



*Between Tradition and Future  
Challenges: The Study of Pedagogy in  
Central and South-East Europe*

INTERNATIONAL CONFERENCE  
Maribor, 22 – 24 October 2015.

**BOOK OF ABSTRACTS**



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BETWEEN TRADITION AND FUTURE CHALLENGES: THE STUDY OF PEDAGOGY  
IN CENTRAL AND SOUTH-EAST EUROPE

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## **Development and Prospects of Pedagogy in Croatia**

Štefka Batinić, Igor Radeka

Croatian school museum, University of Zadar, Croatia

The study of pedagogy in Croatia was established at the University of Zagreb in 1928. Prior to the existence of the study, pedagogy had been modelled and developed in the likeness of the pedagogy in German speaking regions – primarily as a practical discipline within the school system of the Austro-Hungarian Empire, and also as a theoretical discipline based on Herbart's pedagogy. The first university lectures in pedagogy for prospective catechism teachers were given by Ivan Koharić (1874/75) at the Faculty of Theology, and for prospective secondary school teachers by Franjo Marković (1876/77) at the Faculty of Philosophy, University of Zagreb, where the Pedagogical Seminar was initiated in 1896 and conducted by Đuro Arnold until 1923.

Theoreticians of pedagogy from the academic community, Stjepan Matičević, Stjepan Pataki, Pavao Vuk-Pavlović and Vlado Petz, came into prominence in the 1920s. They formulated the basic teleological questions of pedagogy, taught at the College of Pedagogy and the Pedagogical Seminar, and contributed to the establishment of pedagogy as an independent discipline. By the end of World War II, 116 students completed the study of pedagogy in Croatia.

In the context of new political and social circumstances following World War II, the role of the Pedagogical Seminar was taken over by the Institute of Pedagogy (1946), where the instructional and the research function of the seminar were brought together. Stjepan Pataki, the main pre-war representative of cultural pedagogy and the post-war founder of socialist pedagogy in Croatia, was the Institute's Principal until the end of his life in 1953. The new organisational form – the Department of Pedagogy at the University of Zagreb's Faculty of Philosophy, and the Institute of Pedagogy as its constituent element – has been retained to this day.

The remaining four university degrees in pedagogy in Croatia were founded in the 1960s and at the start of the 21st century. The first lectures in pedagogy at the University of Zadar, founded in 1955 as a separate Faculty of the only Croatian university of the time, the University of Zagreb, were given by Vladimir Janković in 1958/59 – initially at the Chair of Pedagogy, which was transformed into the Department of Pedagogy in 1966. The study of pedagogy in Zadar started in 1961. Since 2002, pedagogy has been taught within the Department of Pedagogy at the newly established University of Zadar.

New universities established in Croatian regional centres of Rijeka, Split and Osijek in the first half of the 1970s also featured the development of pedagogy in two directions (as was the case with Zagreb and Zadar): firstly, by continuous pedagogical education of teachers and subject-specific teachers, and secondly by establishment of integral pedagogy studies – in Rijeka in 1966 (industrial pedagogy course) and in 1978 (general pedagogy), in Osijek in 2003 and in Split in 2007.

All five university degrees in pedagogy were included in the reform of study programmes in Croatia initiated in 2005/06 by introducing three levels of higher education in accordance with the Bologna Process. At the moment, four Croatian pedagogy programmes of study (at the universities of Zagreb, Zadar, Rijeka and Osijek) offer all three levels of study, up to the doctorate, while the pedagogy programme in Split offers only two levels, the Bachelor's degree and the Master's degree in pedagogy.

All undergraduate and graduate degrees in pedagogy belong to studies of a general profile. Proper programme specialisation starts at the postgraduate doctoral level. However, studying in accordance with the Bologna Process enables all students, in all pedagogy programmes, to be actively involved in the creation of a significant part of their own study programme, and thus their own academic profile, by choosing the optional modules. The quality of all pedagogy courses, in the new circumstances, is subject to continuous internal and external evaluation. All programmes are thus permanently changing. The changes ensure that the programmes respond to recent theoretical and practical challenges and they improve the programme quality.

## **Das Fach Pädagogik an österreichischen Universitäten und die Ausbildung der Lehrer 1805-1918**

Wolfgang Brezinka

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Austria was the first state to introduce chairs for pedagogy at its universities and philosophical colleges. What was the purpose of this measure? Which tasks should its professors take care of? What did they contribute to the advantage of the school system through teacher training and pedagogical research? And how did the subject pedagogy develop until the end of the Habsburg Monarchy in 1918?

These questions are treated here concerning the differences between primary and secondary school teachers, as well as the difference between practical, philosophical and scientific pedagogy. The history of the subject pedagogy at universities starts with the period of „practical knowledge of education“ from 1805 to 1848, as demonstrated in the textbook of Vinzenz Eduard Milde 1811 / 1813, which is indeed its climax. The main part of this paper deals with the beginning of „philosophical pedagogy“ from 1871 onwards. Its central figure was Otto Willmann, the most important representative of the first generation of nine professors who taught pedagogy at the universities of Vienna, Lemberg, Prague and Graz between 1871 and 1918. Willmann serves as an example of how the insecurity of the epistemological groundwork has injured the ascent of pedagogy as a science and its usefulness for the training of teachers.

## **Pedagogy as degree program in Bulgaria - historical and contemporary aspects**

Albena Chavdarova

Sofia University "St. Kliment Ochridski", Bulgaria

Pedagogy as a university discipline and later on as a degree is closely tied with the history of the Sofia University since opening of the university (1888), when the "High pedagogy course" was born, till today, when the Sofia university is giving a specialized training to teachers for all types of educational institutions.

In the beginning there were no faculties, the subjects were instead grouped into disciplines (directions) where future high school teachers have been trained. Under the cap of the History and philology faculty fell the "History and geography", "Slavic philology and literature" and "Philosophy and pedagogy" disciplines, which marks the beginning of this integrated degree program. The first students to graduate in 1897 were three men, which number rose to 28 in 1899, amongst whom two women. With the University Law of 1904, the faculties, the degrees and the departments were put in place, which not only established the degree "Philosophy and pedagogy", but it also marks the creation of the first pedagogical department - "Pedagogia". This remained till 1923, when the independent degree "Pedagogia" has been created. The newly found faculty consisted of two departments, the "Pedagogia" since 1904, renamed later to "General pedagogy" and "Didactics and methodology of the Middle school" (1921), which became "Didactics and methodology".

Between 1923 and 1944 the degree program "Pedagogia" develops according to the existing European trends in university education. As to the organization of the teaching process, a free form of education was introduced, where the students were allowed to freely choose what lectures, seminar activities and exercise classes to attend and in which semester. There was no strict schedule with mandatory classes or fixed semester schedule, by which they should be taught and . The lecture schedule is created by the students themselves, who also pick the time for taking the exams associated with them. Only the state exams are regulated at the time.

