

ATEE-EDITE-ELTE
Online Conference
11 June 2021

RESEARCH IN TEACHER EDUCATION - THE NEXT GENERATION

CONFERENCE
E-BOOK



ATEE
Association for Teacher Education in Europe



EDiTE
European Doctorate
in Teacher Education



elte | ppk

Eötvös Loránd University
Faculty of Education and Psychology

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**WE HOPE YOU ENJOYED
THE CONFERENCE!!!**

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PROGRAMME

09:00 - 09:10

WELCOME

Erika KOPP, Chair, *Eötvös Loránd University*

Davide **PARMIGIANI** – President of ATEE, Association for Teacher Education in Europe

09:10 - 09:40

KEYNOTE ADDRESS

Aileen KENNEDY, *University of Strathclyde*

'Making a difference through teacher education research'

09:40 - 10:00

VIRTUAL ICEBREAKER - GETTING TO KNOW THE CONFERENCE PARTICIPANTS

Moderator: Luca Alexa ERDEI, *Eötvös Loránd University*

10:00 - 11:00

WORKSHOPS ROUND 1.

Workshop 1: Challenges of Qualitative methodology –

Facilitator: Kinga KÁPLÁR-KODÁCSY, *Eötvös Loránd University*

Workshop 2: Challenges of Qualitative methodology –

Facilitator: Zoltán András SZABÓ, *Eötvös Loránd University*

Workshop 3: Challenges of Quantitative methodology –

Facilitator: László HORVÁTH, *Eötvös Loránd University*

Workshop 4: Dilemmas around Mixed methods -

Facilitator: Orsolya KÁLMÁN, *Eötvös Loránd University*

Workshop 5: Issues of Contextualisation –

Facilitator: Roman SVARICEK, *Masaryk University*

Workshop 6: Dilemmas in Comparative research in Teacher Education -

Facilitators: Marta KOWALCZUK-WALEDZIAK, *University of Bialystok* & James UNDERWOOD, *University of Northampton*

11:00 - 11:10

BREAK

11:10 - 11:45

PANEL DISCUSSION

Moderators: Csilla PESTI, *Károli Gáspár University of the Reformed Church of Hungary* & Vasileios SYMEONIDIS, *University of Graz*

11:45 - 12:45

WORKSHOPS ROUND 2.

Workshop 1: Challenges of Qualitative methodology –

Facilitator: Kinga KÁPLÁR-KODÁCSY, *Eötvös Loránd University*

Workshop 2: Challenges of Qualitative methodology –

Facilitator: Zoltán András SZABÓ, *Eötvös Loránd University*

Workshop 3: Challenges of Quantitative methodology –

Facilitator: László HORVÁTH, *Eötvös Loránd University*

Workshop 4: Dilemmas around Mixed methods -

Facilitator: Orsolya KÁLMÁN, *Eötvös Loránd University*

Workshop 5: Issues of Contextualisation –

Facilitator: Roman SVARICEK, *Masaryk University*

Workshop 6: Dilemmas in Comparative research in Teacher Education -

Facilitators: Marta KOWALCZUK-WALEDZIAK, *University of Bialystok* & James UNDERWOOD, *University of Northampton*

12:45 - 12:55

BREAK

12:55 - 13:10

PLENARY SESSION FOR SUMMARIZING THE WORKSHOP DISCUSSIONS

Moderator: Erika KOPP & Eszter BÜKKI, *Eötvös Loránd University*

13:10 - 13:20

CLOSING OF THE CONFERENCE

Gábor HALÁSZ, *Eötvös Loránd University*

13:20 - 14:30

OPEN ROOMS FOR PROFESSIONAL NETWORKING

ORGANISING COMMITTEE

Ei Phyu **CHAW**, PhD Candidate, *Eötvös Loránd University*



Ei Phyu Chaw is a doctoral candidate in EDiTE program at Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University (ELTE). Her current research centers on the role of practicum in preservice teacher education.



