

The impact of the Erasmus+ program on the internationalization of Croatian viticulture and enology on the example of the Polytechnic in Požega

Mesić, Josip; Soldo, Tomislav; Svitlica, Brankica

Source / Izvornik: **Education and New Developments (END 2019), 2019, 344 - 346**

Conference paper / Rad u zborniku

Publication status / Verzija rada: **Published version / Objavljena verzija rada (izdavačev PDF)**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:112:418413>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2025-02-06**



VELEUČILIŠTE U POŽEGI
STUDIA SUPERIORA POSEGANA

Repository / Repozitorij:

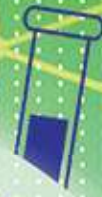
[Repository of Polytechnic in Pozega - Polytechnic in Pozega Graduate Thesis Repository](#)



DIGITALNI AKADEMSKI ARHIVI I REPOZITORIJI

A

$$E=MC^2$$



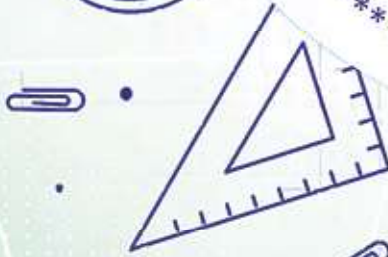
B



**EDUCATION
AND NEW
DEVELOPMENTS**

2019

VOLUME I



C

**Edited by
Mafalda Carmo**

Education and New Developments
2019

Volume I

Edited by
Mafalda Carmo

Edited by Mafalda Carmo, World Institute for Advanced Research and Science (WIARS), Portugal

Published by InScience Press, Rua Tomas Ribeiro, 45, 1º D, 1050-225 Lisboa, Portugal

Copyright © 2019 InScience Press

All rights are reserved. Permission is granted for personal and educational use only.

Commercial copying, hiring and lending is prohibited. The whole or part of this publication material cannot be reproduced, reprinted, translated, stored or transmitted, in any form or means, without the written permission of the publisher. The publisher and authors have taken care that the information and recommendations contained herein are accurate and compatible with the generally accepted standards at the time of publication.

The individual essays remain the intellectual properties of the contributors.

ISSN (electronic version): 2184-1489

ISSN (printed version): 2184-044X

ISBN: 978-989-54312-5-0

Legal Deposit: 428062/17

Printed in Lisbon, Portugal by GIMA - Gestão de Imagem Empresarial, Lda.

BRIEF CONTENTS

Foreword	v
Organizing and Scientific Committee	vii
Keynote Lecture	xi
Index of Contents	xiii

FOREWORD

This book contains the full text of papers and posters presented at the International Conference on Education and New Developments (END 2019), organized by the World Institute for Advanced Research and Science (WIARS).

Education, in our contemporary world, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings. The International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. The goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues. We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge.

We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2019 received 547 submissions, from more than 50 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. The conference accepted for presentation 135 submissions (25% acceptance rate), from which, 114 submissions are published in full text in these volumes. The conference also includes a keynote presentation from an internationally distinguished researcher, Prof. Dr. Denise Whitelock, Professor of Technology Enhanced Assessment and Learning, Institute of Educational Technology, The Open University, UK, to whom we express our most gratitude.

This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program, we have chosen four main broad-ranging categories, which also covers different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counseling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.
- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.
- In **TEACHING AND LEARNING**: Critical Thinking; Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.
- In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

This is the Volume I of the book *Education and New Developments 2019* and it contains the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

This first volume focus in the main areas of TEACHERS AND STUDENTS and PROJECTS AND TRENDS.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future.

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal
Conference and Program Chair

Porto, Portugal, 22 - 24 June, 2019

SCIENTIFIC COMMITTEE

Conference and Program Chair

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal

International Scientific Committee

Aaron R. Deris, Minnesota State University,
USA

Abdurrahman Guelbeyaz, Nagasaki
University, School of Global Humanities and
Social Sciences, Japan

Adrián Ponz Miranda, Zaragoza University,
Spain

Ahmet Ok, Middle East Technical University,
Turkey

Ahrar Husain, Jamia Millia Islamia, India

Alan Singer, Hofstra University, USA

Ali Baykal, Bahcesehir University, Turkey

Ali Yildirim, University of Gothenburg,
Sweden

Alice Stephens, Clark Atlanta University, USA

Amir Dirin, Haaga-Helia University of Applied
Science, Finland

Ana Conboy, College of Saint Benedict and
Saint John's University, USA

Anca Draghici, Politehnica University
Timisoara, Romania

Anca-Olga Andronic, Spiru Haret University,
Romania

Andis Klegeris, University of British
Columbia, Canada

Andrea Hathazi, Babes-Bolyai University,
Romania

Angela Hovey, Lakehead University, Canada

Angela James, University of Kwazulu-Natal,
South Africa

Angela Piu, University of Valle d'Aosta, Italy

Anja María Mackeldey, Colegio Alemán
Medellín / Universidad de Antioquia, Colombia