In the period up to 1944, some of the most distinguished professors of the Sofia university have lectured there, like Prof. Dr. Petar Noikov (1868-1921), Prof. Dr. Dimitar Katzarov (1881-1960), Prof. Dr. Hristo Negentzov (1881-1956), Prof. Dr. Mihail Geraskov (1874-1957), Prof. Dr. Petko Tzonev (1875-1950), Prof. Dr. Naiden Chakarov (1907-1991) and others. All of them graduated and defended their doctor's degree at the universities of Leipzig, Geneva, Zurich and Jena, while their enormous research work, teaching social and political activity was responsible for the so called "golden era" of the Bulgarian university pedagogy.

After 1944 the degree program "Pedagogy" exist within different faculties - the Historico-Philological (until 1951), the Historico-Philosophical (until 1972), the Philosophical (until 1986) and after that in its own Pedagogical faculty. In this was outlined the preparation of specialists, both in the school environment and outside of it, which is related to the existing socio-political realities in the country. For this purpose 3 specializations exist, which gave a more detailed practical and theoretical knowledge in certain fields, like preschool pedagogy, primary school pedagogy and defectology. These subjects continued to degree programs under the newly found (1983) Faculty of Primary School and Preschool Pedagogy.

Graduates in the master degree "Pedagogy" between 1888 and 1984 were 2612 students, of which 1388 men and 1224 women. The average number of graduates is around 35, a tendency which is true up to this day. The changes that came in 1989 didn't change the status of the subject, keeping its unchanging presence as a degree program offered by the Sofia university, although its practical dimensions have always been challenged, due to today's realities and the job prospects of the students. Nevertheless Classical pedagogy still has its place as a subject to be taught and studied, which is evidenced by the fact that today it is offered by two other universities as well.

## **General didactics between traditional faculty culture and digital teaching in academic mass education**

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More and more young people in Germany decide to study in academia and universities are confronted with raising numbers of students. At the same time their personal resources remain virtually constant. Moreover the synchronization of studies that have been significantly brought forward by the Bologna reform is accompanied by a tendency to “big event education”: Lectures with more than 1000 students participating are not uncommon any more. Especially the courses in the field of educational science that are part of the Bachelor programs of teacher education are affected by the necessity of offering „mass teaching“ because they have to organize introductory courses reaching across first year students of all school types and subjects. Faced with such unfavorable staffing conditions, universities more and more count on e-learning strategies. The problem is, that the effort to support virtual studies normally is motivated by administrative necessities. The professional or didactic benefit seems to be of secondary importance.

Educational sciences are considerably marked by a pluralism of theories and by theory debates. The function of a lecture of educational science is to authentically and systematically explicate the professional perspective of the lecturer. It has to give an overview over different theories. In a second step it has to consider some of these theories more in detail. At best, students will have the opportunity to chose which theories the lecturer will have a closer look at. In other words: The lecture has to offer a first professional orientation and a first systematic structure to stimulate a self dependent and critical theory reflection in students. That means that the lecture has to reflect the didactic reduction and the professional scientific position of one lecturer and it has to introduce text work as a method of analysis of different scientific positions to enable students to form their own professional positions on education. This standard cannot be fulfilled by mass lectures and it remains questionable if virtual teaching strategies that make it possible to get in contact with many students at the same time, can offer a better solution.

This contribution wants to offer up for discussion a learning concept which is still in trial: “Blended Didaktikum”. The former BA teacher education mass lecture on Introduction to General Didactics is embedded into a blended learning strategy. The objectives are to at least partially relieve first year students of the strains of mass education and to guide them into a self dependent and reflective study culture.

## **Impressions on Shaping Pedagogy by Reforming Study Courses**

Johanna Hopfner

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Although Bachelor's and Master's degree programs have in many ways failed to reach their objectives, they have contributed, and continue to contribute, significantly to the shaping of pedagogy as a scientific discipline. This can be seen especially in the content and organisation of courses as well as in the shifting emphasis of research and teaching.

## **Mikhail Geraskov (1874-1957) – The Originator of University Pedagogy in Bulgaria**

Mariyana Ilieva

Sofia University “St. Kliment Ohridski”, Bulgaria

This paper focuses on historical development and differentiation of pedagogy as a university course. Mikhail Geraskov is one of the erudite Bulgarian teachers at the Sofia University, who developed the scientific foundations of didactics and methodology of training, and their status as independent academic disciplines. His work contributed a lot to the development of the Bulgarian pedagogy. The aim of the research paper is to present his ideas about the pedagogical theory and practice. The analysis focuses upon the gradual rejection of Herbartian concept and the later search for creation of more closer relation between the needs of students, life and society as a whole.

Mikhail Geraskov was born on 4 October 1874 in Bercovitz and died on 14 December 1957 in Sofia. He received basic education in his hometown and later he graduated from the Pedagogical High School in Lom. He studied Philosophy and Pedagogy at the University of Zurich, Switzerland. Geraskov obtained his PhD in 1912.

In the period 1923 – 1940 he was a lecturer at Sofia University, Department of Didactics and methodology. In this period Bulgarian pedagogical science strengthens its positions at academic level in conformity with European tendencies in university education. The Bulgarian pedagogical thought experienced a deficit in its methodological developments. During this period, only individual articles existed in Bulgaria, many of which were devoted to the methodology in the primary school. This is inherently Geraskov's great contribution to the development not only of the methodology, but also of the didactics and pedagogy in general. His Methodology was reprinted several times and is one of the main guidelines for schools to prepare teaching staff.

Geraskov distinguishes pedagogy, didactics and teaching methodology. The science that studies the process of education of children and young people either in family, at school or in any other social situation in general is called pedagogy. The didactics is a theory of teaching-and-learning in the school. Teaching methodology contains theory and technique of teaching particular subjects. He assumes that between didactics and methodology there is a direct correlation. He defines methodology as a special didactics.

The period was characterized by the development and influence of the Herbartianism and the Alternative education, but Geraskov presents his personal position depending on the Bulgarian reality and education system. He creates the instructional model of education with the four steps in teaching. They are: definition of the aim of the lesson; preparation for teaching the new curriculum material; teaching new knowledge; practice knowledge. His instructional model of education should not be directly related to the model of Herbartianism. He takes only a few aspects of this model. This fact reflects on the educational practice.

His ideas were highly appreciated and influenced other researchers in this field. He believes in basic principle which emphasize that the school organization must be determined by the specifics of the students' specifics. He believes for teachers' understanding of their student's learning style can be the key to unlocking their full potential and making difficult concepts seem as easy as they can be. He makes a significant contribution to the development of teaching methodology. Geraskov made valuable contributions to science and development of university pedagogy. Before 1950's he was the mentor for scholars who worked on this topic.