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Luca Alexa **ERDEI**, PhD Candidate, *Eötvös Loránd University*



Luca Alexa Erdei is an assistant lecturer and doctoral candidate of Educational Sciences, specialising in internationalisation of higher education at ELTE, Faculty of Education and Psychology, Institute of Research on Adult Education and Knowledge Management. She is currently involved in the CHARM European University Alliance as the international coordinator and researcher of the mobility work package. Her current research interests include internationalisation student and staff mobility, joint degree programmes and internationalisation at home.



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Aigerim Kozhabergenova is a PhD candidate in EDiTE programme at the Eötvös Loránd University (ELTE), Faculty of Education and Psychology. Her current research interests focus on teaching economics at secondary school level.



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Anna Orsolya **PONGOR-JUHÁSZ**, PhD Student, *Eötvös Loránd University*

Anna Orsolya Pongor-Juhász is a PhD Student at the Doctoral School of Education, Faculty of Education and Psychology, Eötvös Loránd University (ELTE). She is an economist-teacher working as an external lecturer in the Educational Sciences MA program at ELTE. Her research interests focus on the private school choice strategies in Hungary.



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ACADEMIC COMMITTEE

Erika **KOPP**, Chair, *Eötvös Loránd University*



Erika Kopp Phd has been a teacher educator for secondary school teachers for more than 20 years. She is now Associate Professor at Eötvös Loránd University, Faculty of Education and Psychology in Budapest where she teaches in teacher education, Educational Science MA program and Educational Science Doctoral School. Her main research areas are teacher education, private and faith schools. She has also been active at the European level; she is an administrative council member of the Association of Teacher Education in Europe (ATEE). She has also taken part in a variety of European level cooperation projects, including European Doctorate in Teacher Education Project (Edite), Horizon 2020.



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Gábor **HALÁSZ**, Chair of Academic Committee, *Eötvös Loránd University*



Gábor Halász is doctor of the Hungarian Academy of Sciences. He is professor of education at the Faculty of Pedagogy and Psychology of the University Eötvös Loránd in Budapest where he is leading a Centre for Higher Educational and Innovation Research and the one of the programs of the Doctoral School in Educational Sciences. He teaches, among others, education policy, sociology of higher education, education and European integration and global trends in education. He was Director-General of the Institute for Educational Research and Development where took later the

position of scientific advisor. Professor Halász was working as an expert consultant for a number of international organizations, particularly the OECD, the European Commission, the World Bank, and the Council of Europe. Since 1996 he has been representing Hungary in the Governing Board of CERI (OECD), he also served as president of this Board. Currently professor Halasz is leading a four-year research project exploring the effectiveness of various forms of teacher learning and professional development. Previously he was leading multi-year projects on the impact of developmental interventions on classroom level processes in school education and on the emergence and diffusion of local innovations and their systemic impact in the education sector.



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Aileen **KENNEDY**, Keynote speaker, *University of Strathclyde*



Aileen Kennedy is Professor of Practice in Teacher Education at the University of Strathclyde in Glasgow, Scotland, where she is also Director of Teacher Education. She has hands-on experience of developing and leading ITE which puts transformative learning front and centre, and which attends explicitly to issues of power and democracy. Her research focuses on teacher education, professional learning, teacher professionalism and policy reform, from a social justice perspective. Aileen is currently Co Principal Investigator of the Measuring Quality in Initial Teacher Education (MQuITE) project in Scotland.



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Marta **KOWALCZUK-WAŁĘDZIAK**, Workshop facilitator, *University of Białystok*



Marta Kowalczyk-Wałędziak, Ph.D. serves as Vice Dean for International Co-operation for the Faculty of Education of the University of Białystok, Poland. She is also treasurer for the Administrative Council of the Association for Teacher Education in Europe (ATEE) and visiting professor at Daugavpils University, Latvia. Her research interests include: teacher professional development; postgraduate education for teachers; evidence-informed practice in education; as well as the internationalisation of teacher education. Marta has published widely on these topics in academic books, conference proceedings, and journals. She is currently editing an upcoming Palgrave handbook on teacher education in Central and Eastern Europe since the fall of the Soviet Union.



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Roman **ŠVARIČEK**, Workshop facilitator, *Masaryk University*



ROMAN ŠVARÍČEK works as an assistant professor at the Department of Educational Sciences, Faculty of Arts, Masaryk University, Czech Republic. His specialisation is the research of the teachers' professional development, classroom discourse, the methodology of qualitative research and the philosophy of education.