Anne Julia Fett, Martin-Luther-Universität
Halle-Wittenberg, Germany

Aphrodite Ktena, TEI of Sterea Ellada, Greece

Aviva Dan, Ohalo Academic Education
College, Israel

Beatriz Carrasquer Alvarez, Zaragoza
University, Spain

Begoña Sampedro, University of Cordoba,
Spain

Burcu Koç, Sakarya University, Turkey

Çağla Atmaca, Pamukkale University, Turkey

Carla Massoud, Saint-Joseph University
Beirut, Lebanon

Carolina Bodea Hategan, Babes-Bolyai
University, Romania

Celia MacDonnell, University of Rhode Island
and Brown University, USA

Cezar Scarlat, University "Politehnica" of
Bucharest, Romania

Charalampos Karagiannidis, University of
Thessaly, Greece

Charles Elkabas, University of Toronto,
Canada

Christian David Quintero Guerrero, Nueva
Granada Militar University, Colombia

Christine Besnard, Glendon College, York
University, Canada

Christopher Fowler, University of Essex,
United Kingdom

Christos Manasis, TEI of Sterea Ellada, Greece

Clara Barroso, University of La Laguna, Spain

Cory A. Bennett, Idaho State University, USA

Cristiano Luchetti, American University of
Sharjah, United Arab Emirates

Dalia Hanna, Ryerson University, Canada

Daniel Madrid, University of Granada, Spain

Daniela Pasnicu, Spiru Haret University,
Romania

- David Aparisi**, University of Alicante, Spain
- David Nocar**, Palacký University in Olomouc, Czech Republic
- Diane Boothe**, Boise State University, USA
- Dimitris Dranidis**, The University of Sheffield International Faculty, CITY College, Greece
- Dorina Anca Talas**, Babes-Bolyai University, Romania
- Douglas Baleshta**, Thompson Rivers University, Canada
- Elena Polyudova**, Language Institute, USA
- Ellen Whitford**, Georgia Southern University, USA
- Emre Erturk**, Eastern Institute of Technology, New Zealand
- Eva Hinojosa Pareja**, University of Cordoba, Spain
- Eva Trnová**, Masaryk University, Czech Republic
- Francesco Arcidiacono**, University of Teacher Education BEJUNE, Switzerland
- Francis Stonier**, University of West Georgia, USA
- Gabriela-Eugenia Iacobescu**, University of Craiova, Romania
- Gilles Sagodira**, University of Réunion Island, Réunion
- Gina Chianese**, University of Trieste, Italy
- Ginette Roberge**, Laurentian University, Canada
- Giuditta Alessandrini**, Università degli Studi Roma TRE, Italy
- Grainne M. O' Donnell**, University College Dublin, Ireland
- Gyöngyi Bujdosó**, University of Debrecen, Hungary
- Harvey Oueijan**, Notre Dame University, Lebanon
- Hava Vidergor**, Gordon Academic College of Education / Arab Academic College of Education, Israel
- Helena Skarupská**, Tomas Bata University in Zlín, Czech Republic
- Helin Puksand**, University of Tartu, Estonia
- Henri Jacobs**, Central University of Technology, Free State (CUT), South Africa
- Iona Tandzegolskienė**, Vytautas Magnus University, Lithuania
- Ina Blau**, The Open University of Israel, Israel
- Ismi Vasileiou**, De Montfort University, United Kingdom
- Jacquelyn Baker-Sennett**, Western Washington University, USA
- Jana Kapounová**, University of Ostrava, Czech Republic
- Janaina Cardoso**, Rio de Janeiro State University, Brazil
- Jeanne Schreurs**, Hasselt University, Belgium
- Jeannette Jones**, Texas Lutheran University, USA
- Joana Paulin Romanowski**, PUCPR - Pontificia Universidade Católica do Paraná, Brazil
- Joanna Paliszkievicz**, Warsaw University of Life Sciences, Poland
- John P. Egan**, The University of Auckland, New Zealand
- Jose Augusto Oliveira Huguenin**, Universidade Federal Fluminense, Brazil
- Juana Maria Sancho Gil**, University of Barcelona, Spain
- Julia Haba-Osca**, Universitat de Valencia, Spain
- Karel Němejc**, Czech University of Life Sciences Prague, Czech Republic
- Karim Moustaghfir**, Al Akhawayn University in Ifrane, Morocco
- Katerina Kabassi**, Technological Educational Institute of the Ionian Islands, Greece
- Katja Tschimmel**, MINDSHAKE / Guest Lecturer Porto Business School, Portugal
- Kyparisia Papanikolaou**, School of Pedagogical and Technological Education, Greece
- Ladário da Silva**, Universidade Federal Fluminense (UFF), Brazil
- Laura Rio**, University of Bologna, Italy
- Laurent Moccozet**, University of Geneva, Switzerland
- Leela Ramsook**, University of Trinidad and Tobago, Trinidad and Tobago
- Leona Stašová**, University of Hradec Kralove, Czech Republic