## **Development of Pedagogy in the Czech lands of the Austro-Hungarian Monarchy and in Inter-war Czechoslovakia (comparison of Czech and German pedagogical discussion)**

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The result of the patriotic dispute and the rivalry between Czechs and Germans in the political, academic and cultural life of the second half of the 19th century was, among other things, the division of Czech Charles-Ferdinand University into Czech and German parts in 1882. After then, at the latest, we can observe different development and scientific orientation of Czech and German pedagogy, grown at the two newly established universities in Prague. While the German pedagogy was strongly influenced by Otto Willmann, the Czech pedagogical science was searching for inspiration in the positivism (G.A. Lindner and O. Kádner). Following the foundation of Czechoslovak Republic (CSR) in 1918, Czech and German scientific pedagogy started to develop differently. Czech pedagogical discussion (primarily represented by Vaclav Příhoda), turned toward and incorporated ideas of pragmatism and behaviorism transferred by Czech teachers and university professors, who visited universities in Chicago and in New York. Czech pedagogical discussion, predominantly influenced by American philosophy, could develop freely only until Nazi occupation in 1939, when all Czech universities were closed by Nazi regime. Compared to this development, German pedagogical discussion in Inter-war Czechoslovakia developed under the influence of German pedagogical tradition (W. Toischer, E. Otto), although few approaches in German pedagogy, especially so called Descriptive education (R. Lochner, partly W. Weigel), remained positivistically and experimentally oriented. During the time of Protectorate (1939-1945), all academic discussions at the German University of Prague (Ernst Otto) were under repressive Nazi regime's control. In this article we describe the development and orientation of Czech and German pedagogical discussion in the Czech lands of the Monarchy and in Czechoslovakia in the period of 1882-1939 (1945).

## **Pedagogical character of University**

Zvonimir Komar

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The purpose of this paper is to think through the relation between inner logic of pedagogy as a science and inner logic of university and see whether there is an essential relation between them that would imply pedagogical character of university (just as vice versa - university character of pedagogy). Since the idea and structure of university are not neutral categories which could be essentially grasped through technical ideas of efficacy, effectiveness and "quality" (in the purely technical sense in which the term is used today), they should be thought through in regard to their essence, just as it is important to see what's being done when they are grasped purely technically. On the line of this problem it's possible to historically see two ways of thinking about university: one aligned with Humboldt's attempt of neohumanistic grounding of university and the other, today dominant, aligned with permanent reform of university seen as a heteronomous, utilitary, social, economic and in narrower sense political institution. Paralelly, the same situation is applicable to views on pedagogy as a science. The basic problem of this paper is therefore not only the question of idea of university, but also of idea of pedagogy and possible ways in which they meet.

## **Pedagogy as Part of University Education in Slovakia - Historical and Contemporary Perspective**

Blanka Kudláčová

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Pedagogy as an independent academic discipline became a part of university education in Slovakia a little later than in the neighbouring countries. The Austro-Hungarian Compromise of 1867 meant for Slovaks a negative interference into the process of national emancipation, which found itself in a phase of retardation, caused mainly by strong Magyarisation. Space for a change was created only after the origination of independent Czechoslovakia in 1918.

In the period of the first Czechoslovak Republic (1918 – 1938) Comenius University in Bratislava was the only university in Slovakia that provided education in the field of humanities and social sciences. It was the Faculty of Arts which started providing lectures in pedagogy in 1923 and Seminar of Education, as the first academic institution focused on the development of scientific pedagogy and teacher training, originated the same year. The Seminar of Education was led from its very beginning up to 1938 by Czech pedagogues: Otokar Chlup (1923 – 1927), prof. Josef Hendrich (1928 – 1937) and prof. Jan Uher (1937 – 1938). The Seminar of Education in Prague, which was founded by prof. Gustav Adolf Lidner in 1882, was a model for operation of the Bratislava Seminar of Education.

The second stage in the development of the Bratislava Seminar of Education can be dated since 1938, when the first Slovak, prof. Juraj Čečetka (1907 – 1983), became a director. Čečetka is also a founding personality of the Slovak scientific pedagogy and the first professor in the field of pedagogy in Slovakia. He led the Seminar of Education until 1950, when, under the Act on Higher Education (No. 58/1950 Coll. Czechoslovak Republic), seminars were replaced by departments. After the application of the law, at the Faculty of Arts, pedagogy was taught at the Department of Philosophy and it was possible to study pedagogy in a joint study programme with psychology.

In 1953 the Department of Pedagogy and Psychology was founded and Čečetka was appointed the head. The department existed during changed political circumstances (the rise of socialism since 1949), which was reflected in the character of pedagogy itself. Due to cadre interventions Čečetka had to leave the faculty in 1959 and could return only after the liberalisation of the regime in 1969 (Prague Spring). Tough normalisation at the beginning of the 1970s caused Čečetka's ultimate dismissal. An independent department of pedagogy was established in 1959/60.

The second part of the paper will deal with fundamental changes in the field of educational sciences in Slovakia after the change of political regime in 1989. During socialism humanities and social sciences were under the influence of Marxist ideology and could not develop correctly. Pedagogy was influentially impacted by Russian school, the contact with scientists outside other than socialist countries was practically impossible. The aim is to outline essential changes and issues in the fight for the character of pedagogy after 1989.

## **The inclusive education study programme: Is it (or should it be) the successor of special or general pedagogy?**

Irena Lesar

University of Ljubljana, Slovenia

Inclusion is an idea that has been employed by theoreticians, practitioners and politicians in the field of education over the last two decades. At the tertiary level, we can identify the trend of

creating new study programmes – so-called Inclusive Education – that contribute to the realisation of inclusion by ensuring well-educated teaching staff. When designing study programmes, we proceed from various assumptions and scientific disciplines. The purpose of this paper is to analyse study programmes from three Slovenian universities, as well as the concept of inclusiveness, from the perspective of scientific disciplines that are, or should be, at the forefront of conceptualisation.

From previous findings, it can be assumed that, before and after the Second World War, Slovenian pedagogues treated general pedagogy as a reflexive science that is responsible for the development of theory rather than practice. This was reflected in the concept of study, as well as in the fact that the teaching methods of a particular subject were initially developed in the context of teachers' associations, and later within teacher training and at the Pedagogical Academy.

Pedagogical solutions were based on the enlightened understanding of man and humanity as universal features, and in this context were not derived from the notion of diversity as an existential fact, as introduced by postmodern thought in the 1960s (so-called critical pedagogy), which remained relatively unrecognisable in Slovenia until the 1990s. This kind of enlightened understanding of man attributed a special role to psychology with its findings concerning normative development, and any deviation from this development was understood to require special treatment, as was strongly reflected in teaching practices. It is therefore understandable that educational work with children who find it more difficult to learn – or who learn and engage in social groups differently – did not become a subject of the study of pedagogy. A separate study programme in special pedagogy was therefore created at the then Pedagogical Academy. This programme was based on the psycho-medical paradigm, focusing on the development of special teaching methods for specific groups of disabled children.

Analysis of contemporary Slovenian study programmes of Inclusive Education shows that the design of two study programmes (at the University of Primorska and the University of Maribor) leans considerably towards special pedagogy, while the programme at the University of Ljubljana clearly adopts an interdisciplinary approach.

Based on research findings to date, it can be argued that the implementation of the concept of inclusiveness goes beyond the pedagogical-technical level that special pedagogy was capable of providing; it requires the implementation of ethical dimensions, or, on a practical level, the kind of institutional culture in which, on various levels of institutional operation, it is evident that all other values are subordinated to inclusiveness. We therefore conclude that dealing with diversity in school should be a primary object of general pedagogy and not special pedagogy. However, the question remains as to which of the recognised paradigms in pedagogy (Herbartian, humanist, critical or progressive pedagogy) would be the most constructive response to the challenges of fostering inclusiveness.

