

TEPE 2019 CONFERENCE

QUALITY TEACHERS AND QUALITY TEACHER
EDUCATION: RESEARCH, POLICY AND PRACTICE

PARALLEL PAPER SESSIONS

FRIDAY,
17th MAY 2019
08:30-10:30

Parallel Paper Sessions 1 (Sessions: 1.1-1.5)

Paper Session 1.1 - Symposium

#PIMeFIM: A Spanish Bottom-Up Experience to Improve Initial Teacher Education

Chair: Maria Assunção FLORES, University of Minho, Portugal

Introducing the #PIMeFIM Experiment.

Bianca THOILLIEZ, Autonomous University of Madrid, Spain

Rocío GARRIDO MARTOS, Autonomous University of Madrid, Spain

Giving Reading, Thinking and Studying Back to Initial Teacher Education Programs.

Tania ALONSO, Autonomous University of Madrid, Spain

Bianca THOILLIEZ, Autonomous University of Madrid, Spain

The Practice of Observation as a Pivotal Element of Initial Teacher Education.

Esther DÍAZ-ROMANILLOS, Autonomous University of Madrid, Spain

María FRANCO-GUIJAR, Autonomous University of Madrid, Spain

Cristina GONZÁLEZ-CALVÍN, Autonomous University of Madrid, Spain

Zoé C. MORAND-DÍAZ, Autonomous University of Madrid, Spain

Using Reflective Practice and Microteaching with Video Camera Support in Initial Teacher Education.

Macarena VERÁSTEGUI, Autonomous University of Madrid and Fundación Promaestro, Spain

The Centre for Mathematical Thinking: An Improvement Tool of the Mathematical Competence in Initial Teacher Education Programs.

Rocío GARRIDO MARTOS, Autonomous University of Madrid, Spain

Paper Session 1.2

Chair: Roman SHKILEV, Kazan Federal University, Russia

Teaching Quality Assurance: Ukrainian and Australian perspectives.

Nataliia AVSHENIUK, Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine, Ukraine

Natalia SEMINIKHYNA, Taras Shevchenko National University of Kyiv, Ukraine

Teaching Quality in Physical Education: Development and evaluation of a systematic observation tool.

Vassiliki DERRI, Democritus University of Thrace, Greece

Pavlos KYRGIRIDIS, Democritus University of Thrace, Greece

Kyriakoula EMMANOUILIDOU, Democritus University of Thrace, Greece

Georgia ARAMPATZI, Democritus University of Thrace, Greece

Exploring Vocational Teacher Students' Perception on 21st Century Skills Learned from the Educational Program and Applied in their Teaching Practices.

Shu-Nu CHANG RUNDGREN, Stockholm University, Sweden

Eva ELIASSON, Stockholm University, Sweden

Ylva STÅLE, Stockholm University, Sweden

Marianne TERÄS, Stockholm University, Sweden

On the Issue of Modernization of Teacher's Professional Education.

Nazik HARUTYUNYAN, Yerevan State University, Armenia

Irina VARDANYAN, Yerevan State University, Armenia

PARALLEL PAPER SESSIONS

 **Factors Affecting Turkish Early Childhood Education Teachers' Technology Use: A Path Model.**

Işıl ÖMRÜUZUN, Hacettepe University, Turkey

Arif YILMAZ, Hacettepe University, Turkey

 **Tomorrow's Teachers - What do they think about MOOCs?**

Hurşit Cem SALAR, Pamukkale University, Turkey

 **The Role of Teaching Practice in the System of Training Future Teachers (on the example of Kazan Federal University).**

Roman SHKILEV, Kazan Federal University, Russia

Paper Session 1.3.