Li Jin, University of Westminster, United Kingdom

Lina Kaminskienė, Vytautas Magnus University, Lithuania

Lisa Winstead, California State University, Fullerton, USA

Loredana Terec-Vlad, Stefan cel Mare University from Suceava and Lumen Research Center in Social and Humanistic Sciences, Romania

Loreta Chodzkienė, Vilnius University, Lithuania

Luca Refrigeri, University of Molise, Italy

Luis Gonzaga Roger Castillo, Universidad de Granada (UGR) / Centro de Estudios, Spain

Luminita Cocarta, Al. I. Cuza University of Iasi, Romania

Magdalena Mądra-Sawicka, Warsaw University of Life Sciences, Poland

Magdolna Chrappán, University of Debrecen, Hungary

Mal Leicester, University of Nottingham, United Kingdom

Małgorzata Cieciora, Polish-Japanese Academy of Information Technology, Poland

Maria Moundridou, School of Pedagogical and Technological Education (ASPETE), Greece

Maria Carme Boqué Torremorell, Ramon Llull University, Spain

Maria Isabel Garcia-Planas, Polytechnic University of Catalonia, Spain

Maria Luisa de Natale, Università Cattolica del Sacro Cuore, Italy

Marielle Patronis, Zayed University, United Arab Emirates

Marta Talavera, University of Valencia, Spain

Maya Wizel, Middlebury College, Israel

Melissa Caspary, Georgia Gwinnett College, USA

Metaxia Pavlakou, University College London, United Kingdom

Michele Lemos de Souza, Universidade Federal Fluminense, Brazil

Milan Kubiato, University of Zilina, Slovakia

Mingming Zhou, University of Macau, China

Mustafa Ozmusul, Harran University, Turkey

Naseer Ahmed, Al Ghurair University, United Arab Emirates

Natalie Lavoie, University of Quebec in Rimousk, Canada

Nazario Zambaldi, Free University of Bolzano, Italy

Ned Ladd, Bucknell University, USA

Nihal Dogan, University of The Balearic Islands, Spain

Nikolaos Marianos, Neuropublic SA / University of the Aegean, Greece

Nina K. Buchanan, University of Hawaii, USA

Olga Chis, Babes-Bolyai University, Romania

Paola Damiani, University of Turin, Italy

Pascal Marquet, University of Strasbourg, France

Paschalia Patsala, Arts and Humanities Research Council, United Kingdom

Patricia E. Reynolds, University of Mary Washington, USA

Pavel Brebera, University of Pardubice, Czech Republic

Paweł Topol, Adam Mickiewicz University in Poznań, Poland

Pedro Perera, Universidad de La Laguna, Spain

Petros Kefalas, University of Sheffield International Faculty, Thessaloniki, Greece

Pule Phindane, Central University of Technology, South Africa

Rasa Nedzinskaite, Lithuanian University of Educational Sciences, Lithuania

Razvan-Lucian Andronic, Spiru Haret University, Romania

Red Mendoza, Nanyang Technological University, Singapore

Rosa Maria Lopes Martins, Polytechnic Institute of Viseu, Portugal

Rosanna Tamaro, University of Salerno, Italy

Sandra Braun, Mount Royal University, Canada

Seppo Sirkemaa, University of Turku, Finland

Serhat Bahadir Kert, Yildiz Technical University, Turkey

Seweryn Spalek, Silesian University of Technology, Poland

Sheryl Williams, Loughborough University, United Kingdom

Silvânia Alves de Carvalho, Universidade Federal Fluminense, Brazil

Silvia Nikolaeva, Sofia University, Bulgaria

Silvia Pokrivčáková, Trnava University, Slovakia

Simon Richir, Arts et Metiers Paristech (ENSAM), France

Sinan Olkun, Final International University, Turkey

Stefania Pinnelli, University of Salento, Italy

Stephanie Linek, ZBW - Leibniz Information Centre for Economics, Germany

Surendra Pathak, Gujarat Vidyapith (deemed University), India

Susan Scott, Lakehead University, Canada

Suzie Savvidou, The University of Sheffield International Faculty, CITY College, Greece

Tatjana Portnova, Russian Center of the University of Granada, Spain

Tetyana Antimirova, Ryerson University, Canada

Todd Brower, Western State College of Law, USA

Vashti Singh, Education Consultant and Independent Researcher, Trinidad and Tobago

Vassilis Chatzibirros, The University of Sheffield International Faculty, CITY College, Greece

Verónica Marín-Díaz, University of Cordoba, Spain

Vicente J. Llorent, University of Cordoba, Spain

Wei-Ni Wang, National Chung Cheng University, Taiwan

Wendy Setlalentoa, Central University of Technology, South Africa

Wida Susanty Haji Suhaili, University of Technology Brunei, Brunei Darussalam

Wiktor Bolkunow, Warsaw School of Economics, Poland

Yogesh Kumar Sharma, Government Shakamdhar PG College, Sambhar Lake, India

Yolanda Castro Robles, Pontificia Universidad Javeriana, Colombia

Youngsoon Kim, Inha University, South Korea

Zoltán Rónay, Eotvos Loránd University, Hungary

KEYNOTE LECTURE

ASSESSMENT FOR LEARNING: WHERE ARE WE ON THE DIGITAL ASSESSMENT SPECTRUM?

