they have the characteristic of personal contact between the client in need and the helper in common. Considering the increasingly complex challenges faced by the mentioned professions, the aspiration towards modern education is focused on 4C competencies (critical thinking, communication, collaboration, creativity), which as a whole form the basis of the personality of the modern business world. In order to successfully respond to the aforementioned challenges, it is necessary to intensify efforts to reduce the gap between what the study is and what it should be when it comes to 4C competencies.

KEY WORDS: 4C competence, helping professions, university education

JOSIP BERDICA

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HUMANO OBRAZOVANJE I NEKE AKTUALNE VRLINE PRAVNIČKOG OBRAZOVANJA

Živimo ozbiljnu krizu obrazovanja iz kojega se, osobito u ovoj postindustrijskoj kulturi konkurentne učinkovitosti, sve više uklanja sve vezano uz vrline i vrijednosti, zbog čega su na udaru najčešće vrijednosno-orijentirane humanističke intelektualne discipline koje moraju ustuknuti pred praktički-orijentiranim disciplinama. Obrazovanje je postalo jedno od mnogobrojnih bojnih polja postmodernih političkih i kulturoloških rasprava u kojima se sukobljavaju različite vizije i koncepti 'obrazovanja u društvu znanja' kojima je uglavnom zajedničko jedno – osloboditi obrazovanje vrijednosnih i etičkih dimenzija. Unatoč tome, obrazovanje je ispunjenje čovjekove prirodne potrebe za znanjem koje nas treba potaknuti na mišljenje. Upravo je to temeljna vrlina obrazovanja – poticati čovjeka na kritičko i slobodno mišljenje. Na tom se tragu razvija i koncept 'humanog obrazovanja' usredotočenog na čovjeka kao cjelinu, odnosno na estetske, emocionalne, etičke i kognitivne dimenzije čovjeka. Kroz kritički prikaz aktualnog trenutka pravničkog obrazovanja želimo uočavati probleme, ali i potaknuti obrazovne te pravničke krugove na ispravno vrednovanje čovjeka u okvirima samoga obrazovanja.

KLJUČNE RIJEČI: humano obrazovanje, etika, kriza obrazovanja, pravničko obrazovanje

HUMANE EDUCATION AND SOME CURRENT VIRTUES OF LEGAL EDUCATION

We are experiencing a serious crisis in education from which, especially in this post-industrial culture of competitive efficiency, everything related to virtues and values is increasingly being removed, which is why value-oriented humanistic intellectual disciplines are most often under attack and must retreat in front of practice-oriented disciplines. Education has become one of the many battlefields of postmodern political and cultural debates in which different visions and concepts of 'education in the knowledge society' clash, which mostly have one thing in common – to liberate education from its value and ethical dimensions. Despite this, education is the fulfillment of man's natural need for knowledge, which should encourage us to think. This is precisely the fundamental virtue of

education – encouraging a person to think critically and freely. On this track, the concept of ‘humane education’ focused on man, that is, on the aesthetic, emotional, ethical, and cognitive dimensions of man, is being developed. Through a critical presentation of the current moment of legal education, we want to identify problems, but also encourage educational and legal circles to correctly evaluate the human being within the framework of education itself.

KEY WORDS: humane education, ethics, education crisis, legal education

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AN UNFINISHED MISSION: UNESCO IN DEPLOYING EDUCATION AND SCIENCE FOR GLOBAL DEVELOPMENT (1945–1975)

Set up in the ashes of WWII, the intellectual spearhead of the UN – the United Nations Educational, Scientific and Cultural Organization (UNESCO) aims at fostering peace among people across national borders via intellectual cooperation. The leaders of UNESCO and intellectual elites of Member States helped to shape the organ’s view of the relations between science, education, culture, and global development. This paper will look at the emergence, evolution, and legacy of UNESCO’s approach toward global development during the first two decades since its inception. Born out of the Conference of Allied Ministers of Education (CAME) discussion, the post-war UN agency took not only education and culture but also science in its scope of action, leading to the synonym of UNESCO instead of “UNECO.” The scientific dimension in UNESCO was firstly embodied by the 1st Director-General Julian Huxley’s and Joseph Needham’s view of scientific humanism, which emphasized the development of the backward or undeveloped areas for the general progress of humanity. Growing out of this intellectual vein, UNESCO launched several initiatives, including a global network of Field Science Cooperation Office (FSCO) and Fundamental Education (FE) pilot project outside developed West Europe. The latter FE, an experimental education-driven development scheme, is coined as the origin of the UNESCO prototype of UN developmentalism. This paper will take FSCO and FE as examples to investigate UNESCO’s scientific and humanistic approach toward global development. However, the ideally designed program for both FSCO and FE had to dance with cold war politics, colonial and de-colonial and post-colonial tensions, lack of funding, inter-agency competition, etc., which marked a turning point for UNESCO’s mission of deploying education and science for global development and turning to a more mediated role of norm setter. UNESCO’s scientific humanist approach to global development vividly presented the overarching and self-expanding tendency of UNESCO’s program. Its involvement in global development went far beyond its action of scope and financial capability and unavoidably interwoven itself with the hectic politics at the international/national and local levels. Nevertheless, this paper also recognized the merits of UNESCO in exploring and experimenting with the link between education, science, and development, which resonates significantly with the 17 UN Sustainable Development Goals.

KEY WORDS: UNESCO, global education, global science, development

NEDOVRŠENA MISIJA: ULOGA UNESCO-A U RAZVOJU OBRAZOVANJA I ZNANOSTI ZA GLOBALNI RAZVOJ (1945. – 1975.)

Rođeno iz pepela Drugog svjetskog rata, intelektualno čelo UN-a – Organizacija Ujedinjenih naroda za obrazovanje, znanost i kulturu (UNESCO) ima za cilj poticanje mira među ljudima preko državnih granica putem intelektualne suradnje. Čelnici UNESCO-a i intelektualne elite država članica pomogli su u oblikovanju stajališta organizacije o odnosima između znanosti, obrazovanja, kulture i globalnog razvoja. Ovo će se predavanje usmjeriti na pojavu, evoluciju i nasljeđe UNESCO-ova pristupa globalnom razvoju tijekom prva dva desetljeća od njegova osnutka. Nastala iz rasprave Konferencije savezničkih ministara obrazovanja (CAME), poslijeratna agencija UN-a nije uključila samo obrazovanje i kulturu nego i znanost u svoj djelokrug, što je dovelo do sinonima UNESCO umjesto »UNECO«. Znanstvena dimenzija UNESCO-a najprije je bila utjelovljena u stajalištu o znanstvenom humanizmu prvog generalnog direktora Juliana Huxleya i Josepha Needhama, koji je naglašavao razvoj zaostalih ili nerazvijenih područja za opći napredak čovječanstva. Izrastajući iz te intelektualne žile, UNESCO je pokrenuo nekoliko inicijativa, uključujući globalnu mrežu Ureda za znanstvenu suradnju na terenu (FSCO) i pilot projekt Temelnog obrazovanja (FE) izvan razvijene zapadne Europe. Potonji FE, eksperimentalna razvojna shema vođena obrazovanjem, osmišljen je kao ishodište UNESCO-ova prototipa UN-ova developmentalizma. Ovo će izlaganje uzeti FSCO i FE kao primjere za istraživanje UNESCO-ova znanstvenog i humanističkog pristupa globalnom razvoju. Međutim, idealno osmišljen program i za FSCO i za FE morao je plesati s hladnoratovskom politikom, kolonijalnim, dekolonijalnim i postkolonijalnim napetostima, nedostatkom financiranja, međuagencijskom konkurencijom itd., a to je označilo prekretnicu za UNESCO-ovu misiju razvoja obrazovanja i znanosti za globalni razvoj i okretanja posrednijoj ulozi postavljača normi. UNESCO-ov znanstveni humanistički pristup globalnom razvoju zorno je predstavio sveobuhvatnu i samoproširujuću tendenciju UNESCO-ova programa. Njegova uključenost u globalni razvoj daleko je nadilazila njezin opseg djelovanja i financijske mogućnosti te se neizbježno ispreplela s užurbanom politikom na internacionalnoj/nacionalnoj i lokalnoj razini. Unatoč tome, u ovom se izlaganju također prepoznaje zasluge UNESCO-a u istraživanju i eksperimentiranju s vezom između obrazovanja, znanosti i razvoja, što značajno rezonira sa 17 UN-ovih ciljeva održivog razvoja.

I KLJUČNE RIJEČI: UNESCO, globalno obrazovanje, globalna znanost, razvoj

HELENA DRAGIĆ

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KOMUNIKACIJA U NASTAVI – SUVREMENI IZAZOVI I MOGUĆNOSTI

Postoji mnoštvo definicija komunikacije, a jedna od njih je da se radi o prijenosu informacije (poruke) od pošiljatelja do primatelja, pri čemu se govorni krug ne prekida. Prijenos poruke bit će uspješniji ako pošiljatelj i primatelj koriste isti kôd. Riječ komunikacija dolazi od latinskog glagola *communicare*, a ima značenje *dijeliti, priopćiti, biti u vezi*. Komunikacija pripada temeljnim egzistencijalnim potrebama, a osobito je važno voditi računa o uspješnoj komunikaciji u nastavnom procesu. Temeljna je podjela komunikacije na verbalnu i neverbalnu, odnosno na interakciju pomoću riječi ili pomoću neverbalnih znakova. Verbalna komunikacija temelji se na komunikacijskim vještinama, a osobito na vještinama govorenja i slušanja. Slušanje je komunikacijska vještina koja uključuje usmjeravanje, tumačenje i pamćenje onoga što smo čuli, a razlikuje se pasivno slušanje (*čuti*) od aktivnoga slušanja (*slušati*). Nadalje, to je vještina koju treba svladati, a osobito se tijekom izvođenja *online* nastave pokazalo da aktivno slušanje zahtijeva koncentraciju, pozornost i usredotočenost na predavanje. Verbalna komunikacija temelj je odgojno-obrazovane komunikacije, a njezina priroda u nastavnom procesu u načelu je didaktička.

Neverbalna komunikacija sastoji se od mnoštva neverbalnih znakova. Istraživanja su pokazala da je mnogo važnija od verbalne u razumijevanju poruke, ali i ljudskoga ponašanja. Svaki znak ima svoje značenje te može varirati od kulture do kulture. Odnos učitelja/ice i učenika/ce temelji se na komunikaciji od ulaska u učionicu, a nastavlja se pozdravljanjem. Učenici iščitavaju neverbalne znakove svojih učitelja i stoga svaki predavač treba voditi računa ne samo o tome da što kvalitetnije prenese znanje, već i o tome da što uspješnije komunicira s učenicima. U radu će se pored teoretskoga određivanja termina *komunikacija*, temeljne podjele, navođenja i kodiranja neverbalnih znakova u nastavi, navesti i izazovi te mogućnosti u izvođenju nastavnoga procesa tijekom pandemije koronavirusa. Da bi komunikacija u nastavnom procesu bila uspješna, ona se mora temeljiti na skladu između verbalnih i neverbalnih znakova.

KLJUČNE RIJEČI: komunikacija, verbalna komunikacija, neverbalna komunikacija, nastava, učitelj, učenik

COMMUNICATION IN TEACHING – CONTEMPORARY CHALLENGES AND OPPORTUNITIES

There are many definitions of communication, and one of them is that it is the transmission of information, some message from the sender to the receiver, where the speech circuit is not interrupted. Message transmission will be more successful if the sender and receiver use the same code. The word communication comes from the Latin verb *communicare*, meaning *to share, to communicate, to be in a relationship*. Communication is one of the basic existential needs, and it is particularly important to take care of successful communication in the teaching process. The basic division of communication is to verbal and non-verbal, that is, to interaction using words or non-verbal signs. Verbal communication is based on communication skills, especially on speaking and listening skills. Listening is a communication skill that includes directing, interpreting and remembering what we heard, and passive listening (*to hear*) differs from active listening (*to listen*). Furthermore, it is a skill that needs to be mastered, and especially during online classes, it has been shown that active listening requires concentration, attention and focus on the lecture. Verbal communication is the basis of educational communication, its nature in the teaching process is basically didactic.

Non-verbal communication consists of many non-verbal signs. Research has shown that it is much more important than the verbal one in understanding the message, as well as human behaviour. Each sign has its own meaning and it can vary from culture to culture. The relationship between teacher and student is based on communication from the very moment they enter the classroom, and it continues with greeting. Students read the non-verbal signs of their teachers, and therefore every lecturer should take care not only of how to convey knowledge as efficiently as possible, but also how to communicate with students as successfully as possible. In addition to the theoretical determination of the term *communication*, the basic division, listing and coding of non-verbal signs in class, the paper will also list the challenges and opportunities in the implementation of the teaching process during the coronavirus pandemic. For communication in the teaching process to be successful, it must be based on the harmony between verbal and non-verbal signs.

KEY WORDS: communication, verbal communication, non-verbal communication, teaching, teacher, student

ANITA DREMEL, VLATKA FAPALI

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RODNA RAVNOPRAVNOST NA SVEUČILIŠTU: IZAZOVI I PRILIKE

U prosincu 2021. godine na Sveučilištu Josipa Jurja Strossmayera u Osijeku donesen je *Plan rodne ravnopravnosti* s ciljem razvoja kulture rodne ravnopravnosti u svim aktivnostima Sveučilišta. Sveučilište se na to, između ostalog, obvezalo potpisivanjem *Europske povelje za istraživače* i *Kodeksa o zapošljavanju istraživača* u kojima se kao osnovni ciljevi za institucije visokog obrazovanja i znanosti identificiraju rodna ravnopravnost u znanstvenim karijerama, uravnotežena rodna zastupljenost u donošenju odluka te integracija dimenzije rodne ravnopravnosti u sadržaj istraživanja i inovacija. Cilj je ovoga rada predstaviti osnovne izazove te predviđene mjere za postizanje rodne ravnopravnosti u znanosti i visokom obrazovanju. Predstaviti ćemo i glavne rezultate te skore planirane aktivnosti na projektu UNIGEM (*Universities and gender mainstreaming*, voditeljica Zilka Spahić Šiljak). Širi je društveni cilj angažman oko promicanja jednakih mogućnosti, koje ostaju zadatak pred nama unatoč usvojenim zakonima koji zabranjuju diskriminaciju jer izostaju jasne politike i budžeti za njihovo provođenje. Poželjno bi bilo da akademske institucije primjerom prednjače u širenju kulture u kojoj postoji nulta tolerancija na društvene nejednakosti i (rodno zasnovano) nasilje.

KLJUČNE RIJEČI: jednakost, obrazovanje, rodna ravnopravnost, sveučilište, znanost

GENDER EQUALITY AT THE UNIVERSITY: CHALLENGES AND OPPORTUNITIES

In December 2021, Josip Juraj Strossmayer University in Osijek adopted a *Gender Equality Plan* with the aim of developing a culture of gender equality in all University activities. Among other things, the University committed itself to this by signing the *European Charter for Researchers* and the *Code on the Employment of Researchers*, which identify gender equality in scientific careers, balanced gender representation in decision-making and the integration of the dimension of gender equality into the content as basic goals for institutions of higher education and science, research and innovation. The aim of this paper is to present the basic challenges and planned measures for achieving gender equality in science and higher education. We will also present the main results of the soon-to-be-

planned activities of the UNIGEM project (*Universities and gender mainstreaming*, leader Zilka Spahić Šiljak). The broader social goal is to engage in the promotion of equal opportunities, which remains a task before us despite the adopted laws prohibiting discrimination, because there are no clear policies and budgets for their implementation. Academic institutions should preferably lead by example in spreading a culture in which there is zero tolerance for social inequalities and (gender-based) violence.

| KEY WORDS: equality, education, gender equality, university, science

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NEPREPOZNATI USPJEH: EKOKRITIKA U JUGOISTOČNOJ EUROPI

Ekokritika je novo interdisciplinarno akademsko polje unutar ekohumanistike s glavnim fokusom na odnos prirode i kulture. Na regionalnom prostoru Jugoistočne Europe ekokritika se razvijala postupno, nejednako i fragmentarno. Pod riječju *postupno* podrazumijevamo da su pojedine autorice i autori, poput Serpil Opperman, Jožice Čeh Steger i Annamárije Hódosy otvarali ekokritička pitanja. Pojam *nejednako* obuhvaća nejednak regionalan razvoj jer je očito da su ekokritičke teme najviše zastupljene u Sloveniji, Mađarskoj i Turskoj, dok je u ostalim zemljama bitno manji udio ekokritičkih radova. Termin *fragmentarno* pokazuje da nema čvršće organizacije ni regionalnih institucija koje bi postale lideri za ekokritička istraživanja Balkana/Jugoistočne Europe. Jedina je iznimka Ekohumanistički centar pri Kapadokijskom sveučilištu u Turskoj. Osim navedenih, postoje i različiti radovi, poglavlja u knjigama i eseji u pripremljenom izdanju *Ekokritika: između Prirode i Kulture* pod uredništvom Gorana Đurđevića, Mirande Levanat Peričić i Suzane Marjanić. Ono okuplja preko 70 radova o ekokritici u Jugoistočnoj Europi. Autori zaključuju da je ekokritika uspješna i ima mogućnosti daljnjeg rasta.