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Csilla **PESTI**, Panel discussion facilitator, *Károli Gáspár University of the Reformed Church of Hungary*



Csilla Pesti, PhD is an assistant professor at the Teacher Training Centre of Karoli Gaspar University of the Reformed Church in Budapest, Hungary. She has teaching experience in initial teacher education and professional development of teachers. Her research interests include teacher education policy, teaching practice, and the notion of teachers as researchers. She acquired her doctoral degree within the framework of the European Doctorate in Teacher Education (EDiTE) project as a Marie Skłodowska-Curie research fellow at Eötvös Loránd University and the University of Innsbruck.



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Vasileios **SYMEONIDIS**, Panel discussion facilitator, *University of Graz*



Vasileios Symeonidis is a postdoctoral researcher at the Institute of Education Research and Teacher Education at the University of Graz, Austria. He holds a PhD in Education from the University of Innsbruck and Eötvös Loránd University, awarded in the framework of the European Doctorate in Teacher Education (EDiTE). His research interests focus on Europeanisation in teacher education, doctoral networks in teacher education, comparative education, and experience-oriented education research. He is board member of international networks in teacher education, including EDiTE, TEPE and InFo-TED.



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Eszter **BÜKKI**, Moderator, *Eötvös Loránd University*



Eszter Bükki is an assistant research fellow at the Institute of Education, Eötvös Loránd University (ELTE, Budapest), working as the assistant of the national MoTeL (Models of Teacher Learning) research project. She also participates in an Erasmus+ project LS4VET (Lesson Study for VET) and pursues her PhD degree at the Doctoral School of Education ELTE, studying the continuous professional development of teachers working in Hungarian upper secondary VET schools. Previously, for a decade, she worked in Cedefop's ReferNet programme, preparing country and policy reports about VET and adult training in Hungary. Eszter does research in Vocational Education and Training, Teacher Education and Professional Development and Educational Policy.



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WORKSHOP FACILITATORS

László **HORVÁTH**, *Eötvös Loránd University*



László Horváth is an economist-andragogue and works as an assistant professor at ELTE Eötvös Loránd University, Institute of Education. He received his PhD in 2019. His research revolves around the leadership and management issues of educational institutions, especially focusing on learning organisational behaviour. He teaches in teacher education and teacher CPD, pedagogy and human resources counsellor programmes.



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Orsolya **KÁLMÁN**, *Eötvös Loránd University*



Orsolya Kálmán PhD is an associate professor at the Research Group on Higher Education and Innovation at Eötvös Loránd University and has been involved in teacher training, education BA and MA and in-service training since 2004. Since 2018 she is the head of the Teaching and Learning in Higher Education Unit. She is a key contributor of the development of the European Doctorate in Teacher Education (EDiTE) and has taught in the doctoral programme about higher education pedagogy, qualitative and mixed methods research since 2016. Her main research interests are higher educational pedagogy, teacher's professional development, university students' and teachers' learning and innovative learning environments in higher education. She worked in several research and development projects in teacher education and higher education programmes, teachers' competencies, evaluation of the master teachers, university teachers' professional development and organizational support. She led a project on quality development of the Hungarian teacher education programmes. She was involved in the Hungarian expert team of the OECD *Innovative Teaching for Effective Learning Teacher Knowledge Survey* and was one of the editors of the Hungarian Higher Education Journal.



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Kinga **KÁPLÁR-KODÁCSY**, *Eötvös Loránd University*

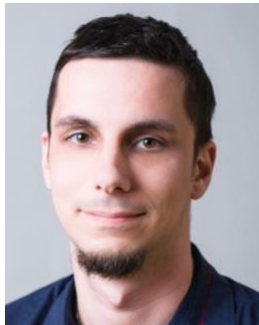


Kinga Káplár-Kodácsy is assistant professor at Eötvös Loránd University (ELTE), Hungary, Faculty of Education and Psychology, Institute of Research on Adult Education and Knowledge Management. She teaches community development, human resource counselling and adult learning specialist courses. She is experienced secondary school teacher and qualified teacher mentor. Her research interests include reflective practice of teachers, mentoring in secondary and higher education. Her current research projects are dealing with understanding the roles and concepts of ITE mentoring, exploring innovative mentoring practices in faculty development and finding ways for improving teaching in higher education.