Prof. Dr. Denise Whitelock

(B.Sc. M.Ed Ph.D)

*Professor of Technology Enhanced Assessment and Learning, Institute of Educational Technology,
The Open University (United Kingdom)*

Abstract

Digital assessment is an evolving construct used in education to enrich, inform and complement the teaching process. Using automatic feedback however has been under-utilised and under-valued throughout the assessment process. This presentation will take you through a number of projects which have automated some aspects of assessment.

Those selected from my own research have a strong conceptual underpinning, for instance Dweck's work to develop Open Comment which provided feedback to Arts students. With Open Mentor, I used Bale's work on interactive categories to help tutors develop effective and supportive feedback. SafeSea, on the other hand, allows students to trial essay writing before taking the sometimes daunting step of submitting their first essay, using analysis based on Pask's conversational framework.

This presentation will discuss the issues raised by teachers and students in this arena. It will provide examples of how their concerns are currently being addressed by both researchers and software developers in order to support educator feedback to students. Finally, the issue of potential disruptors will be raised which moves us into the realm of crystal ball gazing.

Biography

Professor Denise Whitelock has over twenty years experience in designing, researching and evaluating online and computer-based learning in Higher Education. She is a Professor of Technology Enhanced Assessment and Learning in the Open University's Institute of Educational Technology. She is currently leading the UK's contribution to the Adaptive Trust e-Assessment System for Learning (TeSLA) <http://tesla-project.eu/project>. She has just completed directing the CODUR http://in3.uoc.edu/opencms_in3/opencms/webs/projectes/codur/en/index.html and SAFeSEA <http://www.open.ac.uk/researchprojects/safesea/projects>. The aim of this latter research was to provide an effective automated interactive feedback system that yields an acceptable level of support for university students writing essays in a distance or e-learning context. Her work has received international recognition as she holds visiting chairs at the Autonomia University, Barcelona and the British University in Dubai.

Website: <https://iet.open.ac.uk/profiles/denise.whitelock>

INDEX OF CONTENTS

ORAL PRESENTATIONS

Teachers and Students

Can a Digital Guided Peer Feedback System Foster Learning	3
<i>Omid Noroozi, Javad Hatami, & Arash Bayat</i>	
A Study on E-Learning in Small Online Discussion Groups and Experimental Design in Advanced Level Biology	8
<i>Mariella Caruana, & Liberato Camilleri</i>	
A CPR Model for Modified Music Standards in Professional Music Training: The Case of TUT	13
<i>Hua Hui Tseng</i>	
Some Demographic, Personal and Class Characteristics as Predictors of School Climate	17
<i>Maja Brust Nemet, & Tena Velki</i>	
(Re)Constructing Personal Teaching Metaphors in a Brazilian Teacher Initiation Project	22
<i>Ana Carolina de Laurentiis Brandão</i>	
Sometimes Students Make the Best Teachers: Developing and Enhancing Graduate Skills	26
<i>Ann Gow</i>	
Sexuality Education and Teacher Training in Portugal	29
<i>Filomena Teixeira, Ana V. Rodrigues, & Diana Oliveira</i>	
Preservice Teachers' Expectations of Professional Conversations on Professional Experience in Schools	34
<i>Denise Beutel, Donna Tangen, & Rebecca Spooner-Lane</i>	
Digital Literacy of Primary Education Teachers in the Area of Digital Safety	39
<i>Lukasz Tomczyk</i>	
AI Classroom Analysis System for Language Teaching Development	44
<i>Hiroki Ishizuka, & Akio Onishi</i>	
The Influence of Differentiated Assignments (Scaffolding Methods) on First-Year Students-Teachers' Academic Progress	49
<i>Thelma de Jager</i>	
Understanding Why Some Future Teachers Find it so Difficult to Follow Written Instructions	54
<i>Janaina Cardoso</i>	
An Introduction to the AEPS-3 and Results of a Field Test Study	59
<i>JoAnn (JJ) Johnson, & Marisa Macy</i>	
Investigating Non-Academic Correlates of Goal Commitment for Academic Achievement at Higher Education Level	64
<i>Meral Şeker, & Nilgün Tatar</i>	