 **Chair:** Teresa MORAN, University of Dundee, Scotland

 **Pedagogical Value System and Functions of a Teacher's Professional Activity.**

Armenuhi ASHIKYAN, Yerevan State University, Armenia

 **Development of Teachers' Competences during University Education and at Workplace Starting Professional Career.**

Barbara MURAWSKA, University of Warsaw, Poland

Anna ZIELIŃSKA, University of Warsaw, Poland

 **Mentoring as an Essential Pedagogical Tool in Universities.**

Ana Sofia SALDANHA, Universidade Autónoma de Lisboa, Portugal

 **Towards Quality Teacher Training: Collaborative Practice in Action Research.**

Ildikó ZANK, University of Pécs, Hungary

 **Access to High Quality Teacher Education in Rural Areas.**

Mary KNIGHT, University of Dundee, Scotland

Teresa MORAN, University of Dundee, Scotland

 **Place-based Initial Teacher Education: Exploring the rural dimension.**

Morag REDFORD, University of the Highlands and Islands, Scotland

Paper Session 1.4

 **Chair:** Suzanne O' KEEFFE, Maynooth University, Ireland

 **Teachers Views on Pedagogical Well-being: An all Ireland perspective.**

Timothy MURPHY, University of Limerick, Ireland

 **Resilient Teacher - (re)sources of stress and coping.**

Otilia CLIPA, Stefan cel Mare University, Romania

 **Quality Teachers and Quality Teacher Education: Can Affective Teachers Be Effective?**

Suzanne O' KEEFFE, Maynooth University, Ireland

 **What Makes Initial Teacher Education Effective? Stakeholders views on the effectiveness of Pre-service English Teacher Education in Urban Areas in Indonesia.**

Pipit NOVITA, Bristol University, United Kingdom

PARALLEL PAPER SESSIONS

-  **An Exploration on the Experiences of Teacher Effectiveness (Teacher Pedagogical Well-being) from an urban case-study school in the mid-west region of Ireland.**

Timothy MURPHY, University of Limerick, Ireland

-  **Deploying Video-supported Expertise-based training (XBT) to Enhance Pre-service Teachers' Classroom Management Awareness.**

Iclal CAN, Middle East Technical University Northern Cyprus Campus, Turkey
Gokce GOKALP, Middle East Technical University, Turkey

Paper Session 1.5

 **Chair:** Louise CAMPBELL, University of Dundee, Scotland

-  **Collaborative Professional Developing in Priority Education Network in France.**

Maria Antonietta IMPEDOVO, Aix-Marseille University, France
Patrice LAISNEY, Aix-Marseille University, France
Pascale BRANDT-POMARES, Aix-Marseille University, France

-  **The Collaborative Work of Teachers as a Lever for Professional Development: a singular plural? Forms, functions and consequences on the evolution of professional practices.**

Christophe DELAVERGNE, University of Bordeaux, France

-  **Teacher Collaboration in and for Inclusive Education in Flanders (Belgium).**

Dries VANSTEENKISTE, University of Antwerp, Belgium, Stellenbosch University, South Africa
Estelle SWART, Stellenbosch University, South Africa
Piet VAN AVERMAET, Ghent University, Belgium
Katja PETRY, KU Leuven, Belgium
Elke STRUYF, University of Antwerp, Belgium

-  **Teacher Experiences and Perceptions of Collaboration and Peer Support in an Innovative Learning Environment.**

Louise CAMPBELL, University of Dundee, Scotland

-  **Narratives of Collaboration in Practice: Discourses, dimensions and diversity in collaborative professional development.**

Rachel LOFTHOUSE, Leeds Beckett University, United Kingdom

-  **Learning School Program. The culture of sharing and collaboration as a driver for change.**

Jędrzej WITKOWSKI, Centrum Edukacji Obywatelskiej, Poland

PARALLEL PAPER SESSIONS

**FRIDAY,
17th MAY 2019
14:00-15:30**

Parallel Paper Sessions 2 (Sessions: 2.1 – 2.5)

Paper Session 2.1

Chair: Oksana ZABOLOTNA, Ukrainian Educational Research Association
Pavlo Tychyna Uman State Pedagogical University, Ukraine

The European Doctorate in Teacher Education (EDiTE) as a Response to Global Challenges.

Christian KRALER, University of Innsbruck, Austria
Vasilis SYMEONIDIS, University of Innsbruck, Austria

A National Framework for Languages to Support Language Educators' Implementation of Policy in Scotland.

Lorele MACKIE, University of Stirling, Scotland
Carrie McLENNAN University of Dundee, Scotland

The Best, Average, or Weak? The Level of Competencies of Candidates for the Teaching Profession in European Countries.

Magdalena JELONEK, Cracow University of Economics, Poland
Barbara WOREK, Jagiellonian University, Poland
Marcin KOCÓR, Jagiellonian University, Poland

Research on Quality of In-Service Teacher Education and Professional Development in Ukraine by TALIS Methodology and its Policy Impact.