### **Ideas of goodness and philanthropy have strengthened the autonomy of the special science of nurturing on the Croatian territory**

Mirko Lukaš

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Linking the outgrowing of educational content, historically often observed solely as a group of rules, with ethical ideas of goodness and philanthropy that have the power to change the image of the world, this paper aims to illustrate the factors and social conditions in which processes, contributing to the science of nurturing - pedagogy - as an independent and autonomous scientific discipline on today's Croatian territory, take place. Throughout history, the systematization process of pedagogy ranged from practical and written ideas of people who were

not professionally trained in the said field to presenting various ideas in educational journals, books, textbooks and regulations that have proven to be necessary prerequisites for making a general theory. Until the second half of the 19th century, a thousand-year-old institutional education, developed from natural-experiential through practical-experiential to theoretical-pedagogical, existed in Croatia. The factors such as opening of the first teachers' colleges, lasting efforts for better pedagogical education of teachers, finding appropriate sources of pedagogical knowledge, the possibility of professional development, professional journals and associations, issuing the First Croatian Education Act and compulsory elementary education in Croatia provided a strong stimulation for modernizing science, previously referred to as the science of nurturing, and brought it to the level of neighboring countries. The contents of pedagogy were first introduced to the university level in the academic year 1874/1875 when they were taught during one semester. Seminars in pedagogy were held at the Catholic Faculty of Theology by Ivan Koharić, PhD and Martin Štiglic, PhD. Pedagogy was taught as a part of the philosophy course at the Faculty of Philosophy by Franjo Marković, PhD and it has been taught at the mentioned faculty since the academic year 1876/1877. Furthermore, pedagogy as an individual scientific discipline was first taught at the aforementioned faculty in 1895 by Đuro Arnold, PhD and it has been taught as such ever since. That being said, the historical analysis of the available literature presents the connection of pedagogy and its related scientific discipline philosophy. It also provides the necessary preconditions for pedagogy to become an independent scientific discipline. The analysis covers the period from the late 17th century until 1928 when pedagogy became an independent study program. Furthermore, the paper illustrates the social conditions promoting the ideas of philanthropism in addition to the factors that transform this science nature from empirical-inductive to rational-deductive. It also provides theoretical and practical theories of the discipline. During the observed period, theoretical-scientific pedagogy aims to answer the following questions: what is an educational act, which educational aims prevail, what is the educational ideal of time, what are desirable educational resources and work methods, which principles to govern by and which factors determine powerlessness and educational failures. Practical pedagogy implied addressing physical and spiritual educational areas with the later including an intellectual, emotional and volitional sphere of a human. Studying professional and personal life which is to be regarded as an example for students and the society, the moral and ethical analysis of teachers is accentuated.

### **The study of pedagogy in Macedonia: origins, development and contemporary challenges**

Suzana Miovaska Spaseva

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The study of pedagogy in Macedonia has almost a century long tradition. The origins are to be found in 1920 when the Faculty of Philosophy was established in Skopje, as a branch of the homonymous faculty in Belgrade. The Department of pedagogy was one of the first five departments of the newly founded faculty in Skopje, and during its twenty-year pre-war existence it shared the same ideological role with the others: to prepare secondary school teachers that would “develop the national consciousness” of the “Serbian people” in “South Serbia”.

Continuation of the pedagogical studies occurred immediately after the Second World War, when the first Macedonian higher education institution was established in 1946: the new Faculty of Philosophy in Skopje, as the first constituent unit of the future Macedonian university in Skopje. Since then until 1994, when pedagogical studies in Albanian language were established within the State University in Tetovo, the Kathedra of Pedagogy (later renamed in Institute of Pedagogy) at the Faculty of Philosophy has been the only higher education institution in Macedonia that was

providing 4-year university education for preparation of a wider profile – pedagogue, expert in education, who might also work as a class teacher and as a preschool teacher. Since the very beginning the Institute of Pedagogy had mainly academic character and focused on both teaching and scientific research, which is testified by the organization of post-graduate studies (since 1980/81) and providing doctoral degree in pedagogy (in 1958 the first doctor of pedagogical sciences was promoted at the Faculty of Philosophy).

During the almost seven decades of development, the structure and organization of the pedagogical studies were many times revised with the aim to improve the study programme and to adjust it to the needs of the society, as well as to the development of the pedagogy and the sciences that are related to it. These revisions has brought introduction of new academic disciplines (e.g. Methodology of Pedagogy, and Andragogy in 1962/63), implementation of double major studies (1959/60, 1967/68) or their abandonment (1962/63, 1977/78), introduction of elective group of disciplines and elective courses (1977/78, 1982/83), strengthening of the students' practical work. The latest reform changes in degree structure, organization and duration of the pedagogical studies were made in 2004/05 with the implementation of the European Credit Transfer System. It has brought replacement of the traditional disciplinary approach with the modular one, which reflected in short courses and breaking up of learning into small portions that usually are covered with knowledge-based testing.

Bologna reform has created significant changes regarding the second and the third cycle of pedagogical studies. In 2009, one-year master program (60 ECTS) took the place of the traditional, two-year magister studies; consequently, same as in the first cycle, academic disciplines that were studied at the magister level were transformed in one-semester courses that were more applicable and competence and learning outcome-oriented. On a doctoral level, three-year doctoral studies (180 ECTS) were introduced in 2011, instead of the mentored individual work on a doctoral thesis.

Recent changes that are based on Bologna degree reform have opened many dilemmas about the quality of the pedagogical studies and of the entrance and exit competences of the graduates. The difference in the study duration (2 year vs. 1year) and in the study programmes (disciplinary vs. modular approach) has raised the question whether Master level (VII/A of the National Qualifications Framework) is corresponding to the pre-Bologna undergraduate studies (VII/1) or postgraduate studies (VII/2). Therefore, having in mind the European trends for raising teaching qualification at a higher and research-based level, it is of urgent need to reconsider the understanding of the first and the second cycle degree, to clearly define the competences and the level of qualifications and their recognition and validation in the labour market.

## **Developmental phases of educational sciences as academic discipline in Hungary**

András Németh

Eötvös Loránd University, Hungary

A number of historical anthologies and monographs have been published recently that give priority to the social approach in the history of science of the educational sciences – using Stichweh's (1994, p. 17) concept of discipline – as discipline formation and discipline development. Stichweh's model interprets a scientific discipline as a complex product of the given scientific community. This product includes, a). the scientific community (members of the scientific field) and its communication network, b). their set of scientific knowledge, c). accepted paradigms of research topics and problems with relevant research methodology and methods, d). selection and preparation of the new scientific generation with the elements of career structure.