Cultural Models of Disability. An Exploratory Qualitative Study on the Pre-Service Teachers' Attitudes and Social Representations	69
<i>Andrea Fiorucci</i>	
Social Networking for Life-Long-Learning with Quality Management Aspects in Technical Teaching	74
<i>Sonja Gögele</i>	
Oops! The Critical Role of Risk-Taking and Failure in Educational Change and Teacher Education	79
<i>Maya Wizel</i>	
Combining Language and Culture Learning in Teacher Education at Martin Luther University Halle Wittenberg	84
<i>Peter Grüttner, Anne Julia Fett, & Susanne Schütz</i>	
Benefits of Class Tests and Continuous Assessment in Higher Education Mathematics	88
<i>Carlos Fresneda-Portillo, & Lucía Sagredo-Sánchez</i>	
Oral Assessments: Encourage Students' Mathematical and Statistical Talking	93
<i>Anne D'Arcy-Warmington</i>	
Prospective Childhood Pedagogy Specialists' Experiential Learning Trends in Practical Studies at the University	98
<i>Remigijus Bubnys</i>	
Clap Hands, Training Professionals to Promote Disabled People Labor Inclusion in Arts and Culture	103
<i>Imma Miralles</i>	
Using an Assessment Rubric for Feedback and Learning: A Conceptual Study	108
<i>Vidar Gynnild</i>	
ICT Competences for Educational Innovation: A Teacher Training Program in Colombia	112
<i>David Castro-Garcia, & Fredy Andrés Olarte Dussán</i>	
Preventing Spectators in a Group-Work: Civil Technology Student's Perspective	117
<i>Khojane Geoffrey Mokhothu</i>	
Self-Assessment Through the Metacognitive Awareness Process in Reading Comprehension	121
<i>Katerina Kasimatis, & Theodora Papageorgiou</i>	
The Association between Bullying, Maltreatment, and Personality Traits among Adolescents from Armenian Schools in Lebanon	126
<i>Manoug Ibitian, & Ahmad Oweini</i>	
 <u>Projects and Trends</u>	
The Inclusion of Children with Special Needs in Early Childhood: Challenges and Dilemmas of Kindergarten Teachers	131
<i>Aviva Dan</i>	
The Application of Mobile Devices in Active Learning at the University: A Review of Literature	136
<i>María del Rocío Carranza Alcántar, Bertha Margarita González Franco, Claudia Islas Torres, Alma Azucena Jiménez Padilla, & Mónica Lizbeth Maciel Gómez</i>	

Adjusting School Environment for Children with Profound and Multiple Disabilities	141
<i>Manuela Sanches-Ferreira, Mónica Silveira-Maia, & Silvia Alves</i>	
Identification of School Depended Factors, which can Affect Students' Performance on Assessments	146
<i>Marcin Fojcik, Martyna Fojcik, June Audsdotter Stafsnes, & Bjarte Pollen</i>	
Representations of the Digital Skills of High School Students: A Qualitative Research	151
<i>Claudia Islas Torres, Sergio Franco Casillas, María del Rocío Carranza Alcántar, & Alma Azucena Jiménez Padilla</i>	
The Use of Interactive Whiteboards in South African Schools	156
<i>Maryke Mihai</i>	
HOMO'POLY: Understanding and Acceptance of Diversity	160
<i>Oliver Holz, & Lotte Geunis</i>	
The Effects of Learning Styles of Pre-Service Teachers on their Skills to Prepare Sketchnotes	165
<i>Nilgün Tatar, & Meral Şeker</i>	
Multilingualism, Intercomprehension and Inclusion: The Lectorio + Project and the Dyslexic Student	169
<i>Stefania Pinnelli, Andrea Fiorucci, Clarissa Sorrentino, & Marina De Nunzio</i>	
Challenge Based Learning: An Educational Proposal for Social Transformation	174
<i>Mariano Sánchez Cuevas</i>	
A Game-Based Model to Enhance Learning at University	178
<i>Martina Marsano</i>	
The Use of the Renzulli-Hartmann Rating Scales (2010) with Italian Teachers. Preliminary Data from a Correlation Analysis	183
<i>Clarissa Sorrentino</i>	
Leveraging Educational Software with Exploration Guides in Higher Arts Education: The Videolab Simulation Case Study	187
<i>Eduardo Morais, Carla Morais, & João C. Paiva</i>	
What do Educational Professionals Think about Giftedness? An Analysis of Attitudes and Representations	192
<i>Stefania Pinnelli, Andrea Fiorucci, & Clarissa Sorrentino</i>	
Teaching CLIL in High School: A Comparative Case Study in Trentino Alto-Adige	197
<i>Cristina Rebek</i>	
Teaching Situated Design Methods: A Case Study	202
<i>Sarah Lugthart, & Michel van Dartel</i>	
Combining Different Subjects from an Industrial Chemical Engineering Bachelor's Degree for Advanced Knowledge Acquisition	207
<i>Junkal Gutierrez, Zuriñe Gómez de Balugera, Josune Amurrio, Arrate Santaolalla, & Gorka Gallastegui</i>	
E-Engineering: Teaching Electrical Engineering at Distance	212
<i>Manuel Gericota, Guillaume Andrieu, Manuel Castro, Paulo Ferreira, & Andre Fidalgo</i>	
Threats and Opportunities on the Current Czech Market with University Education	217
<i>Jiří Pavelka</i>	