I KLJUČNE RIJEČI: ekokritika, Jugoistočna Europa, ekohumanistika

UNRECOGNIZED SUCCESS: ECOCRITICISM IN SOUTHEAST EUROPE

Ecocriticism has been a newly established interdisciplinary academic field within environmental humanities with a main focus on relations between nature and culture. In the region of Southeast Europe, development of ecocriticism took place gradually, unevenly and in a fragmentary manner. By *gradual*, we mean that some authors opened ecocritical issues and published books, such as Serpil Opperman and Jožica Čeh Steger, and Annamária Hódosy. The term *unequal* includes unequal regional development because it was evident that ecocritical topics are most prevalent in Slovenia, Hungary and Turkey. The term *fragmentary* shows that there is no stronger organization or regional institution that would

become a leader in eco-critical research in the Balkans/Southeast Europe except for Ecohumanist Center at the Cappadocian University in Turkey. Besides them, there are various papers, book chapters and book project in preparation titled *Ecocriticism: between Nature and Culture* (edited by Goran Đurđević, Miranda Levanat Peričić and Suzana Marjanić). The latter will have over 70 papers dedicated to ecocriticism in the Balkans/Southeast Europe. Authors conclude that ecocriticism has been successful in Southeast Europe and has valuable potential for progress.

KEY WORDS: ecocriticism, Southeast Europe, environmental humanities

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IZAZOVI ORGANIZIRANJA ŠKOLSKE PRAKSE IZ POVIJESTI ZA VRIJEME COVID-19 KRIZE

Zdravstvena i društvena kriza uzrokovana pandemijom COVID-19 postavila je velike izazove pred obrazovni sustav. Jedan od izazova s kojim su se susreli nastavnici školske prakse na fakultetima, studenti i mentori studenata u školama bio je i organizacija školske prakse studenata u školama, u ovom slučaju iz nastavnog predmeta *Povijest*. S obzirom na nemogućnost održavanja učioničke nastave, nju se, a tako i školsku praksu iz povijesti moralo održavati u e-okruženju. Budući da je to bio novi pristup te da dotad nisu bili razvijani takvi oblici izvođenja školske prakse, dolazilo je do različitih problema. Uz opis problema s kojima se susrelo, analiziraju se i stavovi studenata i njihovih mentora o takvu održavanju nastavne prakse iz *Povijesti* te se iznose zaključci o pozitivnim i negativnim aspektima njezina održavanja. Također se daju preporuke za organizaciju prakse u potencijalnim sličnim budućim situacijama.

KLJUČNE RIJEČI: školska praksa, *Povijest*, COVID-19, e-okruženje

CHALLENGES OF ORGANIZING HISTORY SCHOOL PRACTICE DURING COVID-19 CRISIS

The health and social crisis caused by the COVID-19 pandemic had posed great challenges to the education system. One of the challenges faced by school practice teachers at faculties, by students and their mentors in schools is the organization of students' school practice in schools, in this case from the subject of *History*. Given the impossibility of organizing classes in classrooms, lessons, as well as school practice in *History*, had to be held in an e-environment. As it was a new approach and such forms of school practice had not been developed before, it encountered various problems. In addition to the description of the problems encountered, the attitudes of the students and their mentors are also analyzed regarding school practice in *History*, and conclusions are presented regarding both positive and negative aspects of its organization. Recommendations are also given on how to organize school practice in potential similar future situations.

KEY WORDS: school practice, *History*, COVID-19, e-environment

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JE LI VRIJEME ZA PROMJENU SUSTAVA OCJENJIVANJA U OSNOVNOŠKOLSKOM OBRAZOVANJU U HRVATSKOJ?

Provedbom prvih nacionalnih ispita među učenicima osnovnih škola (8. razred) u Hrvatskoj 2022. godine i objavom ostvarenih rezultata, više nego ikad prije struka i javnost počeli su zazivati sustavne promjene ocjenjivanja u sustavu odgoja i obrazovanja osnovnih škola i/ili načina i uvjeta upisa u srednje škole. Glavni razlog koji se za to navodi jest nemogućnost objektivne usporedbe znanja učenika koji dolaze iz različitih škola, točnije nemogućnost valjane selekcije učenika za upis u srednje škole temeljem zaključnih ocjena iz osnovne škole, a što proizlazi iz subjektivnog unutarnjeg ocjenjivanja. Cjelovita reforma načina osnovnoškolskog ocjenjivanja, ali i načina selekcije učenika za nastavak (sekundarnog) obrazovanja, zasigurno je jedan od izazova sustava odgoja i obrazovanja. Potaknuti navedenim, autori će analizirati postojeći sustav ocjenjivanja i funkciju ocjena u osnovnom obveznom školstvu u Hrvatskoj te postojeći model načina upisa u srednje škole. Na temelju teorijskih razmatranja te uvidom u dobre prakse drugih država, autori će dati svoj okvirni prijedlog za promjenom postojećeg sustava ocjenjivanja u osnovnoj školi u Hrvatskoj te mogućnosti promjene načina upisa učenika u srednje škole.

KLJUČNE RIJEČI: osnovna škola, ocjenjivanje, nacionalni ispiti, upis u srednju školu

IS IT TIME TO CHANGE THE ASSESSMENT SYSTEM IN PRIMARY SCHOOL EDUCATION IN CROATIA?

With the implementation of the first national exams among primary school students (8th grade) in Croatia in 2022 and the publication of the results, now more than ever before, the profession and the public began to call for complete changes in assessment within the education system of primary schools and/or the methods and conditions of enrollment in secondary schools. The main reason given for this is the impossibility of objective comparison of the knowledge of students who come from different schools, i.e. the impossibility of valid selection of students for enrollment in secondary schools based on final grades from primary

school, which results from subjective internal assessment. The complete reform of the primary school assessment, as well as the method of selecting students for continuing (secondary) education, is certainly one of the challenges of the education system. Motivated by the above, the authors will analyze the existing grading system and the functions of grades in basic compulsory education in Croatia, as well as the existing model of enrollment in secondary schools. Based on theoretical considerations and on insight into the good practices of other countries, the authors will present their tentative proposal for changing the existing assessment system in primary schools in Croatia and the possibility of changing the way students are enrolled in secondary schools.

KEY WORDS: elementary school, assessment, state exam, enrollment in secondary school

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POUČAVANJE POVIJESTI I OBLIKOVANJE IDENTITETA POJEDINCA U HRVATSKOJ

Društva često ističu odgoj i obrazovanje kao svoj prioritet. Odgoj pojedinca podrazumijeva internalizaciju vrijednosti i normi društva ili, pojednostavljeno, razvoj osobe. Obrazovanje pak podrazumijeva razvoj kognitivnih sposobnosti, stjecanje znanja i razvoj vještina. Školskim predmetima s pretežno odgojnom komponentom smatraju se likovna, glazbena, tehnička te tjelesna i zdravstvena kultura. No, mnogi se autori slažu s konstatacijom da i *Povijest* uz obrazovnu ima i odgojnu dimenziju. Odgojna dimenzija povezana je s pitanjima identiteta i vrijednosti koja se spominju u ciljevima odgoja i obrazovanja u temeljnom hrvatskom Zakonu o obrazovanju. Posljedično, to se prenosi i na cijeli skup kurikularnih dokumenata.

Provedena je analiza sadržaja svih predmetnih kurikuluma osnovne škole i gimnazije s ciljem identifikacije pojavnosti riječi *identitet*, načina njegova korištenja u definiranju ciljeva poučavanja predmeta i vezanih odgojno-obrazovnih ishoda te očekivanja međupredmetnih tema. S obzirom na raznolikost pojavnosti i načina korištenja pojma *identitet* u kurikularnim dokumentima dodatno je analizirana pedagoška, sociološka, psihološka i naročito didaktičko-metodička literatura vezana uz poučavanje povijesti u okvirima suvremenih izazova globalizacije, digitalizacije svakodnevnice i postdigitalnog društva.

KLJUČNE RIJEČI: poučavanje povijesti, kurikulum, identiteti, socijalizacija

TEACHING HISTORY AND SHAPING INDIVIDUAL IDENTITY IN CROATIA

Societies often emphasize upbringing and education as their priority. The education of an individual implies the internalization of values and norms of a society or simply the development of a person. Education implies the development of cognitive abilities, the acquisition of knowledge, and the development of skills. Art, music, technical and physical, and health culture are considered school subjects with a predominantly educational component. However, many authors agree that *History* also has an educational dimension. The educational dimension is related to issues of identity and values mentioned in the goals of education in the fundamental Croatian law on education. Consequently, this is transferred to the entire set of curricular documents.

An analysis of the content of all subject curricula of elementary and high schools was carried out to identify the occurrence of the word *identity*, the way it is used in defining the objectives of teaching the subject, and related educational outcomes, as well as the expectations of cross-curricular topics. Given the variety of occurrences and ways of using the concept of *identity* in curricular documents, pedagogical, sociological, psychological, and especially didactic-methodical literature related to the teaching of history in the framework of contemporary challenges of globalization, digitization of everyday life, and post-digital society was additionally analyzed.

KEY WORDS: curriculum, history teaching, identities, socialization

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OBRAZOVNI SUSTAV HRVATSKE I SINGAPURA IZ KOMPARATIVNE PERSPEKTIVE

Obrazovanje je danas visoko promovirano u razvojne prioritete svih zemalja s ciljem nacionalnog razvoja i prosperiteta. Neovisno o kojoj se zemlji radi, sve one teže što uspješnijem obrazovanju budući da ono neposredno utječe na gospodarski razvoj. Tvrtka *McKinsey & Company* usporedila je 2007. godine 25 svjetskih obrazovnih sustava koji su ostvarili iznadprosječne rezultate. Usporedba tih sustava polučila je i nalaz da uspješni obrazovni sustavi dijele tri ključne karakteristike: 1) uvjeravanje (poticanje) pojedinaca da postanu učitelji; 2) omogućavanje pojedincima da postanu učinkoviti praktičari; i 3) osiguravanje najboljih mogućih uvjeta za učenje.

Promatrajući globalno obrazovne sustave, može se zaključiti da je uopćeno mišljenje da je obrazovni sustav Singapura iznimno uspješan, o čemu svjedoče i rezultati PISA istraživanja (računajući sve cikluse otkad Singapur sudjeluje u tom testiranju). S druge strane, obrazovni sustav Hrvatske prema parametrima PISA testiranja ostvaruje (ispod)prosječne rezultate od početka sudjelovanja u toj vrsti testiranja. Da bi se uvidjele sličnosti i razlike između tih dvaju sustava, u ovom radu koristit će se metoda komparacije sustava prema određenim elementima analize, promatrajući vremensko razdoblje unutar posljednjih 30 godina. Planirani su elementi analize sljedeći: a) društvene specifičnosti; b) obrazovne promjene i reforme; c) obrazovne razine; d) inicijalno obrazovanje učitelja; e) PISA rezultati. Podaci će se prikupiti metodom rada na dokumentaciji, uzimajući u obzir publikacije OECD-a (*Organizacija za ekonomsku suradnju i razvoj*), pregledom mrežnih stranica ministarstava obrazovanja te analizom pravilnikā i zakonā. Rezultati komparacije omogućit će utvrđivanje trenutnog stanja obrazovnog sustava Hrvatske, kao i njegove dobre i loše strane.

| KLJUČNE RIJEČI: obrazovni sustav, Hrvatska, Singapur, komparacija

EDUCATION SYSTEMS OF CROATIA AND SINGAPORE FROM A COMPARATIVE PERSPECTIVE

Today, education is highly promoted among the development priorities of all countries with the aim of national development and prosperity. Regardless of the country, they all strive for the most successful education possible, considering

that education directly affects economic development. *McKinsey & Company* compared 25 world education systems that achieved above-average results in 2007. Comparison of those systems resulted in a conclusion that successful education systems share three key characteristics: 1) persuading (encouraging) individuals to become teachers; 2) enabling individuals to become effective practitioners; 3) ensuring the best possible conditions for learning.

Looking at global education systems, it can be concluded that the general opinion is that Singapore's education system is extremely successful, as evidenced by the results of the PISA survey (counting all cycles since Singapore has participated in this testing). On the other hand, according to the parameters of PISA testing, the Croatian education system achieves (below) average results, since the beginning of participation in this type of testing. In order to get insights in the similarities and differences between these two systems, this paper will use the method of system comparison according to certain elements of the analysis, observing the time period of the last 30 years. The planned elements of the analysis are as follows: a) social specificities; b) educational changes and reforms; c) educational levels; d) initial teacher education; e) PISA results. The data will be collected by the method of working on documentation, considering OECD (*Organisation for Economic Cooperation and Development*) publications, by reviewing the websites of the ministries of education, and by analysing laws and regulations. The results of the comparison will make it possible to determine the current state of the Croatian education system, as well as its good and bad sides.

KEY WORDS: education system, Croatia, Singapore, comparison

UČENJE TEMELJENO NA RADU U OBRAZOVNOM SEKTORU »ZDRAVSTVO I SOCIJALNA SKRB«

Obrazovna sredina od velike je važnosti za učenje s obzirom na to da utječe na stjecanje znanja i vještina. Da bi omogućili učenicima da ostvare svoj puni potencijal, nastavnici moraju prilagoditi nastavni proces različitim potrebama učenika, ali i obrazovnoj sredini u kojoj se odvija nastavni proces. Za ostvarenje tog cilja učitelji trebaju posjedovati kompetencije koje će im to omogućiti. U strukovnom obrazovanju obrazovna sredina uključuje i prostore koji vjerodostojno prikazuju rad u zanimanju za koje se učenik obrazuje, a u kojima se provodi učenje temeljeno na radu. To su, primjerice, drvene radionice, šuma, specijalizirani praktikumi opremljeni strojevima, alatima i uređajima, te kuhinje. Strukovni kurikulum za stjecanje strukovne kvalifikacije *medicinska sestra opće njege / medicinski tehničar opće njege* provodi se u školskom i kliničkom okruženju. Školsko okruženje obuhvaća prostore kao što su učionice opće namjene i specijalizirani praktikumi nalik na bolesničku sobu i prostoriju za izvođenje medicinsko-tehničkih zahvata. U njima se steču vještine prije nastavka nastavnog procesa u kliničkom okruženju, a koje mogu biti kliničke sredine, domovi za starije i nemoćne osobe te dječji vrtići. Nastavu u navedenim uvjetima izvodi kadar koji prenosi stručna znanja i iskustvene vještine. Problematika rada usmjerena je na interdisciplinarnost u strukovnom obrazovanju tijekom realizacije učenja temeljenog na radu u obrazovnom sektoru »Zdravstvo i socijalna skrb«.

KLJUČNE RIJEČI: učenje temeljeno na radu, strukovni nastavnici, strukovno obrazovanje

LEARNING BASED ON WORKING IN THE EDUCATIONAL SECTOR OF "HEALTH AND SOCIAL CARE"

Educational learning environment is very important because it affects getting knowledge and skills. In order to enable students to achieve their full potential, teachers must adapt the teaching process to different students' needs as well as to the educational environment in which the teaching process takes place. In order to do this, teachers need to possess the competencies that will enable them to do so. In vocational education, the educational environment also includes spaces that authentically show work in the occupation for which the student is being educated, and in which work-based learning is carried out. For example, these

are woodworking workshops, forests, specialized workshops equipped with machines, tools and devices, as well as kitchens. The vocational curriculum for obtaining the general care nurse qualification is carried out in both school and clinical environment. The school environment includes spaces such as general-purpose classrooms and specialized practicums similar to a patient's room and a room for performing medical-technical procedures. In them, skills are acquired before continuing the teaching process in a clinical environment, which can involve clinical surroundings, retirement homes, and kindergartens. Teaching in the abovementioned conditions is carried out by personnel who impart professional knowledge and experiential skills. The issue of the work is focused on interdisciplinarity in professional education during the realization of work-based learning in the educational sector "Health and social care".