Oksana ZABOLOTNA, Ukrainian Educational Research Association, Ukraine
Pavlo Tychyna Uman State Pedagogical University, Ukraine
Svitlana SHCHUDLO, Ukrainian Educational Research Association, Ukraine
Drohobych Ivan Franko State Pedagogical University, Ukraine

Paper Session 2.2.

Chair: Jim SCOTT, University of Dundee, United Kingdom

The Impact of Initial Education on Beliefs about the Teaching Profession and Inclusive Education.

Vlatka DOMOVIĆ University of Zagreb, Croatia
Dejana BOUILLET, University of Zagreb, Croatia

Improving Equity Through the Research-Led Education of Recently-Qualified Teachers.

Jim SCOTT, University of Dundee, United Kingdom

Preparing Teachers to be Teachers of All Pupils from the Start of Their Initial Teacher Education.

Audrey HALPIN, Dublin City University, Ireland

iPad for Every Special Education Teacher.

Uri BEN ARI, Athena Fund, Israel

Developing a Framework for ICT in initial Teacher Education in Scotland.

Derek P. ROBERTSON, University of Dundee, Scotland

PARALLEL PAPER SESSIONS

Paper Session 2.3.

Chair: Neil TAYLOR, University of Dundee, Scotland

John Holt's Philosophy of High Quality Education.

Larysa RUBAN, Taras Shevchenko National University of Kyiv, Ukraine
Tetiana SVYRYDIUK, Taras Shevchenko National University of Kyiv, Ukraine

Providing Quality Teacher Education and Induction Through Innovative Routes.

Neil TAYLOR, University of Dundee, Scotland
Teresa MORAN, University of Dundee, Scotland

Motivation, Engaged and Reflective teaching Competences in Quality Teacher Education.

Anna ALEKSANYAN, Yerevan State University, Armenia

Training Quality Teachers. The challenge of design skill.

Laura Sara AGRATI, Open University 'Giustino Fortunato', Benevento, Italy
Viviana VINCI, University Mediterranea of Reggio Calabria, Italy

Paper Session 2.4

Chair: Joanna MADALIŃSKA-MICHALAK, University of Warsaw, Poland

Portuguese Teachers' Views of Professional Standards.

Maria Assunção FLORES, University of Minho, Portugal

Investigating Turkish pre-service primary science teachers' decision-making on controversial issues: The case of abortion.

Ümran Betül CEBESÖY, Uşak Üniversitesi, Turkey; Shu-Nu CHANG RUNDGREN, Stockholm University, Sweden

Pre-Service Teachers' Perceptions about Professional Ethics in Teaching.

Sevinc GELMEZ-BURAKGAZI, Hacettepe University, Turkey
Iclal CAN, Middle East Technical University Northern Cyprus Campus, Turkey
Muhammet COSKUN, Kafkas University, Turkey

Teachers' Perception about Professional Ethics in Teaching.

Joanna MADALIŃSKA-MICHALAK, University of Warsaw, Poland

Paper Session 2.5

Chair: Davide PARMIGIANI, ATEE; University of Genoa, Italy

Teacher Educator Collaboration and a Pedagogy of Teacher Education: Practice Architectures, Professional Learning, Praxis and Production.

David POWELL, University of Huddersfield, United Kingdom

International Teaching and Global Competence. Improving the international perspective of teacher education programs.

Davide PARMIGIANI, ATEE; University of Genoa, Italy

Professionalisation through Internationalisation in Teacher Education: International Project (IPC) an Example of Good Practices.

Sina WESTA, Catholic University Eichstätt-Ingolstadt, Germany

PARALLEL PAPER SESSIONS

 **The Role of Staff Training Abroad in the Schools' Internationalization. Conclusions from Poland.**

Michał PACHOCKI, Foundation of the Development of the Education System, Graduate School for Social Research, Polish Academy of Sciences, Poland

**FRIDAY,
17th MAY 2019
16:00-18:00**

Parallel Paper Sessions 3 (Sessions: 3.1- 3.5)

Paper Session 3.1

 **Chair:** Pete BOYD, University of Cumbria, United Kingdom

 **Teacher Education in Higher Education: A Landscape of Professional Knowledge.**

Rodrigo AVELLA RAMIREZ, Centro Estadual de Educação Tecnológica Paula Souza, Brazil