School Problems and Teachers' Collaboration: Before a Collaborative Problem Solving Program	222
<i>Alexandra Ataíde, Isabel Souto, & Anabela Pereira</i>	
Rethinking Learning in the Light of Digital Transformation at the Austrian Secondary Colleges for Agriculture and Forestry – Why and How?	227
<i>Erika Quendler, & Matthew James Lamb</i>	
Development of Interdisciplinary Instruction Using Inquiry Based Science Education	232
<i>Eva Trnova</i>	
It Takes a Village: Igniting the Scientist in Lower Track Students Through Partnerships	237
<i>Sen Kee Peter Seow, Chew Lee Teo, Chin Fen Ho, Kei Xian Tan, Frederick Toralballa Talaue, & Wei Loong David Hung</i>	
Educating Designers to Sustainable Innovation. A Reflection on the Contribution of Design in Projects with Social and Environmental Impact	242
<i>Adriana Fernandes, Barbara Rangel, Jorge Lino Alves, & Belmira Neto</i>	
Built Environment Education for Young People: Architects and Urban Planners Using Cultural Heritage as a Learning Resource	247
<i>Marta Brković Dodig, Sarah Klepp, & Angela Million</i>	
Flipped for Critical Thinking: Evaluating the Effectiveness of a Novel Teaching Approach in Postgraduate Law Modules	252
<i>Margaret Liu</i>	
Use of Behavior Management Strategies in Children with and without Disabilities: A Comparative Study of Greek Parents' and Teachers' Opinions	257
<i>Pagona Leonidou, & Lefkothea Kartasidou</i>	
Individual Support for Independent Learning at the Language Center at UNIL: From Teaching to Advising	262
<i>Marie-Dominique Marcant</i>	
Self-Efficacy and Attributional Style in Gifted Students	267
<i>Elena Abbate, & Stefania Pinnelli</i>	
Personal and Educational Values of Pupils from Different Cultural Backgrounds: Compatibility or Conflict?	271
<i>Iva Staňková, & Lenka Venterová</i>	
Enable- ASC: Enabling Collaboration in the ASC Classroom with Young Children and Touchscreen Devices	276
<i>Chrysoula Mangafa</i>	
Design of a Supporting System for Educational Improvement with Active Learning Approaches	281
<i>Yuriko Ishida, & Ryuichi Matsuba</i>	
MOOCs as a Key Strategy for University Orientation	286
<i>Ilaria Merciai, & Ruth Kerr</i>	
Making a Difference: The Tale of Recycling Efforts of an Individual Staff Member at an HBCU	291
<i>Alice E. Stephens</i>	

POSTERS

Teachers and Students

- Vocational Teachers' Motives for Improvement their Qualification** 297
Daiva Rimkuvienė, & Sigitas Daukilas
- The Employability of Undergraduates in Taiwan: From the View Point of Enterprises and Themselves** 300
Jen-Chia Chang, Hsi-Chi Hsiao, Su-Chang Chen, & Dyi-Cheng Chen
- Motivations and Job Representations of Prospective Physical Education Teachers Starting their Vocational Training** 303
Madisson Bodart, Dimitri Cauchie, & Marielle Bruyninckx
- The Development of Statistical Literacy Assessment Tool for Senior Students in Elementary Schools** 306
Chien-Ming Cheng
- University of the Third Age - University Studies Don't Have to Be Only for the Young** 309
Marcela Göttlichová
- Reading Competency and Metacognitive Knowledge in Primary School Children: An Explorative Survey** 312
Antonella Valenti, Lorena Montesano, Sonia Sapia, Pamela Iazzolino, & Orlando De Pietro
- Does it Add Up? Professional Development for Elementary Math Teachers** 315
Susan Peet, Deborah Wooldridge, Cynthia Bertelsen, & Ken Newbury
- Strategies Used by Physical Education Teachers to Enhance Professional Well-Being** 317
Sacha Stoloff, & Julien Glaude-Roy
- Diving into Minority Stress Theory Within the LGBTQ+ Community** 320
Sydney Downing

Projects and Trends

- The Perception of School Staff and Parents in Regard to the “Enfant Nature” Approach in a Quebec Preschool** 323
Élisabeth Lavallée, Marie-Claude Rivard, & Claude Dugas
- Development of Learning Activity Status Recording System Using the Internet of Things** 326
Atsushi Iwayama, & Yosuke Ito
- Formative Assessment of Global Education -Japanese High School Students' Conceptions of a Global Leader-** 329
Hiromi Ishimori, & Masahiro Arimoto
- Preparatory Study of ‘Love for One’s Home’ Education Through Learning Traditional Color Names: Knowledge of the Traditional Color Enhances its Attractiveness** 332
Shin'ya Takahashi, & Noriko Aotani
- TESI Project – Needs Analysis and New Software for People with Communication Deficiencies** 335
Gabriela-Eugenia Iacobescu