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Zoltán András **SZABÓ**, *Eötvös Loránd University*



Zoltán András Szabó is an assistant professor at the Eötvös Loránd University, Faculty of Education and Psychology, Institute of Education. He has published in the fields of history and current issues of public education and educational science. His main area of interest is educational discourse analysis via novel methods, particularly computer-aided content analysis, text mining and network theory. He earned his PhD degree in educational science in 2017. Currently, he is the speaker of an international consortium, which has been started within the CENTRAL Network and examines the cosmopolitan Central European urban education in the late 19th and the early 20th century.



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James **UNDERWOOD**, *University of Northampton*



Dr James Underwood is a principal lecturer at the University of Northampton. He taught for 19 years before becoming a lecturer. The majority of this time was in the British state sector, in secondary schools. He was a school leader in the state secondary sector (students aged 11-18) and subsequently of a sixth form college (students aged 16-18). He completed his doctorate in education at the University of Cambridge. His research interests include: the nature of professional communities, school leadership, methodologies for teacher research, and ways of enabling practitioner researchers. The University of Northampton is a vibrant and interesting university. It has developed a strong tradition in working with practitioner researchers and for the social impact of our research. The university itself was founded quite recently. It has a student body that includes a particularly high proportion: of mature students, of first generation university students, of women professionals (studying part time and working) and it has the largest proportion of black British students of any university in the UK. Its diversity and grounding in the local community lead to it being a particularly engaging community to belong to.



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KEYWORDS



WORKSHOP 1 - CHALLENGES OF QUALITATIVE METHODOLOGY

FACILITATOR:

Kinga KÁPLÁR-KODÁCSY, *Eötvös Loránd University*

Rachael AGARRY, Eyiemi OGUNDELE

The Status of Qualitative Research in Childhood Education

Ann-Marie IRELAND

Behind the Mask - Exploring Primary Teacher Vulnerability Within the Context of Self-Understanding & the Dilemma of the Arts-Based Approach

Ivana MIOČIĆ

A Case Study of Positive Attitude towards Teaching in Higher Education: The „Issue” of Generalization

Aye Aye MYINT LAY

Designing Performance Appraisal Framework for Teacher Educators

Sarah NÍ DHUINNÍN

The PhD Pandemic Researcher – Action Research Immersed in COVID-19

WORKSHOP 2 - CHALLENGES OF QUALITATIVE METHODOLOGY

FACILITATOR:

Zoltán András SZABÓ, *Eötvös Loránd University*

Olabisi ADEDIGBA - Adams **ONIVEHU** - Jamiu **SULAIMON**

A Content Analysis of the Studies on Google Classroom and Teacher Education in the COVID-19 Era

Jingxin CHENG - Xiaodi **LI** - Ming **YI**

Becoming A Teacher: A Case Study on Student Teacher Professional Identity Construction During The Education Practicum in A Chinese Normal University

Yusuf HUSSEIN

Interviewing in Mathematics Education Research

Moet Moet MYINT LAY

Continuous Professional Development for Teacher Educators in Myanmar Education Colleges

Nóra NÍ BHEAGLAOICH

Generating and Gathering Data through Action Research

Khin Khin THANT SIN

Partnership in Teacher Education: Investigating Current Partnership Practices between Schools and Universities in Myanmar

WORKSHOP 3 - CHALLENGES OF QUANTITATIVE METHODOLOGY

FACILITATOR:

László HORVÁTH, *Eötvös Loránd University*

Marinela BORAS

Professional Development for 21st Century Teachers

Aimgu **DJAKUPOVA** - Elnur **ZHUMAZHANOV**

Indicators of the Children's University that Increase Children's Interest in STEM

Adrienn MOLNÁR

The Relationship between Teacher Burnout, Well-being and Character Strengths- the Result of an Explanatory Study

Luka PONGRAČIĆ

Role of Adolescent Development in the Socialization Process During Preadolescence Life Period