KEY WORDS: work-based learning, vocational teachers, vocational education

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IZAZOVI RAZVOJA ARHIVSKE PEDAGOGIJE U HRVATSKOJ

Arhivska pedagogija dio je šireg spektra kulturno-prosvjetnih djelatnosti suvremenih arhiva. Ona podrazumijeva prije svega osmišljavanje i realizaciju obrazovnih aktivnosti i sadržaja namijenjenih različitim uzrastima i kategorijama arhivskih korisnika, s ponešto većim naglaskom na učenike osnovnih i srednjih škola te na studente. Svrha navedenih aktivnosti i sadržaja, iz perspektive arhiva, jest upoznavanje javnosti s arhivskom baštinom i podizanje svijesti o njezinoj važnosti, kao i podizanje razine arhivske pismenosti. U posljednjih desetak godina u hrvatskim javnim arhivima ponuda arhivsko-pedagoških programa postala je uobičajena, a zaposlenici koji ih izvode često se nazivaju »arhivskim pedagozima«. Unatoč tome, status arhivske pedagogije i arhivskih pedagoga u formalnom smislu još uvijek nije definiran. Zbog toga je u pogledu broja aktivnosti, njihove kvalitete, usklađenosti sa suvremenim obrazovnim pristupima, standardima i trendovima, poput *online* učenja, vrlo neujednačena, a mnogo toga ovisi isključivo o kadrovskim mogućnostima pojedinih arhiva, ograničenim financijskim sredstvima, razumijevanju rukovoditelja te entuzijazmu i naobrazbi pojedinaca.

Cilj je ovog rada identificirati glavne izazove daljnjeg razvoja arhivske pedagogije, s posebnim naglaskom na određene formalne prepreke te pitanje kadrovske potencijala. Uz dosadašnja istraživanja provedena na temu arhivske pedagogije i osvrta na teorijsku literaturu i normativne akte, rad će se temeljiti i na kraćem anketnom upitniku. On će biti upućen svim javnim arhivskim ustanovama u Republici Hrvatskoj s ciljem prikupljanja aktualnih podataka o arhivskim pedagozima arhiva te drugih relevantnih podataka vezanim za organizaciju prosvjetne djelatnosti arhiva.

KLJUČNE RIJEČI: arhiv, arhivska pedagogija, *online* učenje, pedagog, razvoj

CHALLENGES OF THE DEVELOPMENT OF ARCHIVAL PEDAGOGY IN CROATIA

The archival pedagogy is a part of a wider spectrum of cultural and educational activities of contemporary archives. It primarily involves designing and implementing educational activities and content designed for different ages and categories of archival users, with a greater emphasis on primary and secondary school students and university students. The purpose of the mentioned activities and content, from the archive's perspective, is to familiarise the public with the archival heritage and raise awareness of its importance, as well as to raise the level of archival literacy. Over the last decade, the offer of the archival-pedagogical programmes has become common in Croatian public archives, and the employees who create and perform them are often called "archival pedagogues". Regardless, the status of archival pedagogy and archival pedagogues has not been formally defined yet. Therefore, in terms of the number of activities, their quality, compliance with modern educational approaches, standards, and trends, such as online learning, there is a lack of consistency among the archives, and much of this depends solely on the possibilities of individual archives regarding personnel, limited financial resources, understanding of managers and enthusiasm and education of individuals.

The aim of this paper is to identify the main challenges of further development of archival pedagogy, with reference to certain formal obstacles and the issue of personnel potential. In addition to previous studies conducted about archival pedagogy, as well as a review of theoretical literature and normative acts, the work will be based on a shorter survey questionnaire that will be sent to all public archival institutions in the Republic of Croatia with the aim of collecting current data on archival pedagogues and other relevant data related to for the organisation of the archives' educational activities.

KEY WORDS: archives, archival pedagogy, online learning, pedagogue, development

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DOPRINOS UČITELJA INTERKULTURALNOJ KOMPETENTNOSTI UČENIKA

Svijet 21. stoljeća svoju razvijenost uvelike duguje multikulturalizmu. Međutim, multikulturalizam posebno, kao i pred globalizaciju općenito, pred moderno su društvo postavili brojne izazove. Promocijom multikulturalnih društava u društva koja njeguju interkulturalne odnose među svojim članovima moguće je prevenirati ili ublažiti brojne animozitete koji se javljaju među različitim društvenim i kulturnim skupinama. Uslijed takve promjene paradigme učitelji imaju jednu od temeljnih uloga. Uzme li se u obzir da nije moguće prenositi znanja i vještine koje se ne posjeduju, suvremeni odgojno-obrazovni sustav susreće se s najmanje dva izazova u pogledu interkulturalnog odgoja i obrazovanja. S jedne bi strane trebao biti prilagođen stjecanju i razvoju interkulturalne kompetencije studenata učiteljskih studija, dok bi istovremeno (buduće) učitelje morao osposobljavati metodičko-didaktičkim vještinama kojima će stečenu kompetenciju učinkovito prenositi na svoje učenike. Budući da se multikulturalna iskustva smatraju najučinkovitijim oblicima stjecanja interkulturalne osjetljivosti, koja je preduvjet za stjecanje interkulturalne kompetencije, odgojno-obrazovni sustav mora istovremeno voditi računa i o iskustvima koje su stekli učitelji i o onima koje stječu učenici, a da pritom ne zanemaruje ostale i jednako važne aspekte odgoja i obrazovanja.

KLJUČNE RIJEČI: multikulturalizam, interkulturalna kompetencija, interkulturalna osjetljivost, učitelji, učenici

TEACHER'S CONTRIBUTION TO STUDENTS' INTERCULTURAL COMPETENCE

The world of the 21st century owes its development largely to multiculturalism. However, the numerous challenges that modern societies face are the result of globalization, and multiculturalism. By promoting multicultural societies into societies that nurture intercultural relations among their members, it is possible to prevent or alleviate numerous animosities that occur between different social and cultural groups. In this paradigm shift, teachers have one of the fundamental roles. If it is taken into account that it is not possible to transfer knowledge and skills that are not possessed, the modern education system faces at least

two challenges in terms of intercultural education. On the one hand, it should be adapted to the acquisition and development of intercultural competence of teacher education studies students, while at the same time it would have to train (future) teachers with methodical and didactic skills to effectively transfer the acquired competence to their students. Since multicultural experiences are considered the most effective forms of acquiring intercultural sensitivity, which is a prerequisite for the acquisition of intercultural competence, the educational system must simultaneously take into account both the experiences gained by teachers and those gained by students, without neglecting other equally important aspects of education.

KEY WORDS: multiculturalism, intercultural competence, intercultural sensitivity, teachers, students

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ETIČKA PITANJA U RADU ODGOJNO-OBRAZOVNIH USTANOVA

Profesionalna etika u pedagoškoj praksi definira (ne)ispravno djelovanje u smislu pomoći pojedincima u svakodnevnim, delikatnim situacijama. Etičke dileme mogu se odnositi na sve segmente rada i međusobnih odnosa, a mogu proizlaziti iz komunikacije i suradnje s korisnicima, kolegama ili vanjskim dionicima odgojno-obrazovne ustanove. Stvaranje okvira za konstruktivan i kritički odnos prema komunikacijskim procesima može biti znatno olakšano etičkim kodeksom, dokumentom čija je svrha definiranje prihvatljivih ponašanja u određenim situacijama. Njegov cilj je, sukladno osnovnim vrijednosti ustanove, približiti i zaposlenicima i korisnicima stupnjeve etičkog razumijevanja i olakšavati donošenje individualnih odluka prilikom suočavanja s novim izazovima. Potrebno je naglasiti da se radi o dokumentu koji ne smije biti u funkciji nametanja vrijednosti ili stavova, već razvoja senzibilitnosti i poticanja argumentiranog rasuđivanja. Zbog svega navedenog, polazište ovog rada čini intervju proveden među zaposlenicima odgojno-obrazovne ustanove predškolskog odgoja, usmjeren istraživanju upoznatosti s pojmom etičkog kodeksa i svijesti o njegovoj ulozi u povećanju kvalitete obavljanja pedagoške djelatnosti.

| KLJUČNE RIJEČI: etički kodeks, pedagoška djelatnost, profesionalna etika

ETHICAL ISSUES IN THE WORK OF EDUCATIONAL INSTITUTIONS

Professional ethics in pedagogical practice defines (in)correct actions in the sense of helping individuals in everyday, delicate situations. Ethical dilemmas can relate to all segments of work and mutual relations, and can arise from communication and cooperation with users, colleagues or external stakeholders of the educational institution. Creating a framework for a constructive and critical attitude towards communication processes can be greatly facilitated by a code of ethics, a document whose purpose is to define acceptable behavior in certain si-

tuations. Its goal is, based on the basic values of the institution, to bring the levels of ethical understanding closer to both employees and users and to facilitate individual decision-making when facing new challenges. It should be emphasized that this is a document that should not be used to impose values or attitudes, but to develop sensibility and encourage reasoned reasoning. Due to all of the above, the starting point of this paper is an interview conducted among employees of preschool educational institution, aimed at researching familiarity with the concept of the code of ethics and awareness of its role in increasing quality.

KEY WORDS: ethical codex, pedagogical activity, professional ethics

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OBRAZOVNI IZAZOVI U GLOBALNOM DRUŠTVU: INTEGRACIJSKO-PROCESNI PRISTUP

Ljudi se danas suočavaju s novim izazovima u brzo promjenjivom i složenom društvu, koje je uistinu postalo 'globalno selo' u svakom smislu te riječi. U tom su društvu 'stare', predglobalne vrijednosti isključivog individualizma i isključivog osjećaja vlastitog prava potpuno izgubile smisao i svrhu. Trenutna društvena i ekonomska stvarnost zahtijeva prilagodbu novih vrijednosti i načina razmišljanja, koji će omogućiti čovječanstvu postizanje stabilne društvene strukture u uvjetima globalne međuovisnosti. Osim toga, istraživanja su pokazala da je znanstveni i tehnološki napredak napravio ogromne promjene u načinu na koji nove generacije djece pristupaju, usvajaju i koriste informacije, i to na cjelovitiji i aktivniji način. Stoga smo mi kao obrazovni stručnjaci dužni pristupiti postojećim uvjetima, formirajući obrazovni okvir koji priprema nove generacije za izazove globalnog međuovisnog svijeta, i to na način koji odgovara njihovom pristupu stvarnosti. Stoga u ovom radu predlažemo integracijsko-procesni pristup obrazovanju, čiji je cilj pružiti iskustvo optimalnog funkcioniranja u globalnom međuovisnom sustavu u kojem danas živimo. Kroz takva iskustva djeca bi stekla uvid u zakonitosti koje vladaju globalnim međuovisnim društvom te stekla znanja i vještine koje se odnose na uspješno egzistiranje u takvom sustavu. Uz teorijska razmatranja, iskustva s terena i empirijsku validaciju koncepata uključenih u integracijsko-procesni pristup, razmotrit ćemo i njegove praktične implikacije.

I KLJUČNE RIJEČI: globalno društvo, integracija, sistemski pristup

EDUCATIONAL CHALLENGES IN GLOBAL SOCIETY: INTEGRATION-PROCESSING APPROACH

People today face new challenges, in a rapidly changing and complex society, which has truly become a 'global village' in every sense of the word. In that society, the 'old', pre-global values of exclusive individualism and the exclusive sense of entitlement have completely lost their meaning and purpose. The current social and economic reality requires the adaptation of new values and ways of thinking, which will enable humanity to achieve a stable social structure in conditions of global interdependence. In addition, research has shown that scientific and technological progress has made enormous changes in the way new genera-

tions of children access, adopt and use information, in a more holistic and active way. Therefore, we as educational experts are obliged to approach the existing conditions, forming an educational framework that prepares new generations for the challenges of a global interdependent world, in a way that corresponds to their approach to reality. Therefore, in this paper, we propose an integration-processing approach to education, the goal of which is to provide the experience of optimal functioning in the global interdependent system in which we live today. Through such experiences, children would gain insight into the laws governing a global interdependent society, and gain knowledge and skills on how to successfully exist in such a system. In addition to theoretical considerations, experiences from the field and empirical validation of the concepts involved in the integration-processing approach, we will also consider its practical implications.

KEY WORDS: global society, integration, systems approach

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DIGITALNA PISMENOST U SLUŽBI VISOKOŠKOLSKOG OBRAZOVANJA

Osim razvijene osnovne pismenosti, svaki student treba imati razvijenu i digitalnu pismenost bez koje je nemoguće odolijevati izazovima visokoškolskog obrazovanja. Ona podrazumijeva kombinaciju informacijskih i komunikacijskih vještina, vještina kreiranja sadržaja, vještina upravljanja sigurnošću i vještina rješavanja problema. Neki autori digitalne vještine razlažu na četiri dimenzije koje uključuju tehničke i operacijske vještine, vještine navigacije i procesuiranja informacija, vještine komunikacije i interakcije te vještine kreiranja i produkcije sadržaja. S obzirom na to da današnji studenti pripadaju generaciji koja se smatra digitalnim domorocima, njihove su digitalne vještine razvijene u određenoj mjeri. Neka istraživanja pokazuju da se studenti smatraju digitalno pismenima. Oni bi trebali pokazivati sofisticiranije digitalne vještine da bi mogli uspješno savladavati sve zadaće i potrebe s kojima se susreću tijekom procesa studiranja. U ovom radu fokus je na istraživanju digitalne pismenosti studenata osječkog i riječkog sveučilišta. Cilj je rada utvrditi razinu digitalne pismenosti studenata na nekoliko fakulteta na sveučilištima u Osijeku i Rijeci. Dobiveni rezultati istraživanja poslužit će za postavljanje primjerenih indikatora za kreiranje takvog obrazovnog okruženja studenata, koje omogućuje kontinuirano i sustavno stjecanje vještina digitalne pismenosti. U istraživanju se primjenjuje kvantitativna metoda uz primjenu upitnika kao glavnog instrumenta kojim se testiraju vještine digitalne pismenosti studenata.

KLJUČNE RIJEČI: digitalna pismenost, visokoškolsko obrazovanje, studenti, Sveučilište Josipa Jurja Strossmayera u Osijeku, Sveučilište u Rijeci

DIGITAL LITERACY IN THE SERVICE OF HIGHER EDUCATION

In addition to developed basic literacy, every student should also develop digital literacy. Without digital skills it is impossible to resist the challenges of higher education. Digital literacy includes a combination of information and communication skills, content creation skills, security management skills and prob-

lem-solving skills. Some authors divide digital skills in four dimensions that include technical and operational skills, navigation and information processing skills, communication and interaction skills, and content creation and production skills. Assessing that today's students belong to the generation that is considered digital natives, their digital skills are developed to a certain extent. Some research shows that students are considered digitally literate. They should demonstrate sophisticated digital skills in order to be able to successfully master all tasks and needs encountered during the study process. In this paper, the focus is on researching the digital literacy of students at the University of Osijek and Rijeka. The aim of the work is to determine the level of digital literacy of students of several faculties of the universities in Osijek and Rijeka. The obtained research results will serve to set appropriate indicators for creating such an educational environment for students that enables the continuous and systematic acquisition of digital literacy skills. The research uses a quantitative method with the use of questionnaires as the main instrument for testing students' digital literacy skills.

KEYWORDS: digital literacy, higher education, students, Josip Juraj Strossmayer University of Osijek, University of Rijeka

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ULOGA SENZORNE INTEGRACIJE U PROMICANJU INKLUZIJE KOD DJECE PREDŠKOLSKE DOBI

Senzorna integracija neurobiološka je aktivnost koja omogućuje primanje i obradu osjetnih informacija koje u mozak pristižu iz različitih osjetila. Na važnost umrežavanja osjetnih podražaja pri razvoju motoričkih sposobnosti prva upozorava Jane Ayres sedamdesetih godina dvadesetog stoljeća. Senzorna integracija predmet je interesa stručnjaka iz neuroznanosti, fizioterapije, radne terapije te odgoja i obrazovanja. Teškoće senzorno-integrativne obrade utječu na sposobnost pamćenja i učenja, prostornu orijentaciju, samoregulaciju te igru i socijalizaciju. Promicanjem inkluzije nužno je promicati svijest o značaju senzorno-integrativnog pristupa u odgojno-obrazovnom sustavu. Teškoće senzorno-integrativne funkcije uobičajene su kod djece s cerebralnom paralizom, poremećajem iz autističnog spektra te poremećajima pažnje i koncentracije. Pri razumijevanju specifičnih teškoća nužno je poznavati osjetilne sustave te nosologiju senzorno-integrativnih teškoća. Recentna istraživanja naglašavaju važnost senzorno-integrativnog stila života u kojem je senzorna integracija uključena u svakodnevne aktivnosti poput fizičkih aktivnosti, vještina samozbrinjavanja, hranjenja i igre. Ovaj rad sadrži pregled programâ utemeljenih na senzorno-integrativnom pristupu s ciljem ostvarivanja inkluzije kod djece predškolske dobi.