The research to date indicates that more phases in the academic discipline development of the educational sciences can be distinguished. In the first phase, which followed various chronological courses in different countries, we find the institutional formation of pedagogy, as it was then understood, as a disciplinary field. This development proceeded most rapidly in the last third of the nineteenth century. It took on two overlapping forms, following the general institutionalization of teacher education. On the one hand, broad-based theory formation regarding educational practice took place, reaching its peak in Herbartianism. On the other hand, university courses were introduced and academic chairs created, often closely tied to philosophy, that were dedicated to pedagogy and represented the academic foundations of the discipline. The second phase, which is the focus of the present contribution, began around 1880 and continued into the twentieth century. In this period an educational movement arose that centered on the empirical paradigms of research in the social sciences, most of all in psychology. But the various lines of the movement (reform pedagogy, experimental pedagogy, child study) did not always succeed at becoming established at the universities; often, empirical approaches were abandoned or made marginal. The third phase is the phase of lasting institutionalization of the educational sciences, which in most places began already in the first half of the twentieth century. Here the German "Geisteswissenschaft" played a role. After the 2nd World War, Hungary, similarly to other Eastern European countries, was included in the sphere of influence of the Soviet Union and began the fourth phase of development of the educational sciences in Hungary. The establishment of the Stalinist type one-party system by 1949 was backed by the fact that the Hungarian communist party gradually gained control over law enforcement bodies and other public authorities. Educational science was most highly affected among social sciences by the political power shifts off the Stalinism and the Kadarism.

The present contribution has two goals. First, it will be shown that in this periods of the development of the discipline, also in Hungary a complex relationship developed between educational reform movements and the educational sciences. Second, peculiarities of the Hungarian development will be analyzed in this periods. The paper is therefore organized as follows: in section 1, it will be shown generally that while the Hungarian history of pedagogy and the educational sciences is a history of the reception of mainly German developments, it is also characterized by strong adaptation. In section 2, the development of pedagogy is described briefly within the context in which complex connections between «new education» and academic pedagogy developed. In section 3, the discipline formation and discipline development in the period at the service of the building of socialism/communism. Thus, the dictatorial school of a dictatorial state came to be realized, in which the basis of external and internal unity was socialist/communist ideology, socialist/communist aims and educational apparatus, a curriculum filled with Marxism and Leninism, and obligatory materialist atheism.

### **Autonomous learning motivation before and after the Bologna Process - Perspectives on self-determination theory**

Marko Palekčić, Florian H. Müller

University of Zagreb (Croatia), University of Klagenfurt (Austria)

It is still an open question whether the so called 'Bologna Process' has any impact on students learning processes and outcome. This study investigates how self-determined and controlled learning motivation of university students differ before and after the Bologna Process in Croatia.

As a theoretical frame we used self-determination theory (SDT, Deci & Ryan, 2002).

The SDT (Deci & Ryan, 2002) is based on the assumption that people are naturally inclined to integrate their ongoing experiences. This process will be fostered, if people are supported in their

basic psychological needs for competence, autonomy and social relatedness. Accordingly, SDT proposes a taxonomy of four types of regulation for extrinsic motivation which differ in the degree to which they represent autonomy. The SDT seems to be particularly appropriate for the investigation of self-determined respectively controlled learning processes of university students.

We have examined the data of 1534 Croatian students (humanities) with variance and cluster analyses.

The dependent variable is self-determined learning motivation; independent variables are aspects of the perception of the teaching-learning environment (including the support of basic needs and other relevant variables for learning and instruction).

The results of the analyses show that students' perceived self-determination decreased after the implementation of the Bologna process.

A further significant result is the self-determination theory is also valid in a south-eastern cultural context and that motivationally relevant aspects of the perceived learning environment are significant predictors for intrinsic learning motivation and autonomous forms of extrinsic motivation.

### **Development of academic Pedagogy in Italy - A sketch from 19th century to today's situation**

Simonetta Polenghi,  
Universita Cattolica del Sacro Cuore, Italy

The paper will aim at providing a sketch of the development of academic pedagogy, showing the turning points of a two centuries story. The first chairs of Pedagogy were set up in Pavia and Padua in the Habsburgic Kingdom of Lombardy and Venetia, but in the years of the Risorgimento the Italian pedagogical thought in the peninsula took place out of the universities and involved Catholic as well as Liberal and Republican thinkers. After the Unification of Italy (1861), the chair of Pedagogy entered in the university, in the Faculty of Arts, always linked with Philosophy and in a minor academic position. Due to the political situation, Catholic educationalists remained out of the university, which hosted Positivistic professors. Kantism and Herbartianism were also present. At the beginning of the XXth century the herbartian Luigi Credaro supported elementary teachers, also as Minister of Education. But the Neo-Idealism of Croce and Gentile strongly opposed Herbartism and Positivism, winning the battle when Gentile became Minister of Education and issued his School Reform (1923). Idealism long dominated Italian education, both in the university and out of it. Progressive education (Attivismo, Reformpädagogik) was carried out by Giuseppe Lombardo Radice, but he being antifascist, his influence was hindered. Nonetheless many elementary school teachers did apply his method.

Gentile improved elementary school teacher training, but firmly linked pedagogy to philosophy, putting the first in an ancillary position. Apart from Lombardo Radice, professors of pedagogy were generally philosophers of education. The chairs of pedagogy were present in the newly founded Faculty of Education (1935) and in the Faculty of Arts.

After Fascism's fall, the end of the war and the birth of the new Italian democratic State, the situation changed. New chairs were opened and Catholic professors entered in the academic world (previously represented only by Mario Casotti, ex-Idealist, appointed in 1924 in the Catholic University, founded in 1921 as a private university and recognized by Gentile in 1923). In the Fifties Catholic pedagogy gained a relevant position, particularly in Milan and Padua, but also in the South of Italy. At the same time, liberal criticism and Dewey's theory were supported by a group, directed by Ernesto Codignola, ex-Idealist himself, and centred in Florence. The

Communist Party, at the time very strong in Italy, also had a wide audience in the university. Hence academic pedagogy was long divided, with bitter quarrels among religion particularly. The School reform of 1962, that set up the Scuola media unica (Mittelschule, Middleschool, Junior School age 11-13) for all pupils, was nonetheless supported by the academic world, both lay and Catholic, for his democratic impact. Great was the involvement of professors both lay and Catholic in social battles, for adult education and literacy, for family education (especially from a Catholic perspective), for the inclusion of disabled (from the Sixties onwards), for school renewal and didactic changes. Dewey, Piaget, Bruner, the curriculum theory were debated.

In the Seventies university students' number increased very much, since the limitation to access was abolished by law in 1969. In the Eighties the crisis of values and the fall of Communism shattered the cultural situation. Old cultural divisions and barriers began to fade. Under the pressure of cultural changes and of new job perspectives, the Faculty of Education, traditionally devoted to teacher training, became Faculty of Educational sciences (1993-94), offering courses to work also outside the school, in welfare centres, in human resources jobs and so on. This deep change gave the opportunity to employ young researchers, for new courses were opened and new professors were needed. The Italian university and not only the Faculty of Educational sciences enjoyed ca 15 years of boom, until the economic crisis started a reverse process, in which we are living. The old professor of Education, a cultivated man with a solid philosophical background, who was able to deal with history of education and didactics, left space to specialists. New chairs were opened, which required specialistic research: didactics, media education, special education, experimental education, history of education, children's literature, as well as general and social education (the chair maintains united the theory and the practice). This led to progressive specialization. In history of education, for instance, new researchers obtained the qualification to teach (Habilitation), who have a strong historical background whereas the old ones had a pedagogical and philosophical education: this shift reflects the overcoming of idealistic history of education as history of pedagogical ideas, in favour of a history of institutions and a social history of education. Every educational academic discipline has its own society and journals, aside the national society that gathers all the researchers (Siped), and has its own review.