Soeharto SOEHARTO - Benő **CSAPÓ**

Psychometric Evaluation in Developing E-learning Readiness in Science Classroom (ELRSC) Questionnaire Using Rasch Analysis

Tamás SZÚCS - Attila **KRAJCSI**

Helping the Researcher - Understandability and Automation in Multiple Linear Regression

Mark Paulo TANJENTE

Emerging Challenges in Quantitative Teacher Education Research: Perspective of Language Educators

WORKSHOP 4 - DILEMMAS AROUND MIXED METHODS

FACILITATOR:

Orsolya KÁLMÁN, *Eötvös Loránd University*

Olabisi ADEDIGBA - Kayode Ezecheal **OBAFEMI**

Encouraging Pre-Service Teachers' use of Mixed Methods in Research with Young Children through Participatory Action Research

Thiri PYAE KYAW

A Pilot Study: Epistemological Beliefs Questionnaire in Myanmar Context

Daniela SEMIÃO - Luís **TINOCA**

Students' Diversity and Inclusive Education: a Transformative Learning Community (TLC) Case Study

Barnabas SZASZI - Hooman **HABIBNIA**

Using Experimental Approach to Improve Teacher Education: a Novel Quantitative Method to Investigate Teachers' Attitude towards Inequalities

Moldir YELIBAY

Understanding the Lack of Female Leadership in Higher Education of Kazakhstan (Perspective of Doctoral Students)

WORKSHOP 5 - ISSUES OF CONTEXTUALISATION

FACILITATOR:

Roman SVARICEK, *Masaryk University*

Fitria ARIFIYANTI - Attila PÁSZTOR

A Meta-Analysis of Representational Competence in Practice For Assisting Science Learning

Ei Phyu CHAW - Erika KOPP

Practicum in Pre-service Teacher Education in Myanmar: Dilemmas about Methodological Issues

Richard COADY - Regina MURPHY - Francis WARD

Habitus, Capital and Context: Teachers' experiences of the National Children's Choir

Mairead HOLDEN

STEMunities: Lesson Study as a Vehicle to Foster Teacher Agency in Shared Education Partnerships

Gizem MUTLU GÜLBAK - Sumru AKCAN

Online Mentor Training Program Design and Implementation in a Pre-service Language Teacher Education Context

Andreia Vieira REIS - Ana Sofia PINHO

Reflective Pre-service Education of Primary School Teachers in a Perspective of Global Citizenship and Social Justice

Thandeka SIBIYA

Content Dilemma and Methodology: Ability to Steer the Study Towards a Research-based Knowledge Content

WORKSHOP 6 - DILEMMAS IN COMPARATIVE RESEARCH IN TEACHER EDUCATION

FACILITATORS:

Marta KOWALCZUK-WALEDZIAK, *University of Bialystok* &
James UNDERWOOD, *University of Northampton*

Miona BOGOSAVLJEVIC-SIJAKOV - Danijela PETROVIC - Mia MARIC
Enhancement of the Health-education Competencies of the Education Students in relation to
the Epidemic/Pandemic Emergency

Iliasu FEMI - Jumoke RAJI
Cross-national Comparative Research in a Study of Early Childhood Education in Nigeria and
South Africa: Challenges and Prospect

Ei Phyo MAUNG
Pre-service Teachers' Motivational Dispositions in English Writing and the Process Writing
Approach: The Hungarian Context

Chasul PHOGAT - Taisia MUZAFAROVA
Exploring the Development and Changes in Teacher Education: A Comparative Study of
Education Policy Documents of India and Georgia

Lorna ROCHE
The Value of Music Education in Irish DEIS Primary Schools: A Comparative Study

Ammar Bahadur SINGH
A Case Study Research Design: Examining Agency of Instructors and Students Teaching and
Learning Activities in a MOOC

WORKSHOP PRESENTERS¹

Olabisi ADEDIGBA



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Encouraging Pre-service Teachers' Use of Mixed Methods in Research with Young Children through Participatory Action Research



A Content Analysis of the Studies on Google Classroom and Teacher Education in the Covid-19 Era



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Olabisi Adedigba is a teacher, an education consultant and a researcher in the field of early childhood care, education and development. She currently serves as a childhood teacher educator at the University of Ilorin, Nigeria. She has been a Guest Speaker in seminars and conferences both in contact and virtual meeting nationally and internationally. Her passion lies in creating an enabling environment for children and youths to develop optimally. She is also interested in collaboration with stakeholders in order to influence behaviours and policies dealing with young children education and as well provide adequate and necessary intervention for effective services.