KLJUČNE RIJEČI: senzorna integracija, inkluzija, predškolska dob, igra

THE IMPORTANCE OF SENSORY INTEGRATION IN PROMOTING INCLUSION IN PRESCHOOL CHILDREN

Sensory integration is a neurobiological activity that enables the reception and processing of sensory information that arrives to the brain from different senses. Jane Ayres was the first to warn about the importance of networking sensory supports in the development of motor skills in the 1970s. Sensory integration is the subject of interest for experts in neuroscience, physiotherapy, occupational therapy and education. Sensory-integrative processing difficulties affect the ability to remember and learn, spatial orientation, self-regulation, play and socialization. By promoting inclusion, it is necessary to promote awareness of the importance of a sensory-integrative approach in the educational system. Sensory-integrative function difficulties are common in children with cerebral paralysis, autism spec-

trum disorders, and attention and concentration disorders. When understanding specific difficulties, it is necessary to know sensory systems and the nosology of sensory processing disorder. Recent research emphasizes the importance of a sensory-integrative lifestyle in which sensory integration is involved into everyday activities such as physical activities, self-care skills, feeding and play. The purpose of this paper is to overview programs based on a sensory-integrative approach with the aim of achieving inclusion in preschool children.

KEY WORDS: sensory integration, inclusion, preschool children, play

ZLATKO MILIŠA, IGOR JOSIPOVIĆ, NEMANJA SPASENOVSKI

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DOPRINOS LIBERALNE TEORIJE U KRITICI EGALITARISTIČKE KONCEPCIJE RADA I OBRAZOVANJA

U liberalnoj teoriji obrazovanje je ključni čimbenik za osobni i društveni prosperitet. Sustav obrazovanja je u krizi (i) zbog napuštanja temeljnih aksioma liberalizma. Temeljna zabluda egalitarističke koncepcije počiva na dogmatskom uvjerenju da se obrazovnim sustavom mogu rješavati društvene nejednakosti. Obrazovne institucije gube nekadašnju društvenu ulogu, a jedan od ključnih razloga za to jest masovno obrazovanje koje uništava kritičnost i kreativnost. To je uočljivo i u činjenici da je i danas skupina (a ne pojedinac) subjekt obrazovanja. S druge strane, napušta se koncept jednakosti ishoda, koji je na tragu liberalnih vrijednosti, a uvodi se koncept jednakosti mogućnosti s imperativom osiguravanja jednakih šansi svima u procesu obrazovanja, bez obzira na razinu usvojenih znanja i kompetencija. Spomenuti koncept dovodi do brojnih negativnih pojava, osobito vidljivih u snižavanju (očekivanih) postignuća učenika i studenata. Autori u radu argumentiraju zašto je važno napuštanje egalitarističkog pristupa te vraćanje temeljnim idejama liberalizma u procesima rada i obrazovanja.

I KLJUČNE RIJEČI: obrazovanje, liberalna teorija, egalitarizam, jednakost ishoda

THE CONTRIBUTION OF LIBERAL THEORY TO THE CRITICISM OF THE EGALITARIAN CONCEPTION OF WORK AND EDUCATION

In liberal theory, education is a key factor for personal and social prosperity. The education system is in crisis (also) due to the abandonment of the fundamental axioms of liberalism. The fundamental fallacy of the egalitarian conception rests on the dogmatic belief that social inequalities can be solved through the educational system. Educational institutions are losing their former social role, and one of the key reasons is mass education, which destroys criticality and creativity. This is evident in the fact that even today the group (and not the individual) is the subject of education. On the other hand, the concept of equality of outcomes, which follows liberal values, is abandoned and the concept of equality of opportunity is introduced with the imperative of ensuring equal opportunities for everyone in the education process, regardless of the level of acquired knowledge and competences. The mentioned concept leads to numerous negative

phenomena, particularly visible in lowering the (expected) achievements of pupils and students. In the paper, the authors argue why it is important to abandon the egalitarian approach and to return to the fundamental ideas of liberalism in the processes of work and education.

KEY WORDS: education, liberal theory, egalitarianism, equality of outcomes

SANDA MILOŠEVIĆ

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PODRŠKA UČENICIMA U UČENJU I VLADANJU

Podrška učenicima u učenju podrazumijeva racionalnu organizaciju i intenziviranje nastavnog procesa prilagođenog individualnim sposobnostima učenika. Zbog subjektivnih i objektivnih razloga u našim se školama nedovoljno u nastavi uvažavaju individualne razlike među učenicima. Nastava se najčešće izvodi kao da su svi učenici razreda sposobni za jednake zadatke. Toj pojavi pogoduju i postojeći udžbenici koji su pisani uz pretpostavku da se svi učenici mogu njima jednako uspješno služiti. U takvim okolnostima uloga nastavnika i njihovih sposobnosti da prepoznaju individualne razlike svojih učenika presudna je za uspješnu realizaciju. Mjerni instrumenti u pedagogiji kojima raspolaže suvremena znanost omogućavaju znatno upoznavanje stupnja učenikove razvijenosti. Pomoću sredstava objektivnog ispitivanja, sistematskih promatranja i proučavanja podataka o učenikovom napredovanju u nastavi moguće je upoznati razinu zrelosti pojedinog učenika i tako stvoriti stvarnu osnovu za usklađivanje nastave s učenikovim mogućnostima. Osim mjerenja i praćenja koje nastavnik vrši kontinuirano, u radu s učenicima potrebno je uključiti i pedagoge koji će, koristeći pedagoške mjerne instrumente, s većom točnošću ispitati kvantitativne aspekte učenikova razvoja. Suradnja s obitelji također je jako bitan aspekt u nastojanju da se svakom učeniku individualno omoguću najprikladniji način rada u cilju postizanja većeg uspjeha nastavnog procesa.

Većina nastavnika svjesna je činjenice da među učenicima postoje individualne razlike, ali relativno je malo onih koji potpuno razumiju važnost i značenje veličine tih razlika. Istraživanje provedeno u Javnoj ustanovi Osnovna škola »Mladen Stojanović« *online* upitnicima prikuplja stavove i mišljenja nastavnika, učenika i roditelja o trenutnom stupnju podrške učenicima u učenju i vladanju. Opći cilj istraživanja jest utvrditi koliko je dobra komunikacija svih sudionika u procesu nastave (učenik-nastavnik-roditelj-pedagoška služba) te koliko dopunska i dodatna nastava te individualno praćenje napredovanja učenika pružaju podršku učenicima u učenju. Predmet istraživanja jest kvaliteta i stupanj podrške koju učenici dobivaju u okviru nastavnih i izvannastavnih aktivnosti, angažiranost nastavnika u cilju prilagođavanja nastave individualnim potrebama učenika i približavanju nastavnog gradiva učeničkim interesima, zainteresiranost učenika za slobodne i dodatne aktivnosti koje im pomažu u savladavanju gradiva i postizanju što boljih rezultata.

KLJUČNE RIJEČI: podrška učenicima u učenju, individualne sposobnosti učenika, Javna ustanova Osnovna škola »Mladen Stojanović«

SUPPORTING STUDENTS IN LEARNING AND BEHAVIOR

Supporting students in learning implies a rational organization and intensification of the teaching process adapted to the individual abilities of the students. Due to subjective and objective reasons, individual differences among students are not sufficiently respected in our schools. Classes are usually conducted as if all students in the class are capable of equal tasks. Existing textbooks were written with the assumption that all students can use them equally successfully. In such circumstances, the role of teachers and their ability to recognize the individual differences of their students is crucial for the successful realization of the measurement instruments in pedagogy that are available in modern science, which make it possible to significantly identify the level of student development. Using the means of objective examination, systematic observations and studying data on student's progress in classes, it is possible to know the level of maturity of an individual student and thus create a realistic basis for harmonizing the teaching with the student's capabilities. In addition to the measurements and monitoring that the teacher continuously performs in his work with the students, it is necessary to include pedagogues who will use pedagogical measurement instruments to examine the quantitative aspects of the student's development more accurately. Cooperation with the family is also a very important aspect in the effort to provide each student individually with the most suitable way of working in order to achieve greater success of teaching process.

Most teachers are aware of the fact that there are individual differences among students, but relatively only few of them fully understand the importance and significance of the magnitude of these differences. The research carried out in Public institution Elementary School "Mladen Stojanović" collects the attitudes and opinions of teachers, students and parents about the current level of support for students in learning and behavior through online questionnaires. The general goal of the research is to determine how good is the communication of all participants in the teaching process (student-teacher-parent-pedagogical service), and how much supplementary and additional teaching and individual monitoring of student progress support students in learning. The subject of the research is the quality and degree of support that students receive in the framework of curricular and extracurricular activities, the involvement of teachers in order to adapt the lessons to the individual needs of students and bring the teaching material closer to the students' interests, the interest of students in free and additional activities that help them master the material and achieve the best results.

KEY WORDS: support for students in learning, individual students' abilities, Public institution Elementary school "Mladen Stojanović"

MARIJA MILOŠEVIĆ, LUCIJA PINTEK

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ZASTUPLJENOST RADOVA HRVATSKIH ZNANSTVENIKA IZ DRUŠTVENIH I HUMANISTIČKIH ZNANOSTI O INTERDISCIPLINARNOSTI U BAZAMA PODATAKA

Interdisciplinarnost se kao nova znanstvena paradigma pojavljuje u drugoj polovici 20. stoljeća. Premda su dosad poduzeta istraživanja koja obrađuju njezin razvoj u inozemstvu, izostala su ona koja bi otkrila nešto o njezinim počecima u Republici Hrvatskoj. Jedan od načina kojim se mogu doznati informacije o tome jest i pomoću pretraživanja baza podataka.

Ovo istraživanje poduzeto je u sklopu internog jednogodišnjeg istraživačkog plana *Prosudbe hrvatskih znanstvenika iz društvenih i humanističkih područja znanosti o interdisciplinarnosti* koji provodi osječki Centar za interdisciplinarna istraživanja, a financira Filozofski fakultet u Osijeku. Taj plan ima za cilj ispitati zastupljenost i karakteristike teorijskih razmatranja interdisciplinarnosti u stručnoj i znanstvenoj literaturi hrvatskih znanstvenika iz područja društvenih i humanističkih znanosti. Pokrenut je početkom 2022. godine, a u njemu smo sudjelovale kao studentice istraživačice u lipnju i rujnu iste godine.

U izlaganju ćemo prikazati rezultate analize provedene na temelju pretraživanja autorā iz društvenih i humanističkih znanosti i onih njihovih radova napisanih na temu interdisciplinarnosti, kao i onih njihovih radova u kojima su primjenjivali interdisciplinarn pristup. Ti rezultati otkrivaju sljedeće: koje baze sadrže najviše radova o projektnoj temi; koje znanosti i discipline iz područja društvenih i humanističkih znanosti najčešće integriraju spoznaje i metode iz drugih znanstvenih područja; koji autori prevladavaju u takvim nastojanjima; te kada su nastali radovi takve naravi. Ovo istraživanje može poslužiti kao osnova za daljnja istraživanja o interdisciplinarnosti u društvenim i humanističkim znanostima u Hrvatskoj.

KLJUČNE RIJEČI: interdisciplinarnost, društvene znanosti, humanističke znanosti, Republika Hrvatska, Centar za interdisciplinarna istraživanja Filozofskog fakulteta Osijek, baze podataka

PRESENCE OF RESEARCH PAPERS BY CROATIAN SOCIAL SCIENCES AND HUMANITIES RESEARCHERS ON INTERDISCIPLINARITY IN DATABASES

Interdisciplinarity emerged as a new scientific paradigm in the second half of the 20th century. Although research has been undertaken so far that deal with its development abroad, there has been no research that would reveal something about its beginnings in the Republic of Croatia. One of the ways to find out information about this is by searching databases. This research was conducted as part of the internal one-year research plan *Croatian Social Sciences and Humanities Scholars' Assessments of Interdisciplinarity*, which is carried out by the Osijek Centre for Interdisciplinary Research and financed by the Faculty of Humanities and Social Sciences in Osijek. This plan aims to examine the representation and characteristics of theoretical considerations of interdisciplinarity in the professional and scientific literature of Croatian scientists from the fields of social sciences and humanities. It was launched at the beginning of 2022, and we participated in it as student researchers in June and September of the same year.

In the presentation, we will put forward the results of the analysis carried out based on a search of authors from the social sciences and humanities and those of their works written on the subject of interdisciplinarity, as well as those of their works in which they applied an interdisciplinary approach. These results reveal the following: which databases contain the most papers on the project topic; which sciences and disciplines from the field of social sciences and humanities most often integrate knowledge and methods from other scientific fields; which authors predominate in such endeavors; and when were such works created. This research can serve as a basis for further research on interdisciplinarity in social sciences and humanities in Croatia.

KEY WORDS: interdisciplinarity, social sciences, humanities, Republic of Croatia, Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek, databases

JULIJANA MLADENOVSKA-TEŠIJA

Visoko evanđeosko teološko učilište Osijek, Hrvatska / *Evangelical Theological Seminary in Osijek, Croatia*

PROSTOR, TIJELO I MOĆ NA SJECIŠTU IZMEĐU VIRTUALNE REALNOSTI I MIROVNE EDUKACIJE

Jedna od najvećih zasluga francuskog filozofa Michela Foucaulta jest njegovo učenje o strukturama moći u društvu te ukazivanje na važnost prostora u istraživanju odnosa između moći, znanja i jezika. S tim se temama bavio u većem broju svojih djela, posebice u *Ludilu i civilizaciji* (*Madness and Civilisation*, 1961.), *Redu stvari* (*The Order of Things*, 1966.) te *Disciplini i kazni* (*Discipline and Punish*, 1975.).

Polazeći od dvije osnovne foucaultovske hipoteze da se znanje očituje u poretku, standardizaciji te teorijskoj i ideološkoj motivaciji kao znanje/moć u mreži odnosa koji su vrlo često samo implicitni, te da moć ima relacijski karakter i da je kao takva razlog postojanja i građevina i institucija (premda sama nije ni institucija, ni struktura, ni neka sposobnost koju posjeduju samo neki, već je proizvod složene strategijske situacije u danom društvu), u ovom radu bavimo se ulogom muzeja kao građevine znanja/moći koja educira i odgaja posjetitelje, posebice pitanjem uloge iskustvenog učenja (David A. Kolb i drugi).

Da bismo uvidjeli što se događa onda kada tijelo postaje *metonim* fizičkog (prostornog) arhiva, istražiti ćemo na koji način tehnologija virtualne realnosti utječe na razumijevanje prošlosti (nadovezujući se na recentna istraživanja u Hrvatskoj vezana uz Muzej Domovinskoga rata Vukovar) te mogu li paralelni narativi, posebice mirovni, također doprinijeti iskustvenome učenju putem otvaranja novih *prostora* za suočavanje s traumom. Pritom ćemo se referirati na dubinske intervjue sa sudionicima bazičnih mirovnih aktivnosti između 1991. i 1995. te 2021. godine koji su dio istraživanja autorice za Sveučilište u Utrechtu.

| KLJUČNE RIJEČI: moć, prostor, iskustveno učenje, virtualna realnost, mir

SPACE, BODY AND POWER AT THE INTERSECTION OF VIRTUAL REALITY AND PEACE EDUCATION

One of the greatest merits of the French philosopher Michel Foucault is his teaching about power structures in society, pointing out the importance of space in researching the relationship between power, knowledge and language. He dealt with those topics in a large number of his works, especially in his *Madness and Civilisation* (1961), *The Order of Things* (1966) and *Discipline and Punish* (1975).

Starting from two basic Foucaultian hypotheses that knowledge manifests itself in order, standardization, and theoretical and ideological motivation as knowledge/power in a network of relationships that are very often only implicit, and that power has a relational character and as such it is the reason for the existence of both buildings and institutions (although it is neither an institution, nor a structure, nor an ability possessed by only a few, but rather a product of a complex strategic situation in a given society). In this paper we investigate the role of the museum as a building of knowledge/power that educates visitors and, in particular, the role of experiential learning that is happening in such places (David A. Kolb and others).

We want to see what happens when the body becomes a *metonym* of a physical (spatial) archive, and how virtual reality technology affect our understanding of the past (we will relate here to recent researches conducted in Croatia that are related to the Vukovar Homeland War Museum), at the same time, we will investigate whether parallel narratives, and here in particular, peace-related narratives, can contribute to the experiential learning by opening new *space* for dealing with trauma. Here we will refer to the in-depth interviews with participants in grass-root peace activities during 1991–1995 and 2021, which are part of the on-going research of the author for the University of Utrecht.

KEY WORDS: power, space, experiential learning, virtual reality, peace

NEBOJŠA MUDRI

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IMA LI OBRAZOVANJE SMISLA U SUVREMENOJ KULTURI NERADA?