The role of pedagogical chairs is central in the Faculty of Educational sciences, but Psychology, Sociology and Philosophy are very relevant chairs too. The necessity to reduce the number of campuses and chairs and the State spending review are the reasons why the law n. 240 in 2010 abolished the Faculties replacing them with big Departments, transferring to departments the didactic tasks that belonged to the Faculties. As a result, old Department of educations fused with other departments, hence losing their autonomy also in research.

In spite of the great numbers of professors, Education has not yet gained the cultural or political reputation of older disciplines like History or Philosophy, and is under political pressure: teacher training, in fact, is gradually losing the importance of pedagogy and didactics, in favour of disciplinary contents, with a situation that reminds to XIXth century one.

Since the Fifties, many professors of Education have been involved in political school reforms and in social educational work, in adult education, family education, media education, so that many are pressed between the social needs and the purely theoretic reflection, plus now the overwhelming tasks connected with the increasing evaluation processes and related bureaucracy.

The Italian academic educational world has been more concentrated on national issues than on international confrontation. Foreign researches have been studied, Italian professors have gone abroad, but generally the personal exchange and involvement in congresses was limited. Nowadays the increasing push towards internationalization has been producing different attitudes: of refusal, of moderate accomplishment, of enthusiastic adherence, depending on the age of the researchers too.

Hence Italian Pedagogy has to face cultural, political and economic challenges. Only a solid scientific base may allow it to overcome them: as a result, the old ideological fractures are



outdated and the internal as the international debate is more free of ideological bias and more rooted in real scientific positions.

## **Comparison of Development of the Study of Pedagogy in Austria and Slovenia**

Edvard Protner

University of Maribor, Slovenia

The analysis of the existence and development of pedagogy as an academic discipline in Slovenia draws on the monography by Wolfgang Brezinka *Pädagogik in Österreich*, which was published between 2000 and 2014 in four parts on over 4000 pages. This work provides both an historical overview of the subject and an analysis of its position in the present day, which can be described as a classic of pedagogical historiography and a benchmark for contemporary research in other countries. The history of schooling and education in Slovenia is closely tied to the history of the Habsburg Monarchy, the Austrian Empire and Austro-Hungary, as the Slovenian lands were part of it until the break-up of the monarchy in 1918. It is therefore interesting to see whether there are any similarities between Slovenia and the other member countries before 1918 in attitudes to the development of pedagogy. The legislative frameworks were certainly identical and in this regard, Slovenia (as Brezinka states for Austria) was among the first in the world to introduce pedagogy as an obligatory subject in tertiary education.

Even more interesting than the comparison of the position of pedagogy in Austria and Slovenia until 1918 is the comparison of the period after Austria shrunk into its present state form, maintaining in most cases the same constitutional regulations; Slovenia, on the other hand, until independence in 1991, replaced much of the existing constitutional-political regulatory framework. What we are most interested in here is whether we can ascribe the differences in the existence and development of pedagogy as a university scientific discipline to political, ideological and epistemological reasons and circumstances.

The comparison is structured into the classification periods defined by Brezinka in the development of pedagogy in Austria. According to his research, pedagogy as a university subject was firstly defined as »practical knowledge of education« (*Erziehungskunde*) in the period from 1805-1848. This was followed by the period of »philosophical pedagogy« (*philosophische Pädagogik*) from 1871 onwards, when departments of pedagogy (after their disbandment in 1848/49) were reintroduced at Austrian universities, and to 1965 when pedagogy begins to exist as an independent study programme. This period coincides with an epistemological shift, as the empirical theoretical approach comes to the fore in pedagogical research. For this reason, Brezinka names this last period, the period of the development of pedagogy, as »educational science« (*Erziehungswissenschaft*).

## **Bosnian-Herzegovian pedagogy between the past and future: How to respond to the today's challenges?**

Snježana Šušnjara

University of Sarajevo, Bosnia and Herzegovina

Writing about BiH pedagogy presents a real challenge. High school pedagogy in BiH started to develop only after the Second World War. Namely, the opening of the first University in Bosnia and Herzegovina in 1949 made this process possible. At the very beginning the chair of pedagogy was founded as a part of the Department of Philosophy. Later on, it became the Department of Pedagogy, then the Department of Pedagogy and Psychology and in 1989 it became the

Department of Pedagogy. It would be interesting to research the reasons and needs which resulted with the establishment of this Department. Was the labour market the reason why this department saw the light of day? The leading ideology of that period of time regulated education and set out the goals and instructions. When the Department of pedagogy and psychology was legally formed in 1963 at the faculty of Philosophy, at Sarajevo University, where a question came up on who the first members of the Department were, and who the first students were. What kind of leading ideas they shared with each other? What their motives were for the study of this subject? Fortunately, it is possible to find out who the first students were who decided to study at this Department in 1963. It would be a great opportunity to have interviews with them in order to find out what sort of pedagogy was offered at that time and what was the mainstreaming of that pedagogy. The founding and actions of the Chair of Pedagogy at the Faculty of Philosophy in Sarajevo was of great importance to the development of pedagogical science in BiH. Professors Nikola Filipović, Branko Rakić, Petar Mandić i Muhamed Muradbegović directly contributed in the preparation, formation and development of this Chair in 1960s. They also contributed to its transformation to the Department of pedagogy-psychology, and its separation from that Department. The Chair of Pedagogy received the first generations of students in 1963. In addition to other educational issues, the Chair of Pedagogy had a special mission and responsibility to work on the development of pedagogical science. The pedagogical research and results done by the members of the Chair of Pedagogy were of great importance in the BiH region and wider because their work made a great contribution to the improvement of acknowledgment and also in the field of educational expertise. Svrđlin claimed that the sudden development of educational institutions in BiH was conditioned by the modern accomplishment of pedagogical theory and practice. The increasing needs made a demand on the experts in pedagogy to be engaged in schools, and other organization associated with labour and social services. Therefore, a need was created even before conditions were arranged to prepare personnel in high school institutions. Almost all potential professors at the recently opened Chair of Pedagogy in Sarajevo, studied and finished their PhD's in Belgrade. The majority of the students from BiH who studied in Belgrade had completed their education at the Teacher Training school and had worked 2-3 years as teachers. Some of them even finished a higher pedagogical school. The abovementioned professors made new efforts in the science. They studied fundamental-theoretical issues of pedagogy, promoted scientific-methodological based researches, published monographs, influenced new generations with their work, etc. Consequently, as this educational activity could not be promoted without the involvement of political factors, mistakes were inevitable. Some of them were: school network arranging, the promoting of a communal general education for all pupils, the closing of gymnasiums as elite schools, practising political preferences during the selection for managing positions, etc.

### **The workload of students of Faculty of Arts University of Maribor after the Bologna reform – analysis of curriculum**

Katarina Tibaut, Milena Ivanuš Grmek  
University of Maribor, Slovenia

This article examines the factors affecting the workload of university students after the Bologna reform has been implemented in Slovenian higher education. The theoretical part represents the evaluation of the students' academic workload and how it was affected by the introduction of divided levels of study and the credit or ECTS points. It also discusses the causes of students' work(over)load and provides proposals to reduce the academic pressure. These theoretical findings represent the basic foundation of the empirical research. The research uses a descriptive comparative method to compare the selected curricula of old and new (Bologna) study programs of the Faculty of Arts, University of Maribor. The empirical findings show that the post-Bologna

student workload is somewhat higher than in the old study system, since the Bologna reform study requires more constant individual work and engagement. The reform also increased the number of study subjects, which has also increased the number of exams in a given exam period.