 **Quality in Short Teacher Education Programme Subject Specific Didactics.**

Annelie ANDERSEN, Karlstad University, Sweden
Hamid ASGHARI, Karlstad University, Sweden
Maria PETERSSON, Karlstad University, Sweden

 **Strengthening Teacher Education: Bridging the divide between foundation disciplines and pedagogical subject knowledge in ITE.**

Aimie BRENNAN, Mary Immaculate College, Ireland
Angela CANNY, Mary Immaculate College, Ireland

 **Knowledge and Ways of Knowing: Questioning the turn towards a 'knowledge-rich' curriculum in England.**

Pete BOYD, University of Cumbria, United Kingdom

 **Pre-service teachers' conceptions on explicit, (socio-)constructivist and transmissive approaches to teaching and learning in French Speaking Belgium.**

Chloé GRAVÉ, Université de Mons, Belgium
Marie BOCQUILLON, Université de Mons, Belgium
Nathanaël FRIANT, Université Libre de Bruxelles, Belgium
Marc DEMEUSE, Université de Mons, Belgium

 **Enhancing Pre-Service Teachers' Attitudes Toward Mathematics Through Evidence-Based Strategies.**

Kim TAIK, New Mexico Highlands University, USA

Paper Session 3.2

 **Chair:** Urszula MARKOWSKA-MANISTA, University of Warsaw, Poland

 **Inclusive Pedagogy: a way of being? Mapping inclusive pedagogy in initial teacher education.**

Dianne CANTALI, University of Dundee, Scotland
Mary KNIGHT, University of Dundee, Scotland

 **Inclusive Education in Albania: Problems of Initial Teacher Education.**

Ledia KASHAHU, University "Aleksandër Moisiu", Albania
Keanela SOTIROFSKI, University "Aleksandër Moisiu", Albania

 **School Social Work and Integration of Diversity: Exploring educators' perspectives in regard to inclusion of refugee students in Greek schools.**

Irene KATSAMA, Democritus University of Thrace, Greece
Stefania BAKIRTZI, Democritus University of Thrace, Greece

PARALLEL PAPER SESSIONS

 **Teachers and Cultural Diversity in the Polish Schools - opportunities and dilemmas.**

Urszula MARKOWSKA-MANISTA, University of Warsaw, Poland

Dominika ZAKRZEWSKA-OLĘDZKA, The Maria Grzegorzewska University in Warsaw, Poland

 **What is the Role of Teachers in Keeping at-risk Students on Track Toward Graduation?**

Aleksandra JASIŃSKA-MACIĄŻEK, University of Warsaw, Poland

Anna HAWROT, Leibniz Institute for Educational Trajectories, Bamberg, Germany

Hanna TOMASZEWSKA-PEKAŁA, University of Warsaw, Poland

Paulina MARCHLIK, University of Warsaw, Poland

Tomasz ŻÓŁTAK, Educational Research Institute, Warsaw

 **What Teachers Can Learn from Academically Resilient Students?**

Marek SMULCZYK, University of Warsaw, Poland

Paper Session 3.3

 **Chair:** Jens RASMUSSEN, Aarhus University, Denmark

 **Teacher Education in the Nordic countries: Trends and perspectives.**

Jens RASMUSSEN, Aarhus University, Denmark

 **What Kind of Science does Professional Need? Teacher education as a case.**

Finn Daniel RAAEN, Oslo Metropolitan University, Norway

 **Teacher Educators' perceptions on Research-Based Teacher Education.**

Jessica ASPFORS, Nord University, Norway

Gunilla EKLUND, Åbo Akademi University, Finland

Sven-Erik HANSÉN, Åbo Akademi University, Finland

Anne Marit VALLE, Nord University, Norway

 **Research-based Teaching and Transformative Learning to Promote Quality Teacher Education.**

Joanna PITURA, The Pedagogical University of Cracow, Poland

 **Epistemological Reflection in Contemporary Teachers' Training – Teacher as an architect of his own knowledge.**

Dorota ZDYBEL, Jesuit University Ignatianum in Krakow, Poland

Paper Session 3.4

 **Chair:** Erika LÖFSTRÖM, University of Helsinki, Finland

 **Teachers' Professional Development from Life Stories. A longitudinal study on Spanish beginning high school teachers.**