Današnje institucionalno osposobljavanje, koje diktira potrebe na tržištu rada, izgubilo je izvorni smisao obrazovanja kao trajne aktivnosti oblikovanja vlastite ličnosti i unapređivanja vještina u skladu s postojećim znanjima, vrijednostima i normama, koja nam omogućuju da autonomno i kreativno odgovorimo na izazove svoje prirodne, društvene i kulturne okoline. Suvremeni život obilježen je isticanjem vrijednosti nerada, postavljajući kao imperativ lagodnu egzistenciju te povećanje kapitala i produktivnosti uz što manje angažmana. No rad nije samo zaposlenje niti prisila ili ropstvo kojeg se trebamo osloboditi. Čovjek je kao biće orijentirano na ozbiljenje ciljeva prije svega radnik, koji izgrađuje sebe kako bi mogao mijenjati svijet u suradnji s drugima. Obrazovanje može imati različita značenja, ali ima smisla samo pod tom premisom koju treba ponovno ozbiljno razmotriti, a ne odmah odbaciti kao anakroni marksizam.

KLJUČNE RIJEČI: obrazovanje, rad, svrhovito ponašanje, kultura nerada

DOES EDUCATION MAKE SENSE IN CONTEMPORARY CULTURE OF IDLENESS?

Today's institutional training, dictated by the emerging needs of the labour market, has lost the original meaning of education as a permanent activity of shaping one's personality and improving skills in accordance with existing knowledge, values and norms, which enables us to respond autonomously and creatively to the challenges in our natural, social and cultural environment. Modern life is marked by a strong emphasis on the value of idleness, with its imperative of achieving comfortable existence and increase in capital and productivity with as little engagement as possible. But work is not just employment, nor is it coercion or slavery that we need to free ourselves from. Man, a goal-oriented being, is first and foremost a worker, who builds himself up so he can change the world in cooperation with others. Education may have different meanings, but it only makes sense under that premise, which needs to be seriously reconsidered and not immediately dismissed as an example of anachronistic Marxism.

KEY WORDS: education, work, purposeful behavior, culture of idleness

DEMIAN PAPO, HRVOJE POTLIMBRZOVIĆ

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KRITIKA SPECIJALIZACIJE IZ PERA BLAŽENKE DESPOT

Blaženka Despot (1930. – 2001.) bila je hrvatska filozofkinja i sociologinja koja je, kako 2017. godine doznajemo od Ivane Skuhale Karasman, bila zaokupljena i temama »humanizma, tehnike, feminizma, *new agea*, znanstvenog napretka i dokolice«. Da je tema znanstvenog napretka itekako bila u interesu njezinih promišljanja, svjedoče i njezini zapisi o specijalizaciji, dakle o tendenciji u znanosti koja se pojavila krajem 19., a prevladavala gotovo čitavim 20. stoljećem. Zapise o tom fenomenu moguće je pronaći, primjerice, u njezinu tekstu »Klasnost idiotizma profesije«. Taj je tekst prvi put objavila 1976. godine u izdanju naslovljenom *Ideologija proizvodnih snaga i proizvodna snaga ideologije*, i to u obliku izlaganja koje je u jesen iste godine održala na znanstvenom skupu *Problemi i perspektive interdisciplinarnog rada i obrazovanja*. Pod istim je naslovom, ali u nešto skraćenoj i prerađenoj inačici, tekst o klasnosti idiotizma profesije objavila i godinu dana kasnije, dakle 1977. godine, u prvom od dvaju svezaka zbornika radova nastalih na temelju izlaganja sa spomenutog skupa, koji je uredio Božo [Božidar] Jušić (1929. – 2016.).

U tim je tekstovima Despot osudila specijalizaciju, prepoznavši je uzrokom pojave 'idiotizma profesije' ili, kako je tu pojavu još nazivala, 'fahidiotizma'. Svoju je kritiku usmjerila prema suvremenim stremljenjima u dvjema oblastima ljudskog djelovanja: radu i znanosti. Smatrala je, naime, da je specijalizacija neizbježna posljedica podjele rada, koja je prouzročila stvaranje radnika koji su stručni samo za jedan aspekt radnog procesa, što je stvorilo takozvane 'idiote profesije'. Analogno njezinu razumijevanju posljedica podjele i specijalizacije rada, bila je uvjerena da specijalizacija u znanosti dovodi do jednakog ishoda, dakle do stvaranja znanstvenih radnika koji su upućeni samo u uže područje svojeg znanstvenog interesa. Osim kritike, Despot je ponudila i rješenje problema koje sa sobom nosi specijalizacija: obnova čitavog obrazovnog sustava u smjeru pojedinčeva stjecanja samosvijesti, koju je pritom poistovjetila sa znanjem, što će dovesti do »pretvaranja radnika u ljude.«

KLJUČNE RIJEČI: Blaženka Despot, kritika specijalizacije, idiotizam profesije, fahidiotizam, filozofija, interdisciplinarnost

BLAŽENKA DESPOT'S CRITICISM OF SPECIALIZATION

Blaženka Despot (1930–2001) was a Croatian philosopher and sociologist who, as Ivana Skuhala Karasman claims in 2017, was also occupied with the topics of “humanism, technology, feminism, *new age*, scientific progress and idleness.” That the topic of scientific progress was very much in the interest of her deliberations is also evidenced by her records on specialization, i.e. the tendency in science that appeared at the end of the 19th and prevailed almost throughout the 20th century. Her records about this phenomenon can be found, for instance, in her text “Classness of Craft-Idiocy”. She published this text for the first time in 1976 in the edition entitled *Ideology of Production Forces and the Production Force of Ideology*, in the form of a presentation that she gave in the autumn of the same year at the scientific conference *Problems and Perspectives of Interdisciplinary Work and Education*. Under the same title, but in a somewhat shortened and revised version, she published a text about the classness of craft-idiocy a year later, i.e. in 1977, in the first of two volumes of the book of proceedings based on the papers presented at the aforementioned conference, edited by Božo [Božidar] Jušić (1929–2016).

In these texts, Despot condemned specialization, recognizing it as the cause of the emergence of ‘craft-idiocy’ or, as she also called this phenomenon, ‘fachidiotism’. She directed her criticism towards contemporary aspirations in two areas of human action: labor and science. Namely, she believed that specialization is an inevitable consequence of labor division, which caused the creation of laborers who are experts in only one aspect of the labor process, thus creating the so-called ‘craft-idiots’. Analogous to her understanding of the consequences of labor division and specialization, she was convinced that specialization in science has led to the same outcome, i.e. to the creation of scientific laborers who are only familiar with the narrow field of their scientific interest. In addition to criticism, Despot also offered a solution to problems brought about by specialization: the renewal of the entire educational system in the direction of individuals’ acquisition of self-awareness, which she equated with knowledge, which will lead to “turning laborers into humans.”

KEY WORDS: Blaženka Despot, criticism of specialization, craft-idiocy, fachidiotism, philosophy, interdisciplinarity

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OBRAZOVANJE U MEDIJSKOM PROSTORU NA PRIMJERU LOKALNIH MREŽNIH PORTALA

Mediji su posljednjih desetak godina nezaobilazni dio svakodnevnog života. Sudjeluju u kreiranju javnog mnijenja, ali i u brojnim aspektima života suvremenog čovjeka, između ostalog i u obrazovanju. Jednu od važnijih uloga u svakodnevnom životu imaju i razni mrežni portali medijskih kuća. Posljednjih desetak godina lokalni portali postali su nezaobilazni faktor u kreiranju javnog mnijenja, što pokazuje i njihova brojnost koja raste gotovo svakodnevno. Sukladno tome, lokalni portali bave se, između ostalog, i temom obrazovanja. Cilj je ovog izlaganja na primjeru lokalnih portala na području sjeverozapadne Hrvatske prikazati u kojoj je mjeri obrazovanje (školstvo) prisutno u lokalnom javnom prostoru te kojim se aspektima obrazovanja ti portali bave. Budući da ta vrsta javnih medija uvelike ovisi o utjecaju lokalnih vlasti, ne treba čuditi da medijski prostor lokalnih portala većinom zauzimaju vijesti uspjeha lokalne politike, dok kritika često izostane.

| KLJUČNE RIJEČI: mediji, obrazovanje, lokalni mrežni portali

EDUCATION IN THE MEDIA SPACE ON THE EXAMPLE OF THE LOCAL WEB PORTALS

For the past ten years the media have been an indispensable part of everyday life. They participate in the creation of public opinion, but they also participate in many aspects of modern man's life, among other things, in education. Various web portals of media companies play one of the most important roles in everyday life. In the last ten years, local web portals have become an indispensable factor in creating public opinion, as shown by their number, which grows almost daily. Accordingly, local web portals are dealing, among other things, with the topic of education. Using the example of local web portals in Northwest Croatia, the aim of this presentation is to show the extent to which education is present in the local public space and what aspects of education these portals are dealing with. Since this type of public media largely depends on the influence of local authorities, it should not be surprising that the media space of local web portals is mostly occupied by news of the success of local politics, while criticism is often absent.

| KEY WORDS: media, education, local web portals

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NORMATIVNI POJAM OBRAZOVANJA I NASTAVA FILOZOFIJE

Izlaganje obuhvaća tri povezana argumentacijska niza. U prvom, riječ je o značenju odgoja i obrazovanja kao temeljne društvene strukture koja omogućava povijesno promjenjive oblike materijalne i simboličke reprodukcije zajedničkog života. Suvremeni oblik odgoja i obrazovanja olicen u dominantnom funkcionalističko-pragmatičnom kurikulumu izravno reprezentira dvije temeljne odrednice našega doba: trijumf instrumentalne racionalnosti i kapitala kao temeljnog društvenog odnosa. To dovodi do redukcionističkog poimanja obrazovanja i strukturne neravnoteže između intrinzičnih i ekstrinzičnih ciljeva obrazovanja. U drugom argumentacijskom nizu ustvrđuje se da pojam odgoja i obrazovanja nije određen samo i jedino povijesno-socijalnim danostima, nego da i normativno značenje odgoja i obrazovanja postavlja obvezujuće zahtjeve. Utoliko, normativni pojam obrazovanja jest točka s koje se kritizira prevladavajući tehnologijsko-menadžerski kurikulum. Naposljetku, treći argumentacijski niz povezuje normativni pojam obrazovanja sa svrhom i ciljevima nastave filozofije. Svrha nastave filozofije, razvedena kroz posebne nastavne ciljeve, jest razvijanje sposobnosti refleksivnog mišljenja. Ta vrsta svijesti i sposobnosti podrazumijeva holističku perspektivu koja omogućava kritičke analize epistemologijskih, etičkih, filozofsko-političkih i obrazovnih aspekata suvremene znanstvene paradigme i na njoj zasnovanog kurikulumu.

KLJUČNE RIJEČI: normativni pojam obrazovanja, tehnologijsko-menadžerski kurikulum, svrha i ciljevi nastave filozofije, refleksivnost i kritička svijest

NORMATIVE CONCEPT OF EDUCATION AND TEACHING OF PHILOSOPHY

The presentation includes three connected argumentative sequences. In the first, it is about the meaning of education as a fundamental social structure that enables historically changing forms of material and symbolic reproduction of common life. The contemporary form of education, embodied in the dominant functionalist-pragmatic curriculum, directly represents two fundamental determinants of our age: the triumph of instrumental rationality and capital as a fundamental social relationship. This leads to a reductionist understanding of

education and a structural imbalance between the intrinsic and extrinsic goals of education. In the second line of argumentation, it is asserted that the concept of education is not determined solely by historical and social conditions, but that the normative meaning of education sets binding requirements. To that extent, the normative concept of education is the point from which the prevailing technological-managerial curriculum is criticized. Finally, the third line of argumentation connects the normative concept of education with the purpose and goals of teaching philosophy. The purpose of teaching philosophy, broken down through special teaching objectives, is to develop the ability to think reflectively. This type of awareness and ability implies a holistic perspective that enables critical analysis of epistemological, ethical, philosophical-political, and educational aspects of the contemporary scientific paradigm and the curriculum based on it.

KEY WORDS: normative concept of education, technological-managerial curriculum, purpose and goals of teaching philosophy, reflexivity and critical awareness

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HIBRIDNI RAD KAO IZAZOV ILI OLAKŠANJE U UČENJU

Globalna pandemija donijela je cijeli niz promjena u niz industrija, no dala je i konačnu potvrdu da ICT industrija može skroz funkcionalno opstati uz hibridni, ili čak potpuno *remote* način rada. Paradigma je skroz jasna: svaki radni zadatak za koji vam treba laptop i internet može se odraditi s bilo koje lokacije na koju ponese laptop i imate internet. No posao jedne osobe ne čini samo ispunjavanje radnih zadataka. Čak i ako na stranu stavimo sociološki aspekt hibridnog načina rada, dolazimo do niza pitanja vezanih uz osobno usavršavanje i edukaciju u poslovnom okviru. Što je s učenjem novih znanja na poslu? Kako izgleda proces uhodavanja u posao? Transfer znanja između kolega? Posjećivanje ili sudjelovanje na dislociranim konferencijama? Proći ćemo primjere iz prakse (uspješne i neuspješne), ali i saznati što o hibridnom načinu rada kaže organizacijska psihologija. Koje su trendove prihvatile firme, a što zagovaraju radnici?

KLJUČNE RIJEČI: hibridni rad, transfer znanja, učenje novih znanja, proces uhodavanja

HYBRID WORK AS A CHALLENGE OR RELIEF IN LEARNING

The global pandemic has brought a whole series of changes to several industries, but it has also confirmed that the ICT industry can survive fully functionally with a hybrid or even completely remote mode of operation. The paradigm is clear: every work task for which you need a laptop and internet access can be done from anywhere you take your laptop and have an internet access. But one person's job is not only about fulfilling work tasks. Even if we put aside the sociological aspect of the hybrid way of working, we also come to a series of issues related to personal improvement and education in the business environment. What about learning new skills at work? What does the process of onboarding into the job look like? Knowledge transfer between colleagues? Attending or participating in dislocated conferences? We will go through examples from practice (both successful and unsuccessful) and find out what organizational psychology says about the hybrid way of working. What trends have companies accepted, and what do workers advocate?

KEY WORDS: hybrid work, knowledge transfer, new skills, onboarding

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PHILOSOPHY OF INTERDISCIPLINARITY. TOWARDS A CRITICAL-REFLEXIVE RESEARCH PROGRAM

Interdisciplinarity—including its cognate transdisciplinarity—is a hallmark of contemporary knowledge production. The term is omnipresent in science, technology, and economy as well as in society and higher education—fuelling the rhetoric of present-day knowledge politics. But what does interdisciplinarity stand for? What is, what was, and what should interdisciplinarity be, particularly for the future of our knowledge production?

Starting from the diagnosis that interdisciplinarity has lost its critical momentum and its original spirit, the need for a Philosophy of Interdisciplinarity is sketched. In light of the ambivalence of the technosciences and the challenge of sustainable development, this engaged philosophy provides a critical-reflexive perspective on interdisciplinarity—and it draws a line between a strategic-instrumentalist and a critical-reflexive view of interdisciplinarity. In this presentation I expose different understandings of inter- and transdisciplinarity and set out a foundation for a critique of innumerable usages of these hyped terms. The talk starts by presenting a plurality of motives behind these notions, followed by criteria characterizing the semantic core of the notions, namely (i) the existence of (disciplinary or academic) boundaries and (ii) the transgression or overcoming of those boundaries. Based on the dialectic consideration of boundaries and with reference to well-established distinctions in the philosophy of science, a plurality of four types is shown: interdisciplinarity with regard to (a) objects, (b) knowledge/theories concepts, (c) methods/practices, and (d) problems/issues.

Different philosophical thought traditions can be related to the four types. All four types can be illustrated by research programs that are labelled “interdisciplinary”: nanoresearch, complex systems theory/chaos theory, biomimicry/bionics, and technology assessment/sustainability research. In this paper, special emphasis is given to the complex relation between interdisciplinarity and transdisciplinarity. Arguments favouring a critical-reflexive concept of problem-oriented interdisciplinarity going beyond what is typically associated with transdisciplinarity are presented. This terminological clarification constitutes the very basis for the Philosophy of Interdisciplinarity.

KEY WORDS: philosophy, interdisciplinarity, philosophy of interdisciplinarity, critical reflexivity, research programs

FILOZOFIJA INTERDISCIPLINARNOSTI. PREMA KRITIČKO-REFLEKSIVNOM ISTRAŽIVAČKOM PROGRAMU

Interdisciplinarnost je – kao i uostalom srodna joj transdisciplinarnost – obilježje suvremene proizvodnje znanja. Interdisciplinarnost je sveprisutna u znanosti, tehnologiji i gospodarstvu, kao i u društvu te u visokom obrazovanju – potpirujući pritom retoriku današnje politike znanja. Ali što znači interdisciplinarnost? Što je, što je bila i što bi trebala biti interdisciplinarnost, posebice kada je u pitanju budućnost naše proizvodnje znanja?