## **Pedagogy at the University of Ljubljana before, during, and after World War II**

Tadej Vidmar

University of Ljubljana, Slovenia

When the University of Ljubljana was established in 1919, a chair for pedagogy was created as one of the first chairs in the Faculty of Arts (Filozofska fakulteta). Dr. Karel Ozvald, a renowned Slovenian pedagogue, was appointed as the first professor of pedagogy, and he immediately began to develop pedagogy as a scientific discipline in Slovenia (in 1927, his book *Cultural Pedagogy* was published, upon which the *geisteswissenschaftliche* or cultural pedagogy in Slovenia was founded). He began with lectures in January 1920. In 1930, Dr. Stanko Gogala, also one of the most prominent representatives of the *geisteswissenschaftliche* or cultural pedagogy, joined Ozvald as the head of pedagogical seminars. The chair for pedagogy continued to work so staffed until the end of World War II, when Ozvald was superannuated.

Pedagogy, which was being developed at the university between both world wars, was the theoretical and scientific one in Slovenia. By appointing Ozvald as a university professor, *geisteswissenschaftliche* or cultural pedagogy began to develop in the country. The university's pedagogy did not differ from the others in central Europe, but between wars the Slovenians did not have enough theoretically competent experts, who would have appropriate knowledge and motivation to apply theory to praxis. Ozvald and Gogala also remained in regular communication about developments in the field of education in Europe and informed the general public of this progress through well justified articles in professional periodicals. The list of their lectures shows that they endeavored to enlighten students with novelties in the educational field throughout the world, in addition to disseminating their own pedagogical concept.

During World War II, Ljubljana was first occupied by the Italian Fascist state, and then, in 1943, by the German National Socialist regime, under which lectures were not held at the university.

In 1945, the university began its work anew, when the study of pedagogy was also reestablished, but this time it was based on new and different ideological and political fundamentals. In the first postwar period, Slovenian pedagogy concentrated on solving current educational problems of the Socialist system. During the first years after World War II, there was an almost exclusive reliance on Soviet pedagogy. Though Gogala continued his work as a professor, he oriented himself toward educational themes and areas which were not so ideologically marked. The new postwar pedagogical concept in Slovenia, which was also adopted by "university" pedagogy, was in fact for a long time very adverse to the majority of the prewar pedagogical orientations and movements. The influence of politics and Marxist ideology had strong effects on the development of pedagogical thinking; members of the department of pedagogy began to strive for greater autonomy of pedagogy in the 1950s.

Unfortunately, some of the contemporary interpretations of pedagogy and its representatives at the university before 1945 won such recognition and influenced general perception to such a degree that even today some renowned experts without any consideration support their theories as generally valid.

## **In search of identity of pedagogy (studies) – from the perspective of the Bologna Process in Croatia**

Sofija Vrcelj, Siniša Kušić  
University of Rijeka, Croatia

The paper analyzes the (re) construction of pedagogy as a science as well as the practical expressions based on theoretical positions, such as, for example, pedagogical studies. Croatian pedagogical theory and practice bore the developmental characteristics of the pedagogy of the so-called Germanic circle by the 90s in the twentieth century. This means that it had the status of practical learning about education, the status of a normative science and the status of an empirical science of education. There were also attempts of constituting pedagogy as an integral science of education, which were not insignificant. After the collapse of the communist ideology and the intensification of globalization, pedagogy began to "Americanize" in a manner that the substantially differentiated concepts such as upbringing and education, began to use the common term "education" and Educology was conceived as an umbrella science of education. Americanization is also visible in the need for a change in the standard terminology in Croatian educational tradition. Thus, the term curriculum seeks to replace the terms plans and programmes, which has caused a variety of doubts and discords, not only at the level of defining the terms, but also in the practical dimension. These and other theoretical sideways, despite the paradigm war, do not give pedagogy a relatively strong scientific identity. Although pedagogy is indispensable for practice, it must be admitted that it still has a contentious scientific status. Such status is reflected in the pedagogical studies as well as the profession, which is also looking for its position in practice.

## **Development of Pedagogy as a Scientific and Academic Discipline in Serbia Perceived through the Relationship between Professional and Scientific Field**

Nataša Vujisić Živković, Vera Spasenović  
University of Belgrade, Serbia

Since its beginnings Serbian pedagogy is determined by the close relationship between theory of education and methodology of teaching subjects, development of a school system and the professional preparation of teachers. Application of the scientific knowledge on education has been a powerful agent of change in the theoretical conceptions of all generations of Serbian pedagogues. In our research, we followed the development of pedagogy as a scientific and academic discipline in Serbia in the context of its interdependent relations between professional legitimization and scientific affirmation. Perceived in this way, Serbian pedagogy can be described in four stages: 1) pedagogy as a base for preparing teachers in the teacher training schools, 2) academic status of pedagogy in Serbia in the 19th and early 20th century, 3) the beginnings of the research orientation in pedagogy and 4) fully establishment of the university pedagogy configuration in the second half of the 20th century.

It has been shown that the approach applied in this paper, not only inform us about more complex pedagogical roles and professions - from classical teaching to supervisor and the research profession of a pedagogue, but also provides new insights into the fundamental determinants of the historical development of the science of education in Serbia. This presentation has a preliminary character, while further, similarly conceived research on the relationship of the development of pedagogical theory and professional preparation, should enable more reliable generalization of the study results. So far, it may highlight the fact that the use of pedagogical knowledge in professional practice in Serbia had, at least, an equal influence on the constitution of the theoretical assumptions of the science of education, as the affiliation to

some scientific orientations in pedagogy, and also it has been one of the leading factors for the development of pedagogy as an academic discipline.

## **Beginnings, functioning and developmental perspectives of the Department of pedagogy in Montenegro**

Vučina Zorić

University of Montenegro, Montenegro

The beginnings and growth of the Department of Pedagogy in Montenegro have not been analysed by the pedagogical experts up to this point. Even though this Department has existed for only 11 years as a part of the Faculty of Philosophy in Nikšić and the state University of Montenegro, we believe that it would be useful and topical to present and analyse the process of its establishing, its functioning and its developmental perspectives, bearing in mind the fact that a relevant historical distance cannot yet be made. It is worth mentioning that, at present, it is the only study programme specializing in pedagogy in Montenegro and it will most likely remain the only one in future as well, primarily due to the current official estimations of the needs in the educational system and the state of the work market.