Lucía SÁNCHEZ-URÁN, Autonomous University of Madrid, Spain

Soledad RAPPOPORT, Autonomous University of Madrid, Spain

Bianca THOILLIEZ, Autonomous University of Madrid, Spain

Héctor MONARCA, Autonomous University of Madrid, Spain

 **Developing Transformative Models of Professional Learning for Inclusive Practice across the Continuum of Teacher Education.**

Aoife BRENNAN, Dublin City University, Ireland

Alan GORMAN, Dublin City University, Ireland

PARALLEL PAPER SESSIONS

 **Tensions and Teacher Role in Student Teacher Identity Development in Primary and Subject Teacher Education.**

Erika LÖFSTRÖM, University of Helsinki, Finland
Tiina ANSPAL, Tallinn University, Estonia
Äli LEIJEN, University of Tartu, Estonia

 **Generational Differences and Professional Values of Teachers.**

Wanda DRÓŻKA, The Jan Kochanowski University in Kielce, Poland

 **You Are Your Choices – factors influencing former language assistants' decisions to pursue teaching as a career.**

Anna CZURA, University of Wrocław, Poland

 **Education Squared. Educating Educators in Poland. Pathways into Teaching in Shifting Teacher Population.**

Magdalena RADWAN-RÖHRENSCHEF, Polish-American Freedom Foundation and University of Warsaw, Poland

Paper Session 3.5

 **Chair:** Małgorzata ŻYTKO, University of Warsaw, Poland

 **Designing Provocative Education Environments for Teacher Training Emancipatory Practices.**

Giselle TUR PORRES, Universidad Nacional de Educación-UNAE, Ecuador

 **Pedagogical Autonomy and School Capacity Building: The case of Greek schools support structures reform in a European perspective.**

Yiannis ROUSSAKIS, University of Thessaly, Greece

 **Teacher Professional Capability: schools potential based on teaching teams.**

Jesús Manso AYUSO, Autonomous University of Madrid, Spain

 **Leading School Clusters through Collaborative Inquiry and Sharing: Making schools responsible for their learning.**

Kashyapi AWASTHI, National Institute of Education Planning and Administration, India

 **Teachers' Readiness to Changes in Primary Education in Case of Innovation.**

Małgorzata ŻYTKO, University of Warsaw, Poland

 **The Case Study of SuperBelfrzy RP, the Polish Collaborative Network of Teachers.**

Barbara OSTROWSKA, SuperBelfrzy RP, Poland; Agnieszka BILSKA, SuperBelfrzy RP, Poland

PARALLEL PAPER SESSIONS

**SATURDAY,
18th MAY 2019
08:30-10:30**

Parallel Paper Sessions 4 (Sessions: 4.1-4.5)

Paper Session 4.1

Chair: Katarzyna BRZOSKO-BARRATT, University of Warsaw, Poland

Birth, Death and Survival: Exploring pre-service teacher identity on a post graduate training route.
Linzi McKERR, University of Worcester, United Kingdom

Becoming a Teacher: Teacher students' conceptions of teaching as a career in Norway, Latvia, and Finland.
Jan Viggo IVERSEN, Nord University, Norway
Sari YRJÄNÄINEN, University of Turku, Finland
Indra ODINA, University of Latvia, Latvia
Eero ROPO, University of Tampere, Finland & Nord University, Norway

Teacher Training Project. An attempt to devise an in-service training programme for English language teachers.
Meretguly GURBANOV, Academy of Sciences, Turkmenistan

Exploring Principals' and CLIL Teachers' Perceptions of Continuous Professional Development.
Katarzyna BRZOSKO-BARRATT, University of Warsaw, Poland
Izabela JAROS, Jan Kochanowski University in Kielce, Poland
Artur STĘPNIAK, University of Warsaw, Poland

Using Duoethnographic Dialogues for Developing Reflection in Future English Language Teachers.
Dorota WERBIŃSKA, Akademia Pomorska w Słupsku, Poland

Paper Session 4.2

Chair: Anna GIZATULLINA, Kazan Federal University, Russia

Developing Softskills and Hardskills of Future Teachers in Terms of the Best European Experience by the Example of Kazan Federal University.
Anna GIZATULLINA, Kazan Federal University, Russia
Liliya LATIPOVA, Kazan Federal University, Russia

Developing Global, Transversal Professional Competences in Teacher Education via Online Databases of Oral History Related to Remembrance Education.
Renata Anna DEZSO, University of Pecs, Hungary