Inclusive Education of SEN Children in Nursery: Anxiety and Self-Efficacy of Childcare Professionals	338
<i>Marielle Bruyninckx, Dimitri Cauchie, Mélanie Dutrieux, & Maud Regnier</i>	
Cognitive Sciences for Academic Success of Middle School Students	341
<i>Pauline Allix, Amélie Lubin, Céline Lanoë, & Sandrine Rossi</i>	
The Impact of the Erasmus+ Program on the Internationalization of Croatian Viticulture and Enology on the Example of the Polytechnic in Požega	344
<i>Josip Mesić, Tomislav Soldo & Brankica Svitlica</i>	
Creating Civic-Minded Graduates Through Community Engagement	347
<i>Laura Landry-Meyer, Deborah G. Wooldridge, Susan Peet, & Su Yun Bae</i>	
Design your Own Lab Experiments: Project-Based Learning Approach to Teaching Chemical Principles of Engineering	350
<i>Gorka Gallastegui, Juan Jesús López, Jon Alvarez, Arrate Santaolalla, & Junkal Gutierrez</i>	
The Effect of Remedial Instruction Using Adaptive-Learning Platform on Mathematical Achievements of Seventh Graders	353
<i>Shu-Chuan Shih, Jiun-Shian Li, & Bor-Chen Kuo</i>	
Educating for Geoethics: Raising Students' Awareness and Public Engagement	355
<i>Clara Vasconcelos, Tiago Ribeiro, Maria Luísa Vasconcelos, & Alexandra Cardoso</i>	
Generation Z: Decision-Making Process of Career Choice	358
<i>Blandína Šramová</i>	
Cross-Cultural Education for International Students Who Interact with Japanese People: Practical Learning Using Role-Plays	361
<i>Sachiko Nakano</i>	
Involvement of Attention and Working Memory of Children with ADHD in School-Age	364
<i>Bibiana Regueiro, Tania Vieites, Iris Estévez, Carolina Rodríguez-Llorente, Antonio Valle, & Susana Rodríguez</i>	
Technological Changes in the Work of Accountants and Changes of Education of Accounting Students	367
<i>Cyryl Kotyla</i>	

VIRTUAL PRESENTATIONS

Teachers and Students

- Student Access to Automated Marking Tools as a Way of Improving their Comprehension** 373
David Cutting, Andrew McDowell, Neil Anderson, Angela Allen, & Matthew Collins
- Perceptions of English Language Primary School Teachers in Vietnam Towards the Implementation of English as a Medium of Instruction** 378
Duy Truong
- The Light and Shadow of Assessment Practices: Focusing on SGH in Japan** 383
Kohei Nishizuka, Baozhu Wang, & Masahiro Arimoto
- The Nature of Classroom Discourse in Pre-Service Life Sciences Teachers' Lessons in Johannesburg** 388
Lydia Mavuru
- Teachers' Occupational Work Ethic Scale in South Korea** 393
HwaChoon Park
- Is it Bad to Provide Negative Feedback to Students? The Role of Regulatory Fit: A Case from a UK University** 397
Zahra Fazeli
- Exploring the Impact of the Complexity of Cognitive Demands Associated with Curriculum Content on Student Academic Performance: A Case of Mathematics** 402
Sam Ramaila, Philemon Seloane, & Lydia Mavuru
- A Mobile EEG Study on the Neurophysiological Correlates of Oral Reading in Dyslexia** 406
Katherine Ko, Roann Ramos, & Rosalito De Guzman
- Extended Curriculum Programs as a Support Mechanism to Enhance South African Undergraduate Science Students' Academic Performance in Mathematics** 411
Sam Ramaila, Philemon Seloane, & Lydia Mavuru
- Gender Differences Between the Perceptions of Physics and Science in General Amongst Senior and Junior Students at a South African University** 416
Leelakrishna Reddy
- Questions and Science Contents Preferred by Early Childhood Education Teachers in Training** 421
Adrián Ponz Miranda, & Beatriz Carrasquer Álvarez
- Gender Differences in Physics Anxiety at a South African University** 426
Leelakrishna Reddy
- Teacher Challenges and Choice of Programming Tools for Teaching K-12 Technology and Mathematics** 431
Niklas Humble, Peter Mozelius, & Lisa Sällvin

Projects and Trends

- Promoting Learner Engagement: Measuring and Characterizing Learner Engagement Using a Collaborative Online Learning Tool** 436
Andrew McDowell, David Cutting, Angela Allen, Neil Anderson, & Matthew Collins