Pedagogy, as a teaching subject, has been taught in many segments and at various levels of education of the teachers in Montenegro for many years. However, the first major and formally significant example of the initiative to constitute a study programme specializing in pedagogy had not been made until 1979. It was then that the question about a future Department of Pedagogy (four-years duration) was brought up: the idea was that the Department of Pre-school Education and the Department of Teachers Education (at the time, two-years duration both), within the Teaching Faculty, could be the foundation for and first steps towards establishing of the Department of Pedagogy. This concept has never been realized and the (single-major-subject) Department of Pedagogy started in 2004/2005, in accordance with the Bologna Declaration and its unique principle of 3+1+1 studies, in a particular social and political context of the time. Undergraduate studies (Bachelor, 3 years) and post-graduate specialist studies (1 year) of pedagogy have been continually realized due to the very high interest of high-school students to enroll in this study programme (probably because of wide eligibility), even though there is also a significant number of unemployed graduate students with the Honours in Pedagogy. Master and doctoral studies have been carried out periodically, depending on the students' interests and financial circumstances, but also depending on the educational policies of the University derived from the assessment of the need for specialists in pedagogy at this level of education.

The general treatment of pedagogy as a scientific and academic discipline is inadequate in many study programmes within the University of Montenegro, which, among other things, points to the wide-spread ignorance of its significance, particularly as far as the future teachers are concerned. Nevertheless, although still young, the Department of Pedagogy has succeeded to create its own staff of high expertise, to intensify the regional and international cooperation, as well as to establish the Institute of Pedagogy, organizing numerous projects and activities that foreground it as a major agent in the reformation of the educational system of Montenegro. There are, however, still various dilemmas and challenges, prevalently owing to the current processes of integrations and systematization at the University, which can affect the status and developmental perspectives of this Department and, more generally, the very science of pedagogy in Montenegro

INTERNATIONAL CONFERENCE  
MARIBOR, 22. – 24. October 2015



**Between Tradition and Future Challenges: The  
Study of Pedagogy in Central and South-East  
Europe**

**CONFERENCE PROGRAM**

<b>THURSDAY, October 22 (location – UNIVERSITY OF MARIBOR LIBRARY )</b>	
<b>16:00 – 16:30</b>	<b>Registration</b>

<b>16:30–17:00 • OPENING CEREMONY</b>	
<b>17:00– 18:00</b>	<b>Keynote presentation Wolfgang Brezinka: Das Fach Pädagogik an österreichischen Universitäten und die Ausbildung der Lehrer 1805-1918</b>
<b>19:00</b>	<b>Welcome to MARIBOR – reception hosted by the mayor of Maribor City Hall</b>

<b>FRIDAY, October 23 (location – UNIVERSITY OF MARIBOR LIBRARY)</b>	
<b>9:00–10.30</b>	
<b>Chair: Tadej VIDMAR</b>	
<ul style="list-style-type: none"> <li>• András NEMÉTH: Developmental phases of educational sciences as academic discipline in Hungary</li> <li>• Simonetta POLENGHI: Development of academic Pedagogy in Italy - A sketch from 19th century to today's situation</li> <li>• Blanka KUDLÁČOVÁ: Pedagogy as Part of University Education in Slovakia - Historical and Contemporary Perspective</li> </ul>	
<b>10:45–12:15</b>	
<b>Chair: Simonetta POLENGHI</b>	
<ul style="list-style-type: none"> <li>• Albená CHAVDAROVA: Pedagogy as degree program in Bulgaria - historical and contemporary aspects</li> <li>• Tomáš KASPER, Dana KASPEROVA: Development of Pedagogy in the Czech lands of the Austro-Hungarian Monarchy and in Inter-war Czechoslovakia (comparison of Czech and German pedagogical discussion)</li> <li>• Tadej VIDMAR: Pedagogy at the University of Ljubljana before, during, and after World War II</li> </ul>	
<b>12.15– 14:00</b>	<b>Lunch</b>

<b>FRIDAY, October 23 (location – UNIVERSITY OF MARIBOR LIBRARY)</b>	
<b>14:00–15:30</b>	
<b>Chair: Suzana MIOVSKA SPASEVA</b>	
<ul style="list-style-type: none"> <li>• Sofija VRCELJ, Siniša KUŠIĆ : In search of identity of pedagogy (studies) – from the perspective of the Bologna Process in Croatia</li> <li>• Mariyana ILIEVA: Mikhail Geraskov (1874-1957) – The Originator of University Pedagogy in Bulgaria</li> <li>• Mirko LUKAŠ: Ideas of goodness and philanthropy have strengthened the autonomy of the special science of nurturing on the Croatian territory</li> </ul>	
<b>15:45–17:15</b>	
<b>Chair: Siniša KUŠIĆ</b>	
<ul style="list-style-type: none"> <li>• Katarina TIBAUT, Milena IVANUŠ GRMEK: The workload of students of Faculty of Arts University of Maribor after the Bologna reform – analysis of curriculum</li> <li>• Rotraud CORIAND: General didactics between traditional faculty culture and digital teaching in academic mass education</li> <li>• Marko PALEKČIĆ, Florian H. MÜLLER: Autonomous learning motivation before and after the Bologna Process - Perspectives on self-determination theory</li> </ul>	
<b>17:30–19:00</b>	
<b>Chair: Sofija VRCELJ</b>	
<ul style="list-style-type: none"> <li>• Irena LESAR: The inclusive education study programme: Is it (or should it be) the successor of special or general pedagogy?</li> <li>• Zvonimir KOMAR: Pedagogical character of University</li> <li>• Johanna HOPFNER: Impressions on Shaping Pedagogy by Reforming Study Courses</li> </ul>	
<b>20:00</b>	<b>Dinner and social evening in Hotel 365</b>

<b>SATURDAY, October 24 (location – FACULTY OF ARTS)</b>	
<b>9:00–10.30</b>	
<b>Chair: Vučina ZORIĆ</b>	
<ul style="list-style-type: none"> <li>• Edvard PROTNER: Comparison of Development of the Study of Pedagogy in Austria and Slovenia</li> <li>• Štefka BATINIĆ; Igor RADEKA: Development and Prospects of Pedagogy in Croatia</li> <li>• Nataša VUJISIĆ ŽIVKOVIĆ, Vera SPASENOVIĆ: Development of Pedagogy as a Scientific and Academic Discipline in Serbia Perceived through the Relationship between Professional and Scientific Field</li> </ul>	
<b>10.40–12.40</b>	
<b>Chair: Igor RADEKA</b>	
<ul style="list-style-type: none"> <li>• Snježana ŠUŠNJARA: Bosnian-Herzegovian pedagogy between the past and future: How to respond to the today's challenges?</li> <li>• Vučina ZORIĆ: Beginnings, functioning and developmental perspectives of the Department of pedagogy in Montenegro</li> <li>• Demě HOTI:</li> <li>• Suzana MIOVSKA SPASEVA: The study of pedagogy in Macedonia: origins, development and contemporary challenges</li> </ul>	
<b>13:00-14:00 Meeting of CEEPUS network partners</b>	
<b>14.00–15:00</b>	<b>Lunch</b>

### **Honorary Committee:**

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- Dr. Andrej Fištravec, Mayor of Maribor
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- Dr. Wolfgang Brezinka, retired emeritus professor
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- University of Maribor, Faculty of Arts, Department of Pedagogy
- Univeristy of Maribor library - Austrian Library
- Austrian Cultural Forum Ljubljana
- Slovenian Pedagogical Association



Received abstracts have not been proofread or edited by the programme committee.