Rachael AGARRY



University of Ilorin



The Status of Qualitative Research in Childhood Education



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Rachael Ojima AGARRY, Ph.D is a lecturer of childhood education at the University of Ilorin, Ilorin, Nigeria. She is a passionate early childhood educator with over 10years experience working to impart pre-service teachers in the field of early childhood education as well as diverse children through strong collaboration with families/schools and communities. Her current research focuses on the educational and psycho-social functioning of children who are traumatized by insurgencies in the North Central and North Eastern Nigeria.

¹ Only the presenters who agreed to appear in the Conference Book are listed here

Fitria **ARIFIYANTI**



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A Meta-Analysis of Representational Competence in Practice for Assisting Science Learning



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I am a PhD student from Indonesia in Doctoral School of Education at the University of Szeged. My research areas include representational competences, proportional reasoning skill, and motivation. <https://www.researchgate.net/profile/Fitria-Arifiyanti>

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Marinela Boras is a teacher of English and German as foreign languages at a secondary school. She is active at national and international conferences and enjoys sharing best teaching practices. She is also a doctoral student at the Josip Juraj Strossmayer University in Osijek, Croatia. Her scientific interests include cognitive linguistics, glotodidactics, innovative teaching methods and digital tools, intercultural competencies and international projects in foreign language teaching.

Ei Phyu **CHAW**



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Practicum in Pre-service Teacher Education in Myanmar: Dilemmas about Methodological Issues



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Ei Phyu Chaw is a doctoral candidate in the Educational Science program at the Faculty of Education and Psychology, Eötvös Loránd University. Her research interests include teaching and learning, educational leadership and management, and teacher education.

Jingxin **CHENG**



University of Missouri-St. Louis



Becoming a Teacher: a Case Study on Student Teacher Professional Identity Construction during the Education Practicum in a Chinese Normal University



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Jingxin Cheng, EdD Candidate of University of Missouri-St. Louis, USA; senior lecturer of Shenyang Normal University, China.

Richard **COADY**



Dublin City University



Habitus, Capital and Context: Teachers' Experiences of the National Children's Choir



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Richard is a PhD candidate at the Institute of Education at Dublin City University in Dublin, Ireland. He is also a primary school teacher, musician and pianist. His research interests include teacher education, music education, and choral singing and singing in schools. He is the accompanist and a committee member with the National Children's Choir programme.

Iliasu **FEMI**



University of Ilorin



Cross-national Comparative Research in a Study of Early Childhood Education in Nigeria and South Africa: Challenges and Prospect



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Iliasu Samuel Femi is a young, thorough, individual with an ambition and zeal to excel in an environment that allows, creativity and imaginative display of initiative. He had his first degree in Primary Education Studies in the year 2015 from the University of Ilorin, Ilorin, Nigeria. He is currently rounding-off his Master Degree in Comparative Education Studies with a major focus on Early Childhood Education. His interest covers topics related to curriculum contents and instruction, methodology, and comparative studies in childhood education. He has 8 years of teaching experience and impacting live. His extra curriculum cross across mentoring and development.

Mairead **HOLDEN**



University of Lincoln



STEMunities: Lesson Study as a Vehicle to Foster Teacher Agency in Shared Education Partnerships



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Yusuf **HUSSEIN**



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Interviewing in Mathematics Education Research



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He is a Ph.D. student in the third year at Eötvös Loránd University in Budapest, where he is majoring in Mathematics Education. His interest in Mathematics Education began during June of 2012 when he had the opportunity to study MA abroad in the UK. He learned about the necessity of mathematics education and the importance of researching this field. Inspired by this international experience, Yusuf became a lecturer and Coordinator in the mathematics department at the College of Basic Education, University of Salahaddin, Kurdistan region of Iraq. Yusuf aspires to get a Ph.D. in mathematics education then work as a researcher at the university. When he is not busy with his Ph.D. study, he enjoys playing in a gym.