Polazeći od dijagnoze da je interdisciplinarnost izgubila svoj kritički zamah i svoj izvorni duh, naznačuje se potreba za *filozofijom interdisciplinarnosti*. U svjetlu ambivalentnosti tehnoloških znanosti i izazova održivog razvoja, ta angažirana filozofija pruža kritičko-refleksivni pogled na interdisciplinarnost – i povlači granicu između strateško-instrumentalističkog i kritičko-refleksivnog pogleda na interdisciplinarnost. U ovom izlaganju iznijet ću različita shvaćanja inter- i transdisciplinarnosti, kao i postaviti temelje za kritiku nebrojenih upotreba tih hvaljenih izraza. Izlaganje ću početi predstavljanjem mnoštva motiva koji stoje iza tih pojmova, nakon čega ću izložiti kriterije koji čine semantičku jezgru pojmova, naime (1) postojanje (disciplinarnih ili akademskih) granica i (2) prekoračenje ili prevladavanje tih granica. Na temelju dijalektičkog razmatranja granica i s obzirom na dobro utvrđene razlike u filozofiji znanosti, prikazat ću pluralitet četiriju vrsta interdisciplinarnosti: interdisciplinarnost s obzirom na (a) objekte, (b) koncepte znanja/teorije, (c) metode/prakse, i (d) probleme/pitanja.

Različite tradicije filozofskog mišljenja mogu se povezati s četirima izloženim vrstama interdisciplinarnosti. Sve četiri vrste moguće je ilustrirati istraživačkim programima koji su označeni kao »interdisciplinarni«: nanoistraživanje, teorija složenih sustava/teorija kaosa, biomimikrija/bionika te procjena tehnologije/istraživanje održivosti. U ovom izlaganju poseban je naglasak stavljen na složen odnos između interdisciplinarnosti i transdisciplinarnosti. Bit će prikazani argumenti koji idu u prilog kritičko-refleksivnom konceptu problemski orijentirane interdisciplinarnosti, a koji nadilazi ono što se obično povezuje s transdisciplinarnošću. To terminološko pojašnjenje predstavlja samu osnovu *filozofije interdisciplinarnosti*.

KLJUČNE RIJEČI: filozofija, interdisciplinarnost, filozofija interdisciplinarnosti, kritička refleksivnost, istraživački programi

POTREBA ZA UVOĐENJEM NEFORMALNE EDUKACIJE: OSNOVA INFORMACIJSKE PISMENOSTI ZA UČENIKE ČETVEROGODIŠNJIH SREDNJIH ŠKOLA

Razvojem tehnologije došlo je do toga da je ubrzanim tempom potpomognut proces transferiranja, pohranjivanja, obrađivanja i prosljeđivanja informacija. Time se posljedično utjecalo na razvoj industrije znanja u svim segmentima, od obrazovanja do razvoja masovnih medija kao često primarnih izvora informacija. Informacija tako postaje temeljni razvojni potencijal. Količina informacija koja svakodnevno kola dovela je do toga da je nužno učinkovito upotrebljavati ih. Kroz iskustvo i primjere prakse stečene radom u Gradskoj i sveučilišnoj knjižnici Osijek na poslovima knjižničara informatora, autori su uvidjeli manjak informacijske pismenosti te vještina koje ju definiraju, i to kod velikog broja korisnika. U radu je naglasak na korisnike koji su učenici četverogodišnjih srednjih škola koji njezinim završetkom ispunjavaju preduvjet za upis na fakultet. Kroz istraživanje provedeno među učenicima deset osječkih srednjih škola definirat će se okvir njihovog poznavanja pretraživanja, korištenja i prepoznavanja relevantnosti informacija.

Udobnost i stvaranje vlastitih uvjeta koji pruža okruženje u kojem se informacije pretražuju, kao i neograničeno vrijeme pristupa, prednosti su uporabe interneta kao izvora informacija. Zbog toga je on često prvi izvor kojem se korisnici obraćaju. No postoje i mnogi nedostaci koji su gotovo poražavajući, posebice uzimajući u obzir točnost i ažurnost podataka koje korisnici smatraju relevantnima. Zbog navedenog, potreban je razvoj modela neformalne edukacije *Osnove informacijske pismenosti* namijenjene učenicima spomenutih škola. Time ih se upoznaje s načinom pretraživanja i korištenja informacija koje im pomažu pri učenju, ali i pisanju seminarskih i drugih radova koji su im potrebni tijekom školovanja. Također, takva neformalna edukacija može poslužiti kao stjecanje predznanja za potrebe pisanja radova tijekom visokoškolskog obrazovanja.

KLJUČNE RIJEČI: informacijska pismenost, neformalna edukacija, četverogodišnje osnovne škole, knjižnica

THE NEED TO INTRODUCE NON-FORMAL EDUCATION: THE BASIS OF INFORMATION LITERACY FOR FOUR- YEAR HIGH SCHOOL STUDENTS

The development of technology led to the fact that the process of transferring, storing, processing and forwarding information was supported at an accelerated pace. This consequently influenced the development of the knowledge industry in all segments, from education itself to the development of mass media as often primary sources of information. Information thus becomes a fundamental development potential. The amount of information that circulates every day has made it necessary to use it effectively. Through the experience and practice examples gained by working in the City and University Library Osijek as information librarians, the authors saw a lack of information literacy and the skills that define it, among a large number of users. The paper focuses on users who are students of four-year high schools who, by graduating, fulfill the prerequisite for admission to college. Through research conducted among students of ten high schools in Osijek, the framework of their knowledge of searching, using and recognizing the relevance of information will be defined.

The comfort and creation of one's own conditions provided by the environment in which information is searched, as well as unlimited access time, are the advantages of using the Internet as a source of information, which is why it is often the first source that users turn to. However, there are also many shortcomings that are almost devastating, especially considering the accuracy and timeliness of data that users consider relevant. Because of the above, it is necessary to develop a model of informal education *Basics of Information Literacy* intended for students of the mentioned schools. This introduces them to the way of searching and using information that helps them in learning, but also in writing seminars and other papers that they need during their education. Also, such informal education can serve as the acquisition of prior knowledge for the needs of writing papers during higher education.

KEY WORDS: information literacy, non-formal education, four-year high schools, library

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ZELENO VISOKO OBRAZOVANJE U FUNKCIJI ZELENOG GOSPODARSTVA

Problem istraživanja čine klimatske promjene uzrokovane ‘smeđim’, visokougličnim, gospodarstvom. Predmet su naše analize karakteristike zelenog visokog obrazovanja (u daljnjem tekstu ZVO), koje pridonosi svijesti i djelovanju u korist provedbe *Zelene agende* (u daljnjem tekstu ZA), zelenog i kružnog gospodarstva (u daljnjem tekstu ZG / KG) i zelenog konzumerizma (u daljnjem tekstu ZK). Hipoteza je da je obrazovanje za održivi razvoj funkcionalno za ‘zelena’, niskouglična gospodarstva i društva na Zapadnom Balkanu (u daljnjem tekstu ZB). Znanstveni ciljevi su: 1) opis karakteristika ZA, ZG, KG, ZK i ZVO te izazova njihove uspostave; 2) razumijevanje važnosti razvoja ekološke svijesti kroz ZVO, kao i važnosti zelene tranzicije kroz ZA; 3) obrazloženje funkcionalnosti ZVO za uspostavu ZG i KG i ekološke sigurnosti ZB. Društveni ciljevi su: 1) proširenje fonda znanja o suvremenom društvu, njegovim problemima i alternativama prema održivom razvoju; 2) pragmatična objašnjenja funkcioniranja svjetskih ekonomskih i ideoloških modela zaštite okoliša; 3) promicanje ekološke svijesti, ZA za ekološku tranziciju i obrazovanja za zaštitu i unapređenje okoliša. Desk istraživanje koristi se kao metoda prikupljanja i analize sekundarnih podataka iz vanjskih dokumentarnih izvora.

KLJUČNE RIJEČI: zeleno gospodarstvo, zeleno visoko obrazovanje, zeleni konzumerizam

GREEN HIGHER EDUCATION IN THE FUNCTION OF GREEN ECONOMY

The research problem is climate change caused by the ‘brown’, high-carbon, economy. The subjects of our analysis are the characteristics of green higher education (hereinafter GHE), which contributes to awareness and action in favor of the implementation of the *Green agenda* (hereinafter GA), green and circular economy (hereinafter GE / CE) and green consumerism (hereinafter GC). The hypothesis is that education for sustainable development is functional for ‘green’, low-carbon, economies and societies in the Western Balkans (hereinafter WB).

The scientific goals are: 1) description of the characteristics of the GA, GE, CE, GC and GHE and challenges of its establishment; 2) understanding the importance of developing environmental awareness through GHE, as well as the importance of green transition through GA; 3) explanation of the functionality of GHE for the establishment of a GE and CE and WB ecological security. The social goals are: 1) expansion of the fund of knowledge about contemporary society, its problematic aspects and alternatives towards sustainable development; 2) pragmatic explanations of the functioning of world economic and ideological models of environmental protection; 3) promotion of environmental awareness, GA for ecological transition and education for environmental protection and improvement. Desk research is used as a method of collecting and analyzing secondary data from external documentary sources.

KEY WORDS: green economy, green high education, green consumerism

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KOMPAS ZA REDIZAJNIRANJE ODGOJNO-OBRAZOVNIH SISTEMA

Vidno izmijenjene društveno-ekonomske prilike u suvremeno se doba reflektiraju i na školski sustav te uzrokuju permanentne krize odgoja i obrazovanja u svijetu. Postoji suglasnost među znanstvenicima da je potrebno usvajanje nove filozofije odgoja i obrazovanja kako bi se riješili problemi 21. stoljeća. No odgojno-obrazovna realnost jest takva da se promjene ne pozdravljaju. Škole nisu otvorene za temeljitije preinake i nova rješenja, koliko god da ona imaju potencijal sprečavanja odgojno-obrazovne katastrofe. Ozbiljnost situacije zavređuje maksimalan angažman svih sudionika nastave, naročito kreatora obrazovnih politika, a da bi se revidirao tradicionalni kurikulum, odnosno zamijenio novim koji će optimizirati iskustva učenja i podučavanja. Učinkovita pedagogija mogućnosti koja bi to osigurala mora, najprije, biti lišena dugo dominantnog besperspektivnog pedagoškog tetošenja. Cilj ovog rada jest mapirati i analizirati pretpostavke za redizajniranje školskih sistema. Pregledom literature ustanovljeno je da je nužan iskorak iz uobičajenih načina učenja i podučavanja te poticanje razvijanja autentičnih obrazaca spoznavanja, doživljavanja i djelovanja.

U sintetiziranju nalaza iz brojnih studija, evidentno je da naglasak mora biti na prenosivim vještinama koje će osnažiti učenike i maksimizirati njihove potencijale. Shodno tome, odgojno-obrazovno djelovanje u pripremi djece i mladih za budućnost valja usmjeriti u nekoliko pravaca. Prvo, u najpriznatijim teorijskim konceptualizacijama kritičko je mišljenje etablirano kao krucijalna vještina potrebna za život i rad u (post)informacijskom društvu. Aktivno i kritičko propitivanje stvarnosti, analiza, tumačenje i evaluacija nekog problema doprinose intelektualnoj gipkosti, čime se stvaraju preduvjeti za modifikaciju uvjerenja i djelovanja. Drugo, nastavni plan i program treba biti utemeljen na principima kreativnosti. Plauzibilno je zaključiti da kreativnost predstavlja jednu od ključnih vještina za napredak i blagostanje pojedinca i društva. Tehnološki je razvoj nezamisliv bez kreativnih doprinosa članova zajednice. Međutim, s obzirom na to da je današnje društvo orijentirano na profit, sve je izazovnije pomiriti vrijednosti brige, suosjećanja i generalne dobrobiti s potrebom za ekonomskom pragmatičnošću. U vezi s tim, treći postulat glasi: potreban je duhovni preobražaj da bi se znanje koristilo u humane konstruktivne svrhe za postizanje općeg dobra. Radi se o mudrosti koja svoju legitimaciju postiže kroz etički prihvatljive i odgovor-

ne motive, težnje i postupke. Podučavanje o mudrosti, podučavanje za mudrost i podučavanje s mudročću treba doprinijeti osposobljavanju djece i mladih za donošenje ispravnih odluka. Konačno, ni mudrog ni kreativnog ni kritičkog mišljenja nema bez znanja. Znanje se stiče dijalogom, komunikacijom i interakcijom pojedinaca s okolinom. Pritom su najdugotrajnija ona znanja konstruirana aktivnim angažmanom učenika u nastavnom procesu. Sudjelovanjem u procesima konstrukcije znanja jača se učenička istraživačka radoznalost i pravi odmak od mentalne krutosti. Sve te vještine trebaju biti utkane u suvremeni kurikulum i postavljene u formi kurikularnih zahtjeva. U radu analiziramo pobrojane vještine uz naglašavanje da se njima pripadajući ciljevi ne mogu postići kampanjskim mjerama, već isključivo disciplinski orijentiranim intervencijama.

KLJUČNE RIJEČI: obrazovanje, izazovi obrazovanja, redizajn odgojno-obrazovnih sistema

COMPASS FOR REDESIGNING EDUCATIONAL SYSTEMS

Visibly changed socio-economic circumstances in modern times are also reflected in the school system and cause permanent crises of education in the world. There is agreement among scientists that it is necessary to adopt a new philosophy of education in order to solve the problems of the 21st century. However, the educational reality is such that changes are not welcomed. Schools are not open to more thorough modifications and new solutions, despite having the potential to prevent an educational disaster. The seriousness of the situation deserves the maximum engagement of all teaching participants, especially the creators of educational policies, in order to revise the traditional curriculum, or replace it with a new one that will optimize learning and teaching experiences. An effective pedagogy of possibilities that would ensure this must, first of all, be deprived of the long-dominant, hopeless pedagogical coddling. The aim of this paper is to map and analyze the assumptions for redesigning school systems. A review of the literature has shown that it is necessary to step away from the usual ways of learning and teaching and to encourage the development of authentic patterns of cognition, experience and action. In synthesizing findings from numerous studies, it is evident that the emphasis must be on transferable skills that will empower students and maximize their potential. Consequently, educational activity in preparing children and young people for the future should be directed in several directions. First, in the most recognized theoretical conceptualizations, critical thinking is established as a crucial skill needed for life and work in the (post)information society. Active, critical questioning of reality, analysis, interpretation and evaluation of a problem contributes to intellectual flexibility, which creates preconditions for modification of beliefs and actions. Second, the curriculum

should be based on the principles of creativity. It is plausible to conclude that creativity represents one of the key skills for the progress and well-being of individuals and society. Technological development is unthinkable without the creative contributions of community members. However, given that today's society is profit-oriented, it is increasingly challenging to reconcile the values of care, compassion and general well-being with the need for economic pragmatism. In this regard, the third postulate states that a spiritual transformation is needed, in order to use knowledge for humane constructive purposes, to achieve the common good. It is about wisdom that achieves its legitimacy through ethically acceptable and responsible motives, aspirations and actions. Teaching about wisdom, teaching for wisdom and teaching with wisdom should contribute to equipping children and young people to make the right decisions. Finally, there is no wise, creative, or critical thinking without knowledge. Knowledge is gained through dialogue, communication and interaction of individuals with the environment. At the same time, the most long-lasting is the knowledge constructed through the active engagement of students in the teaching process. Participating in the processes of knowledge construction strengthens the student's research curiosity and makes a real departure from mental rigidity. All these skills should be woven into the modern curriculum and set in the form of curricular requirements. In the paper, we analyze the listed skills while emphasizing that the goals belonging to them cannot be achieved by campaign measures, but only by discipline-oriented interventions.

KEYWORDS: education, educational challenges, redesign of educational systems

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OBRAZOVNI SUSTAV U ODABRANIM EKONOMSKIM TEORIJAMA

U ovome radu analizirat će se položaj, važnost i funkcija obrazovnog sustava u različitim školama ekonomske misli, odnosno ekonomskim teorijama. Autor naglašava suprotstavljene vizije i uvjerenja različitih ekonomista o tome kako bi obrazovni sustav trebao funkcionirati, što je rezultiralo različitim položajima koje je obrazovni sustav imao u različitim periodima razvoja ekonomske misli. Autor smatra da niti u jednom trenutku novije povijesti nije bilo važnije razumjeti kako različite ekonomske teorije gledaju na ulogu obrazovnog sustava. Proučavanjem povijesti ekonomije na način da je naglasak na obrazovnom sustavu, vjerujemo da se može steći bolje razumijevanje trenutnog stanja obrazovnog sustava. Ovo i potencijalna slična istraživanja mogu dovesti do razvoja kvalitetnih politika koje mogu utjecati na poboljšanje kvalitete obrazovnog sustava, u vremenima kada je sâmo funkcioniranje obrazovanja veliki izazov. Autor predstavlja kritičku perspektivu uloge obrazovnog sustava kod odabranih autora iz područja klasične ekonomske teorije, marksističke ekonomske teorije, kejnezijanske ekonomske teorije, čikaške i austrijske škole, koje su sve dovele do različitih suvremenih tumačenja uloge koju bi obrazovni sustav trebao imati u modernom društvu.