Preparing Preservice Science and Mathematics Teachers for STEM Teaching through Experiential Learning with Examples.
Skonchai CHANUNAN, Naresuan University, Thailand

Own the Space! The Physical Environment in Early Years Education and How This Features in Assessment Reports by Examiners of ITE.
Josephine MILTON, University of Malta, Malta; Tania MUSCAT, University of Malta, Malta

World Educates. Naturally!
Anna KRZYŻANOWSKA, Regionalny Ośrodek Doskonalenia Nauczycieli i Informacji Pedagogicznej "WOM" w Rybniku, Poland

PARALLEL PAPER SESSIONS

Paper Session 4.3

Chair: Paul ADAMS, University of Strathclyde, Scotland

Measuring the Quality of Initial Teacher Education across Scotland.

Paul ADAMS, University of Strathclyde, Scotland
Carrie McLENNAN, University of Dundee, Scotland

The „Teacher-factor” for School Quality: enhance or assess it?

Loredana PERLA, University of Bari 'Aldo Moro', Italy
Viviana VINCI, Mediterranean University of Reggio Calabria, Italy
Laura Sara AGRATI, Open University 'Giustino Fortunato' Benevento, Italy

Mining Quality: Evaluation on teachers' professional identity in the Greek educational system.

Dimitrios STAMOVLASIS, Aristotle University of Thessaloniki, Greece
Eugenia TSIUPLIS, Aristotle University of Thessaloniki, Greece

Promoting Quality in Teaching through Moving into English-Medium Instruction.

Melanie ELLIS, Pedagogical University in Cracow, Poland

Empowering Teachers: Reflections on the quality of teacher education offered by English Teaching Program.

Maria Jolanta BOGUĆKA, University of Gdańsk, Poland

Paper Session 4.4

Chair: Svitlana SHCHUDLO, Drohobych
Ivan Franko State Pedagogical University, Ukraine

Implementing Reflective Practice in TT&D – an Evidence-based Approach.

Sabina A. NOWAK, The Pedagogical University of Krakow, Poland

Exploring Student Teachers' Motivation and Sources of Confidence in Outdoor Learning.

Alexia BARRABLE, University of Dundee, Scotland; Linda LAPERE, University of Dundee, Scotland

The Role of Graphic Organizers in Learning and Teaching.

Marine ARAKELYAN, Sultan Qaboos University, Oman

Teacher's Portfolio as a Tool to Build a Community Culture Built on Cooperation and Professional Development in the Process of Preparing Teachers for Work at Schools (based on the experiences of the School of Education 2016-2019).

Grażyna CZETWERTYŃSKA, Szkoła Edukacji Uniwersytetu Warszawskiego i Polsko-Amerykańskiej Fundacji Wolności, Poland

Polish-Ukrainian Academic Cooperation for the Development of Education of Future Specialists in the field of Addiction Prevention.

Svitlana SHCHUDLO, Drohobych Ivan Franko State Pedagogical University, Ukraine
Wioletta JUNIK, Kazimierz Wielki University in Bydgoszcz, Poland

Experiences of Teachers with International Baccalaureate Programmes in Poland.

A case study of 9 IB schools. Joanna LEEK, University of Lodz, Poland

PARALLEL PAPER SESSIONS

Paper Session 4.5

Chair: Milosh RAYKOV, University of Malta, Malta

Co-teaching as a Psycholinguistic Perspective to High Quality Education.

Nataliia DIACHUK, Zhytomyr Ivan Franko State University, Ukraine

Tetiana KRYVORUCHKO, Zhytomyr Ivan Franko State University, Ukraine

A Model of Personalized Teaching: From one-to-one to classroom teaching.

Péter NAGY, University of Pécs, Hungary

The expression of Teachers' Ability to Instruct Secondary School Students to Apply Learning Strategies.

Aldona AUGUSTINIENE, Kaunas University of Technology, Lithuania

Berita SIMONAITIENE, Kaunas University of Technology, Lithuania

Functions of Pedagogical Diagnostics in Teacher-student Interrelations.

Arevik GHAZARYAN, Yerevan State University, Armenia

Evaluation of a Classroom Anxiety Scale for Diagnostics and Intervention Planning in Secondary Schools.

Milosh RAYKOV, University of Malta, Malta

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