Ann-Marie **IRELAND**



Dublin City University



Behind the Mask - Exploring Primary Teacher Vulnerability Within the Context of Self-Understanding & the Dilemma of the Arts-Based Approach



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Ann-Marie Ireland is a full-time PhD scholar in the School of Arts Education and Movement in the Institute of Education in Dublin City University, Ireland. She is a former primary school teacher. She has created and facilitated well-being courses and workshops for teachers in education centres and within various educational bodies for over 10 years. Her area of research is primary teacher vulnerability within a context of self-understanding and identity.

Ei Phyo MAUNG



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Pre-service Teachers' Motivational Dispositions in English Writing and the Process Writing Approach: the Hungarian Context



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Ei Phyo Maung is a doctoral candidate from the Doctoral School of Education, Faculty of Education and Psychology, ELTE University, Budapest. She is a professional English language teacher educator in Myanmar. Her research interests are English Language Teaching, motivation for language learners and teachers, educational psychology, teacher education and higher education studies and policies, and professional development of English teacher educators.

Ivana MIOČIĆ

*University of Rijeka*

A Case Study of Positive Attitude Towards Teaching in Higher Education: the “Issue” of Generalization

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Ivana Miočić, PhD, is junior research and teaching assistant at the Department of Education of the Faculty of Humanities and Social Sciences, University of Rijeka (Croatia). In February 2021, she obtained her doctoral degree in the field of higher education, with a thesis on the topic of professional socialisation and the development of a positive attitude towards the teaching process amongst junior researchers. She is interested in research on higher education and qualitative methodology, especially case studies.

Adrienn MOLNÁR

*University of Debrecen*

The Relationship between Teacher Burnout, Well-being and Character Strengths - the Result of an Explanatory Study

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Gizem Mutlu GÜLBAK

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Generating and Gathering Data through Action Research



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Role of Adolescent Development in the Socialization
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A Pilot Study: Epistemological Beliefs Questionnaire
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Andreia Vieira **REIS**



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Reflective Pre-service Education of Primary School
Teachers in a Perspective of Global Citizenship and
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Andreia Vieira Reis has been a primary school teacher for about sixteen years, in the district of Lisbon, Portugal. In 2006, she completed her Master's Degree in Educational Sciences, specializing in Teacher Training, at the Faculty of Psychology and Educational Sciences, University of Lisbon. She is currently doing her PhD in Teacher Training and Supervision, at this same institution, now known as Instituto de Educação, with the aim of continuing to invest in her training, deepening her knowledge and methodologies. Its objective is, therefore, to improve its practice and, in the future, to be able to contribute to other trainers, researchers and education professionals.

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The Value of Music Education in Irish DEIS Primary Schools: A Comparative Study

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Lorna Roche is a researcher and educator from Dublin, Ireland. She taught in a primary school setting in a disadvantaged area of Dublin for 20 years, and has recently completed a Masters in Education from Trinity College Dublin. Her research project focused on the value of music education in disadvantaged schools. More recently she has been working in a third level setting at Marino College Dublin where she works in teacher education.

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Content Dilemma and Methodology: Ability to Steer the Study towards a Research-based Knowledge Content



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A Case Study Research Design: Examining Agency of Instructors and Students Teaching and Learning Activities in a MOOC



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Questionnaire Using Rasch Analysis

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I am a Ph.D. student from Indonesia in the Doctoral School of Education at the University of Szeged. I pursue my study with funding through Stipendium Hungaricum Scholarship Program from Tempus Public Foundation. My research interest is Students' misconception in Science, Inductive reasoning, E-learning readiness, Motivation, and related factors influencing misconception. I master some statistical analysis such as CB-SEM, PLS-SEM, descriptive and inferential statistics using SPSS, Rasch Measurement.

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Partnership in Teacher Education: Investigating Current Partnership Practices between Schools and Universities in Myanmar



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Methods of Application of Information and Communication Technologies in the Network of Intellectual Schools in Teaching Mathematics of Economic Models



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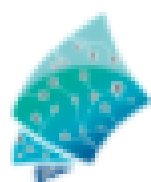
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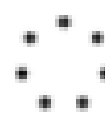
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