KLJUČNE RIJEČI: obrazovni sustav, ekonomske teorije, ekonomske škole, izazov obrazovanja

THE EDUCATIONAL SYSTEM IN SELECTED ECONOMIC THEORIES

This paper offers an analysis of the role of educational system in various schools of economic thought. Author emphasizes the competing visions and beliefs different economists have had regarding how educational system should function, what resulted in divergent theoretical frameworks they constructed. At no time in recent history would it seem more important to understand how economists viewed the role of educational system in the history of economic thought. By studying the history of economics in a way that the emphasis is put on the educational system, we believe a greater understanding of the current state of both the educational system and economic theory can be attained. This and potentially similar researches can lead to development of policies that can affect the

quality of educational system. Author presents a critical perspective of the role of the educational system in selected authors from Classical economic theory, Marxian economic theory, Keynesian economic theory, Chicago and Austrian school which all lead to various contemporary interpretations of the role educational system should have in modern society.

KEY WORDS: educational system, economic theories, economic schools, challenge of education

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TEACHING ABOUT INTERDISCIPLINARITY

Universities around the world are introducing courses about interdisciplinary analysis. Inevitably, these courses are often taught by instructors that are relatively new to the vast literature in the field of interdisciplinary studies. I will in this talk draw on both that literature and my own experience as an instructor to suggest several important guidelines for instructors to follow in teaching about interdisciplinarity. For example, material about how to best perform interdisciplinary analysis is best appreciated while actually doing so. Students should be encouraged to discuss the challenges they are facing in their own research: other students will often have great advice, and instructors with (even limited) familiarity with the interdisciplinary research process will also have useful advice (even if they are not immediately confident that this will be the case). In such an environment, students think deeply about their (and others') research projects and tend to produce very impressive results. Instructors should be conscious that we are trying to convey a set of interdisciplinary *attitudes* along with a set of interdisciplinary *skills*. My general lesson is positive: With a bit of effort, novice instructors can do a great job of guiding interdisciplinary students. They need, though, to be clear about what skills and attitudes they are trying to encourage.

KEY WORDS: teaching, integration, skills, attitudes

POUČAVANJE O INTERDISCIPLINARNOSTI

Sveučilišta diljem svijeta uvode kolegije koji se tiču interdisciplinarne analize. Neizbježno, te kolegije često predaju nastavnici koji su relativno novi u gomili literature iz područja interdisciplinarnih studija. U ovom izlaganju oslonit ću se kako na tu literaturu tako i na vlastito predavačko iskustvo kako bih predložio nekoliko važnih smjernica koje bi nastavnici trebali slijediti prilikom poučavanja o interdisciplinarnosti. Primjerice, materijal o tome kako najbolje provesti interdisciplinarnu analizu najbolje je vrednovati dok se to zapravo radi. Studente treba poticati na to da razgovaraju o izazovima s kojima se suočavaju u vlastitom istraživanju: drugi će studenti često imati izvrsne savjete, a nastavnici s (čak i ograničenim) poznavanjem interdisciplinarnog istraživačkog procesa također će imati korisne savjete (čak i ako nisu odmah sigurni da će to biti slučaj). U takvom okruženju studenti duboko razmišljaju o svojim (i tuđim) istraživačkim projektima i obično daju vrlo impresivne rezultate. Nastavnici bi trebali biti svjesni da

pokušavamo prenijeti skup interdisciplinarnih *stavova* zajedno sa skupom interdisciplinarnih *vještina*. Moja je opća poruka sljedeća: uz malo truda, nastavnici početnici mogu obaviti sjajan posao vođenja interdisciplinarnih studenata. Ipak, moraju jasno znati koje vještine i stavove pokušavaju potaknuti.

| KLJUČNE RIJEČI: poučavanje, integracija, vještine, stavovi

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KRIZA SUSTAVA – POKUŠAJ SAVLADAVANJA SUVREMENIH ODGOJNIH I OBRAZOVNIH IZAZOVA

U svijetu u kojem smo izloženi brzom protoku informacija, koje se vrlo često vežu uz pojam *krize* (*kriza u državi, ekološka kriza, kriza sustava* itd.), čini se da je jedna od ključnih uloga nastavnika razvijanje kritičkog mišljenja kod učenika. Cilj bi tog procesa bio osvijestiti na koji način treba analizirati dobivene informacije vezane uz 'krizne' situacije te kako se nositi s navedenim situacijama. Književnost u tom slučaju može poslužiti kao sredstvo koje će svim sudionicima olakšati razumijevanje stvarnosti te ih ohrabriti u primjeni kritičkog mišljenja u različitim situacijama.

Na Filozofskom se fakultetu u Osijeku trenutno provodi projekt pod nazivom *Analiza sustava u krizi i nove svijesti u književnosti 21. stoljeća* (ASKiNS21), koji je sufinanciran od strane Hrvatske zaklade za znanost, a za cilj ima analizirati suvremenu književnost engleskog, njemačkog i hrvatskog govornog područja s posebnim naglaskom na sustave u krizi. U analizi književnih djela sudjelovat će kako teoretičari književnosti tako i lingvisti te sociolozi. Njihov je cilj interdisciplinarno istraživanje hipoteze da suvremena književnost ima dominantno subverzivni odnos prema krizi. Znanstveni bi se rezultati tog projekta mogli dugoročno praktično implementirati u nastavni proces tako da književnost kao medij posluži nastavnicima kao sredstvo pomoću kojega bi kod svojih učenika razvijali kritičko mišljenje, ali im i u okviru međukulturne perspektive dali različite impulse kako se (ne)nositi s aktualnim društvenim temama.

| KLJUČNE RIJEČI: kriza sustava, kritičko mišljenje, ASKiNS21

SYSTEMS IN CRISIS – AN ATTEMPT TO OVERCOME THE CONTEMPORARY CHALLENGES OF THE EDUCATIONAL SYSTEM

Bearing in mind a world in which we are exposed to a quick flow of information which can often be related to the term *crisis*, it seems that currently one of the key functions of teachers is to develop critical thinking in students. The aim is to make students aware of the way information should be interpreted and dealt with, especially when connected to the term *crisis*. In this context, literature could serve as means that could help to understand and encourage students to implement critical thinking.

Analysis of Systems in Crisis and of New Consciousness in 21st Century Literature (ASKiNS21) is a research project done by the Faculty of Humanities and Social Sciences of Osijek that is funded by the Croatian Science Foundation aiming at analyzing contemporary English, German and Croatian literature with emphasis on systems in crisis. The analysis of the literary work will be conducted not only by literature experts but also by linguists and sociologists. Their aim is to prove the hypothesis that what we have at hand is a predominantly subversive attitude of literature towards the phenomenon of crisis and towards systems in crisis. The scientific results of this project might also serve for more practical implementations within the classroom in which literature serves as a medium and means to develop critical thinking among students, but also in order to give students an additional impulse within the intercultural domain to help to understand how to (not) deal with contemporary social topics.

KEY WORDS: systems in crisis, critical thinking, ASKiNS21

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INTER- AND TRANSDISCIPLINARY TEACHING AND LEARNING FOR THE 21ST CENTURY

The 2022 International Interdisciplinary 2nd Congress focuses on “Challenges of Education”. This theme raises the question of what roles inter- and transdisciplinarity play in fostering the kind of teaching and learning needed for the 21st century. All aspects of our lives are affected by changes in the nature of work and life, driven by social, political, economic, and technological developments that are occurring on a global scale. Complex societal problems loom large in this scenario, including climate change, disease, inequality, and conflict. The kind of learning that is needed requires balancing skills of cognitive and social integration. Moreover, learning for the 21st century is a form of lifelong learning that extends beyond the notion of *adult education*: spanning earliest years of schooling, professional development in the workplace, and ongoing participation in civil society. This keynote address draws insights from drivers of change that are making critical thinking, collaboration, creativity, problem solving, and crossdisciplinary integration and synthesis crucial for understanding the complexity, uncertainty, volatility, and ambiguity of complex intellectual and societal problems. They are facilitated in significant part by Deborah DeZure’s notion of *productive pedagogies* that foster active, experiential, and discovery-based learning. In addition to an overview of competencies for inter- and trans-disciplinary research and education, the talk will situate them in concepts of pragmatic constructivism, reflective equilibrium, and transdisciplinary orientation. Given our host is the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek, it will also address structures and strategies for not only bridging humanities and social sciences but also their relations with science and technology.

KEY WORDS: interdisciplinarity, transdisciplinarity, lifelong learning, skills, pedagogies

INTER- I TRANSDISCIPLINARNO POUČAVANJE I UČENJE ZA 21. STOLJEĆE

Međunarodni interdisciplinarni drugi kongres 2022. godine usmjeren je na »Izazove obrazovanja«. Ta tema postavlja pitanje koje uloge igraju inter- i tran-

sdisciplinarnost u poticanju vrste poučavanja i učenja potrebnih za 21. stoljeće. Na sve aspekte naših života utječu promjene u prirodi rada i života, potaknute društvenim, političkim, ekonomskim i tehnološkim razvojem koji se odvija na globalnoj razini. Složeni društveni problemi naziru se velikim dijelom u ovom scenariju, uključujući klimatske promjene, bolesti, nejednakost i sukobe. Vrsta učenja koja je potrebna zahtijeva uravnoteženje vještina kognitivne i socijalne integracije. Štoviše, učenje za 21. stoljeće oblik je cjeloživotnog učenja koji nadilazi pojam *obrazovanje odraslih*: obuhvaća najranije godine školovanja, profesionalni razvoj na radnom mjestu i kontinuirano sudjelovanje u civilnom društvu. Ovo pozvano predavanje temeljit će se na uvidima pokretača promjena koji kritičko mišljenje, suradnju, kreativnost, rješavanje problema te međudisciplinarnu integraciju i sintezu smatraju ključnima za razumijevanje složenosti, neizvjesnosti, promjenjivosti i dvosmislenosti složenih intelektualnih i društvenih problema. Oni su u značajnoj mjeri olakšani pojmom *produktivne pedagogije* Deborah DeZure, a koje pedagogije potiču aktivno, iskustveno i učenje temeljeno na otkrićima. Uz pregled kompetencija za inter- i transdisciplinarno istraživanje i obrazovanje, izlaganje će ih smjestiti u koncepte pragmatičnog konstruktivizma, reflektivnog ekvilibrija i transdisciplinarne orijentacije. Budući da nam je domaćin Centar za interdisciplinarna istraživanja Filozofskog fakulteta u Osijeku, izlaganje će također obuhvaćati strukture i strategije ne samo za premošćivanje humanističkih i društvenih znanosti, već i njihovih odnosa sa znanostima i tehnologijom.

KLJUČNE RIJEČI: interdisciplinarnost, transdisciplinarnost, cjeloživotno učenje, vještine, pedagogije

NIKICA TORBICA

DKolektiv – organizacija za društveni razvoj, Osijek, Hrvatska / DKolektiv – organization for social development, Osijek, Croatia

ULOGA ORGANIZACIJA CIVILNOG DRUŠTVA U OBRAZOVANJU ZA AKTIVNO GRAĐANSTVO – U ČEKANJU GOODOA

Republika Hrvatska ubraja se među novije europske demokracije, no njezin prelazak na demokratski sustav nije pratila adekvatna promjena obrazovne paradigme. Budući da je u osnovi suvremene demokracije pretpostavka o stvaranju odgovornog, informiranog i aktivnog građanina koji promišlja i živi demokratske ideje, već se od kasnih 90-ih organizacije civilnog društva zalažu za sustavno uvođenje adekvatnog predmeta u formalno obrazovanje, koji bi obuhvatio teme poput političke i medijske pismenosti, društveno korisnog rada i volontiranja, očuvanja, zaštite i promocije ljudskih prava i dr. Unatoč zalagačkim naporima organizacija civilnog društva, manjak jasne političke volje na nacionalnoj razini doveo je do raznolike prakse uvođenja predmeta *Građanski odgoj i obrazovanje* – od međupredmetne teme bez jasne provedbe do zasebnog predmeta u školama pojedinih lokalnih samouprava. Dok se to ne dogodi na sustavnoj razini, organizacije civilnog društva zainteresiranim mladima, kao i drugim građanima, nude programe obrazovanja, kapacitirajući zainteresirane za angažman u zajednici na promociji ljudskih prava i demokratskih vrijednosti.


KLJUČNE RIJEČI: civilno društvo, građanski odgoj i obrazovanje, aktivno građanstvo, demokracija

THE ROLE OF CIVIL SOCIETY ORGANIZATIONS IN EDUCATION FOR ACTIVE CITIZENSHIP – WAITING FOR GOODOT

The Republic of Croatia is one of the newer European democracies, but its transition to a democratic system was not accompanied by an adequate change in the educational paradigm. Since the basis of contemporary democracy is the assumption of creating a responsible, informed and active citizen who thinks and lives democratic ideas, since the late 90s civil society organizations have been advocating for the systematic introduction of an adequate subject in formal education, which would include topics such as political and media literacy, community service and volunteering, preservation, protection and promotion of human rights, etc. Despite the efforts of civil society organizations, the lack of strong

political will at the national level has led to a diverse practice of introducing the subject *Civic education* (in Croatian *GOO*) - from a cross-curricular subject without clear implementation to a separate subject in the schools of individual local governments. Until this happens on a systematic level, civil society organizations will continue to fill in the need, offering education programs to interested youth, as well as other citizens, capacitating them for engagement in the community by promoting human rights and democratic values.

KEY WORDS: civil society, civic education, active citizenship, democracy



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INTERDISCIPLINARNI OKRUGLI STOL

*International Interdisciplinary
2nd Congress of the Centre for Interdisciplinary Research of the
Faculty of Humanities and Social Sciences in Osijek:
“Challenges of Education”*

INTERDISCIPLINARY ROUND TABLE





Znanje na sjecištu humanističkih i društvenih znanosti, umjetnosti te STEM-a

Pružaju li zasebna područja znanosti, a onda i njihove discipline doista znanje? Obrazujemo li studente da bi stekli znanje ili da bi stekli akademsko zvanje? Stvaraju li znanstvena i artistička specijalizacija znanje ili je riječ o dotrajalom, samosvrhovitom konceptu? Je li znanje upravo ono što proizlazi iz udruživanja metodologija i uvida, omogućujući tako cjelovito razumijevanje zbilje? Je li interdisciplinarnost tek nešto što se nominalno zagovara u našoj akademskoj zajednici? Postoji li uistinu već poslovični jaz među znanostima, a onda i između znanosti i umjetnosti? Što se po navedenim pitanjima može poduzeti? Je li potrebna reforma visokoobrazovnog sustava koja bi u svojem temelju imala interdisciplinarnu studiju? Koje su prednosti, a koji nedostaci istinske interdisciplinarnosti? Je li zasnivanje takozvanih interdisciplina zapravo proturječno ili ide ukorak s temeljnom idejom koju ta paradigma zagovara? Kako ispravno vrednovati rezultate interdisciplinarnih istraživanja? Kako u većoj mjeri upotrijebiti znanstvena istraživanja uključivanjem zajednice u duhu transdisciplinarnih tendencija u znanosti?


Na navedena i brojna druga pitanja svoje će odgovore u okviru Interdisciplinarnog okruglog stola ponuditi izv. prof. dr. sc. Marita Brčić Kuljiš s Filozofskog fakulteta Sveučilišta u Splitu, dr. sc. Jelena Čosić Lesičar s Fakulteta strojarstva i brodogradnje Sveučilišta u Zagrebu i doc. art. Zlatko Kozina s Akademije za umjetnost i kulturu Sveučilišta Josipa Jurja Strossmayera u Osijeku.

Knowledge at the Intersection of Humanities and Social Sciences, Arts and STEM

Do separate scientific fields, as well as their respective disciplines really provide knowledge? Are we educating students to acquire knowledge or to acquire a mere academic title? Does scientific and artistic specialization create knowledge or is it an outdated, self-serving concept? Is knowledge exactly what results from the integration of methodologies and insights, thus offering a comprehensive understanding of reality? Is interdisciplinarity something that is only nominally advocated in our academic community? Is the already proverbial gap between sciences, and also between science and arts real? What can be done regarding these issues? Is there a need for a reform of the higher education system that would have interdisciplinary studies as its foundation? What are the advantages and disadvantages of true interdisciplinarity? Is the establishment of the so-called interdisciplines actually contradictory or does it go along with the funda-

mental idea advocated by that paradigm? How to correctly evaluate the results of interdisciplinary research? How to complement scientific research by involving the community in the spirit of transdisciplinary tendencies in science to an even greater extent?

Answers to the above and many other questions will be offered at the Interdisciplinary round table by izv. prof. dr. sc. Marita Brčić Kuljiš from the Faculty of Humanities and Social Sciences, University of Split, dr. sc. Jelena Ćosić Lesičar from the Faculty of Mechanical Engineering and Shipbuilding, University of Zagreb, and doc. art. Zlatko Kozina from the Academy of Arts and Culture, Josip Juraj Strossmayer University of Osijek.



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INTERDISCIPLINARNA STUDENTSKA RADIONICA

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INTERDISCIPLINARY STUDENT WORKSHOP





RADIONICA PRETRAŽIVANJA BAZA PODATAKA

Digitalizacija građe i *online* oblici raznih znanstvenih i stručnih publikacija omogućuju lakši i jednostavniji pristup literaturi nego što je bio ikad prije. Međutim, za potpunije iskorištavanje potencijala koji je time otvoren i za lakše snalaženje među bezbrojnim podacima, potrebno je naučiti pretraživati baze podataka. To je posebice potrebno studentima početnih, ali i drugih godina studija, jer se tijekom studiranja nerijetko suočavaju s obavezom pisanja seminarskih, ali i završnih te diplomskih radova. Zbog toga su znanja *kako* i *gdje* pronaći potrebnu literaturu od presudne važnosti. Upravo tom cilju stremi ova radionica.

Radionicu pretraživanja baza podataka održat će Marija Milošević i Lucija Pintek, studentice 2. godine diplomskog studija Informatologije i Informatičkih tehnologija. Radionica će se sastojati od dva glavna dijela. U prvom će sudionici doznati što su to baze podataka i koje sve baze podataka postoje, nakon čega će biti upoznati s načinima pretraživanja baza podataka. Drugi dio radionice bit će usmjeren na postupak pretraživanja baza podataka (kako započeti istraživanje), nakon čega će biti upoznati s raznim tehnikama pretraživanja, kao što su Booleani operatori, operatori približnosti, pretraživanje fraza i pretraživanje prema poljima dokumenta. Baze podataka koje će se koristiti u radionici su *ProQuest*, *EBSCOhost* i *Web of Science*. Svim je bazama omogućen pristup preko Portala elektroničkih izvora za hrvatsku akademsku i znanstvenu zajednicu s valjanim AAI@EduHr računom. Pomoću navedenih baza sudionici će naučiti koristiti jednostavne i složene načine pretraživanja, odabrati odgovarajuću tehniku pretraživanja te se upoznati s tezaurusom kao pomagalom prilikom pretraživanja termina. Po završetku radionice sudionici će znati što su baze podataka i koje baze podataka postoje. Osim toga, moći će prepoznati razliku između pretraživanja prirodnim i kontroliranim jezikom te znati primjenjivati razne tehnike pretraživanja i pomagala pri pretraživanju.

DATABASE SEARCH WORKSHOP

Digitization of material and online forms of various scientific and professional publications enable easier and simpler access to literature than ever before. However, in order to more fully exploit the potential that is opened by this and to find one's way among countless data more easily, it is necessary to learn how to search databases. This is especially necessary for students in their first, as well as in later years of studies, because during the course of their studies they are often faced with the obligation to write papers, as well as undergraduate (BA) and graduate (MA) theses. That is why the knowledge of *how* and *where* to find the necessary literature is of utmost importance. This workshop aims for this very goal.

The database search workshop will be held by Marija Milošević and Lucija Pin-tek, 2nd year graduate students of Informatology and Information Technologies. The workshop will consist of two main parts. In the first part, participants will learn what databases are and which databases exist, after which they will be introduced to the methods of searching databases. The second part of the workshop will focus on the process of searching databases (how to start a research), after which they will be introduced to various search techniques, such as Boolean operators, proximity operators, phrase searches and document field searches. The databases that will be used in the workshop are *ProQuest*, *EBSCOhost* and *Web of Science*. All databases can be accessed through the Portal of electronic resources for the Croatian academic and scientific community with a valid AAI@EduHr account. Using the mentioned databases, participants will learn to use simple and complex search methods, choose an appropriate search technique, and become familiar with the thesaurus as an aid when searching for terms. At the end of the workshop, participants will know what databases are and what databases exist. In addition, they will be able to recognize the difference between natural and controlled language searches and know how to apply various search techniques and search aids.

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PRIKAZ PRETHODNOG KONGRESA

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REVIEW OF THE PREVIOUS CONGRESS



INTERDISCIPLINARITY IN THEORY AND PRACTICE*

International Interdisciplinary 1st Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences, Osijek, November 4th and 5th 2021

On 4th and 5th November 2021, the first international interdisciplinary congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences entitled “Interdisciplinarity in Theory and Practice,” was held. As Zlatko Miliša, Demian Papo and Hrvoje Potlimbrzović emphasized in their introductory text to the bilingual (Croatian and English) book of abstracts they have edited for the occasion, the fundamental mission of the Centre for Interdisciplinary Research is to “enhance the cooperation between Departments and Chairs from the fields of humanities and social sciences on the Faculty of Humanities and Social Sciences in Osijek, then to improve cooperation between different constituents of the Josip Juraj Strossmayer University of Osijek from numerous scientific fields, as well as to strengthen and establish cooperation with universities on both national and international level.” Furthermore, the fundamental mission of the Centre, as the three editors state, consists of “bridging the formal division of social sciences and humanities from sciences pertaining to STEM (Science, Technology, Engineering and Mathematics) as an answer to the 21st century challenges.”

The Centre’s first congress had forty-four participants, including scientists, post-doctoral fellows, and students from four countries: Bosnia and Herzegovina, China, Croatia, and Mexico. There were two official languages of the congress: Croatian and English. Participants were invited to submit their papers for the book of proceedings which will be published during the academic year 2021/2022. The congress took on the hybrid form due to the COVID-19 pandemic, so participants presented their papers either at the Faculty of Humanities and Social Sciences in Osijek or via *Zoom*.

At the opening ceremony, speeches were given by Osijek-Baranja County prefect Ivan Anušić and Osijek city mayor Ivan Radić, then by full professor Zlatko Miliša, PhD, who was the president of both Organization and Programme Committee of the congress, as well as by the dean of the Faculty of Humanities and Social Sciences in Osijek, associate professor Ivan Trojan, PhD. All speakers had reached consensus regarding the importance of interdisciplinary approach in scientific research of contemporary real-world phenomena.

* This is a reprint of a review published in the journal *Nove teorije / New Theories* in 2021: Petra Kolesarić, “Interdisciplinarity in Theory and Practice,” *Nove teorije / New Theories* 3/1 (2021), pp. 156–160.

The first day of the congress was opened by Zlatko Miliša and his presentation entitled “Interdisciplinary Approach to the Value Phenomenon,” in which he spoke about interdisciplinarity of values and analysed them in both deductive-theoretical and inductive-empirical manner, while pointing out the significant role of values in education. After that, he made the distinctions between ideals, norms, attitudes, goals, value judgments, value system, lifestyles, and value orientations. Davor Balić’s presentation “Miroslav Krleža’s Interdisciplinary Approach in Judging Immanuel Kant’s Teaching” referred to the work of Miroslav Krleža in terms of his reflections on Kant’s opus and his critiques of Kant’s work. Also, Balić has shown the connection between Krleža’s judgment and interdisciplinarity by accentuating that Krleža criticized Kant from various perspectives, i.e. from the perspective of logic, theory of knowledge and ethics, as well as from historical, political, and artistic perspective. Besides criticism, the moments in which Krleža praised Kant in his work *Dialectical Antibarbarus* were shown as well. Damir Marinić and Ida Marinić in their presentation “Necessity for Multidisciplinarity in a Global World” talked about the processes of globalization that have significantly changed the modern world, and directly influenced the development of interdisciplinarity. Furthermore, they indicated that contemporary world is best described by the acronym VUCA (Volatile, Uncertain, Complex, Ambiguous). Based on that thesis, they pointed out that the contemporary world phenomena must be viewed from several different perspectives, and concluded that only science can provide us a more comprehensive understanding of them. In his presentation entitled “Interdisciplinary Approach in Studying Consciousness,” Nebojša Mudri spoke about the phenomenon of consciousness and various aspects of it. He explained the importance of researching this phenomenon and its aspects from different perspectives, primarily from the perspective of biology, psychology, cognitive neuroscience, phenomenology, medical sciences, anthropology, linguistics, computer science, physics, etc. Also, Mudri concluded that an interdisciplinary approach in studying consciousness is an absolute necessity, if our goal is to acquire further knowledge regarding that phenomenon.

In the presentation “Analysis of Students’ Attitudes Towards Online Learning During and After Lockdown due to COVID-19 Pandemic” by Juraj Jurlina, Demian Papo, and Hrvoje Potlimbrzović, the views and experiences of students of Josip Juraj Strossmayer University of Osijek regarding *online* learning in compulsory circumstances of *lockdown* were given. The research was conducted during June, July and August 2021, and it involved 229 students. Among other results, the authors concluded that despite the statistically significant growth of *perceived ease of use* of tools for *online* learning, the insignificant growth of the average students’ attitude towards *online* learning should be attributed to the insignificant

growth of the *perceived usefulness* of *online* learning, which is in accordance with the *technology acceptance model*. Considering all of the above, this research offers excellent insight into students' attitudes about *online* learning and is a reference point for further research on that topic. Goran Đurđević and Emiliano Gallaga Murrieta in their presentation "Excavation *Online*. Social Networks and Archaeology in Postcorona Time" presented results of the *Thursday Things & Thoughts* (TTT) project. This project aimed to significantly promote archaeology via social networks and tweets/status during the COVID-19 pandemic and after it. Authors presented their comparison of the TTT project with other social networks and digital archaeological projects for popular archaeology. The presentation "Application of Robbins' Model of Organization to the Architecture of the Organization of the School System in the Republic of Croatia" by Nemanja Spasenovski brought important assumptions and indicated the need to connect architecture and educational sciences in the form of better organization. Spasenovski accentuated the importance of quality education which would be founded upon labour market harmonization.

In her presentation "Archival Andragogy and Gerontology – Possibilities of Connecting Archival Science and Educational Sciences," Petra Kolesarić informed of the possibilities of connecting the theoretical and practical part of archival science and educational sciences in terms of developing activities for adults and the elderly in archives. Authors Mate Skoko, Lucija Ivanda, Matea Car, Đana Ravlić, Klara Lucić, Karla Mitar, Lucija Namjesnik, and Nina Kučina in their presentation "Sources of Student Motivation in *Online* Classes During the COVID-19 Pandemic" exposed the results of research concerning the connection between *online* teaching and students' motivation. The research was conducted using the focus group method via *Zoom*, and results have shown a high degree of variability. The authors concluded that most students who listened to *online* classes had reduced motivation. In the presentation "Connection Between Ecological Attitudes and *YouTube* Consumption" by Nikolina Živić and Vlatka Fapali, the results of a research conducted among Josip Juraj Strossmayer University of Osijek's students were displayed. The research was based on George Gerbner's cultivation theory and involved 100 students. The authors concluded that there is significant correlation between students' environmental attitudes and the frequency of consumption of content from *YouTube*'s "lifestyle" category.

On the second day of the Congress, the first presentation entitled "Interdisciplinarity in Lifelong Learning" was held by Sanela Mandić Vidaković, Sara Dodičković, and Tea Čarapović. In their presentation, they spoke about the importance of interdisciplinarity in adult learning and about the possibilities of applying methods from different scientific disciplines in adult learning. Vlasta Svalina, in

her presentation “Lifelong Learning Using Mobile Learning in the Republic of Croatia,” put forward results of a survey concerning teacher’s attitudes towards the use of mobile technologies in teaching. The research was conducted on more than 200 primary and high school teachers in the Republic of Croatia, and results have shown that teachers agree that students should be allowed to use mobile devices in class and that they plan to use them in their teaching. Ivana Šustek’s presentation “Perspective of Cooperative Learning in *Online Teaching*” referred to the development of collaborative learning as a phenomenon in which students develop critical thinking, solve problems together, etc. The presentation has also shown the importance and the need for using collaborative learning in distance learning.

Ana Čelik and Zlatko Miliša, in their presentation “A Humanistic Approach to Destigmatization of Marginal Groups,” discussed the question of social exclusion and the impact it leaves on individual development. Čelik and Miliša also said that this problem has multiple negative influences on the development of the individual and suggested a humanistic approach as a solution. In their presentation “Theory and Practice of Dyslexia in Education,” Helena Dragić and Lucija Škurla explained the importance of early recognition of dyslexia in education. Their presentation included results of a research conducted among students, i.e. future teachers, using the survey method, regarding issues of language proficiency and speech difficulties. Antonija Vukašinić and Monika Mitrović in their presentation “Interdisciplinary Approach to Planning an Individualized Plan in Working with Children with Disabilities” emphasized the need for interdisciplinary approach to education of children with disabilities. Vukašinić and Mitrović claimed that it should be conducted through cooperation of various professional associates and students’ parents. Author Gabriela Dobsai in her presentation “The Importance of Translating Children’s Literature and its Influence on a Child’s Cultural and Identity Development” highlighted the linguistic and cultural features that appear in translation of children’s literature, with a specific reference to Hungarian minority communities in Croatia. Dobsai underlined the importance of knowing cultural determinants, so that the moral and educational messages of a text do not get lost in translation.

Sergej Filipović and Igor Josipović, in their presentation “Area of Science and Technology in History School Programs and Textbooks,” compared curricula and textbooks for History in high schools before and after the implementation of the curricular reform. Their presentation clarified the difference between curricula and high school textbooks in the domain “Science and Technology.” In the presentation “Professional Orientation as a Precondition for Detecting Interdisciplinary Predispositions,” Irena Kiss presented the data of a research conducted on


high school students, which was related to the examination of Gardner's theory of multiple intelligences. The research has shown that students have little interest in the linguistic and logical-mathematical field, what the author had attributed to the relatively low representation of professional orientation programs. Miljenko Hajdarović in his presentation "Does the New Curriculum Change the Future of Interdisciplinary History Teaching?" exposed his reflections on the possibilities of an increase in interdisciplinarity within the new History curriculum, based on a comparison of 7th and 8th grade primary school textbooks before and after the reform. Hajdarović also explained the shift in history teaching from a mere political perspective to five different domains, a shift which, in his opinion, certainly contributed to the development of interdisciplinarity in teaching.

The presentation "Between Presentation and Interpretation – the Role of Local Community in Preserving Cultural Heritage" by Marija Završki and Marta Borić Cvenić provided information on examples of good practice in preserving and promoting cultural assets in Slavonija and Baranja. In addition to that, Završki and Borić Cvenić elaborated upon the advantages and limitations associated with the interpretation of cultural heritage in a local community. Ivan Brlić and Anita Bušljeta Tonković in their presentation "Interdisciplinary Project RuraLika: Modernization and (Post) Transition Processes in Rural Areas of Croatia Through a Case Study of Lika Rural Area" presented an interdisciplinary project of rural sociologists in Lika which deals with modernization and (post)transition processes. They explained how they developed a multidisciplinary and interdisciplinary approach aimed at analysing the characteristics and criteria for evaluating general social development of other rural areas of the Republic of Croatia. In his presentation entitled "Educational Implications in Media Presentations of Moral Relativism" Dean Cikovac accentuated the crucial points of influence which mass media establish on education in general. The author explained the way in which the mass media have a negative effect on education and said that it is necessary to cultivate critical thinking concerning issues in contemporary educational process. The last presentation of the congress was given by Boris Rauš and Iva Buljubašić, on the topic "Social Media vs. Mental Health - FOMO Effect and Dopamine Detox." They referred to the impact of social networks on the mental health of users and discussed whether dopamine detox is needed not only by individuals but by entire companies as well.

The *International Interdisciplinary 1st Congress of the Centre for Interdisciplinary Research of the Faculty of Humanities and Social Sciences in Osijek: "Interdisciplinarity in Theory and Practice"* was attended by a significant number of speakers from various scientific disciplines and it attracted a large audience on both days. It is important to underline that in addition to already profiled scientists and re-

searchers, students could also participate. This is essential because it allows undergraduate and graduate students to develop and think in the direction of interdisciplinarity. The organization of the congress was impeccable, and the Centre will hopefully continue to organize such and similar events related to various interdisciplinary topics. Until then, the book of proceedings of the first congress are eagerly awaited.

PETRA KOLESARIĆ



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