The Effects of Internet Use by People with and without Intellectual Disability: Student Teachers' Perspectives <i>Marcos Gómez-Puerta, & Esther Chiner</i>	440
Integrating New Literacies in an Online Learning Community <i>Sylvia Harkins</i>	445
STRATEGOI: A SPOC to Teach Ancient Greek <i>Raquel Fornieles</i>	448
Children Learning a Foreign Language by Doing and Playing <i>María Isabel Velasco Moreno</i>	453
Development of "Content-Focused Accessibility" E-Learning Material for English Learning Targeting Visually Impaired University Students <i>Chikako Ota</i>	458
Pre Service Teacher Attitudes and Self Efficacy Toward Inclusion in Kosova <i>Emirëjeta Kumnova Hoxha, Rajmonda Kurshumlia, & Blerta Perolli Shehu</i>	463
Selected Aspects in Educational Relationships <i>Lucie Flekačová, Monika Smolíková, & Dita Finková</i>	468
The Value and Difficulties of Learning with Digital Technologies among Higher Education Students in Ghana <i>Justice Kofi Armah, & Duan van der Westhuizen</i>	473
Bibliometric Review on the Education of People with Autism Spectrum Disorder Without Associated Disability <i>Paola Melero-Pérez, & Marcos Gómez-Puerta</i>	478
Robotics in the Teaching of Physics: A Project Based Approach <i>Galeno José de Sena, Leonardo Mesquita, Marco Aurélio Alvarenga Monteiro, Jorge Muniz Junior, & Alvaro de Freitas Oliveira</i>	483
Robots and Students with Autism Spectrum Disorder in the Educational Context <i>Elena Pérez Vázquez, Alba Gilabert Cerdá, Alejandro Lorenzo Lledó, Asunción Lledó Carreres, & Gonzalo Lorenzo Lledó</i>	488
The Use of Virtual Learning Environments and Achievement in Physics Content Tests <i>Mafor Penn, & Ramnarain Umesh</i>	493
Inclusion of Music Therapy as an Intervention Tool in the Therapeutic Pedagogy Classroom <i>Alba Gilabert Cerdá, Elena Pérez Vázquez, Alejandro Lorenzo Lledó, Asunción Lledó Carreres, & Gonzalo Lorenzo Lledó</i>	498
Environments of Dynamic Learning Under 3D Interactive Vision: Reconstruction of the Orbit <i>Beatriz Framiñán Aparicio, Juan Antonio Juanes Méndez, & Andrés Framiñán de Miguel</i>	503
Creating Moodboards with Digital Tools: A New Educational Approach <i>Fausto Brevi, Manuela Celi, & Flora Gaetani</i>	507
5G Technology for Augmented and Virtual Reality in Education <i>Adriano Baratè, Goffredo Haus, Luca A. Ludovico, Elena Pagani, & Nello Scarabottolo</i>	512
Comparison of Options for Supporting Socially Disadvantaged Roma Pupils within the Czech and Slovak Republic Education System <i>Lenka Haburajová Ilavská, Jaroslav Balvín, & Iva Staňková</i>	517

WORKSHOP PRESENTATIONS

Teachers and Students

**Effective Instruction in Virtual Higher Education: Ensuring Cognitive, Social,
& Teaching Presence** 525

*Sandra M. Rebeor, Michelle L. Rosser-Majors, Christine L. McMahon,
Stephanie L. Anderson, Yolanda Harper, & Laura J. Sliwinski*

Projects and Trends

Cultivating Self-Belief in Students 528

Denise Harber, & Gavin Jinks

**Smooth Transitions: Assessment and Advancement of Level 2 Writing Students
at Houston Community College** 531

Devin McCain, & Claudia Pena

AUTHOR INDEX 535

THE IMPACT OF THE ERASMUS+ PROGRAM ON THE INTERNATIONALIZATION OF CROATIAN VITICULTURE AND ENOLOGY ON THE EXAMPLE OF THE POLYTECHNIC IN POŽEGA

Josip Mesić, Tomislav Soldo, & Brankica Svitlica
Agricultural Department, Polytechnic in Požega (Croatia)

Abstract

The Polytechnic in Požega was founded in 1998. with the one of primary aim for improving winegrowing, enology and fruit production in Slavonia (Croatia). Taking into account the history and the relatively young independence of the Croatia, one of the goals of the establishment of the Polytechnic in Požega is to create an international recognition of Croatia's viticulture and enology. Nine years ago the Polytechnic received the first ERASMUS charter, which is also the first international institution project. The paper presents the importance of ERASMUS + mobility program on education and development of students social skills, teacher training and international recognition in the example of cooperation between the Polytechnic in Požega and the equivalent French wine schools. The study includes data collected from the system of ERASMUS+ program at the Polytechnic in Požega a survey of current students on professional study Viticulture – enology – pomology, students and teachers who participated in the exchange with French schools. After data processing, the positive impact of participation in the mobility program is reflected in several aspects. Better communication in a foreign language, two-way transfer of new and traditional technologies in wine and grape production between Croatian and France, more intensive participation in international wine events and professional associations, as well as dispersion of the international association of the Polytechnic in Požega with the mediation of French partner institutions. The presented data show indisputable international recognition Polytechnic in Požega in areas of viticulture and enology and therefore Croatia itself.

Keywords: ERASMUS+, viticulture and enology, Croatia.

1. Introduction

On Croatian territory are evidence of viticulture since the time of the Etruscans and Greeks which spread viticulture westward (Mirošević I Karoglan Kontić 2008). Although it has a very long tradition of grape growing and winemaking, it is necessary to take into account the fact that independent Croatia was internationally recognized at 1991. Allegations in certain wine-growing and winemaking atlases Croatia mentioned just in a group of Balkan countries (Domine, A. 2004). It is not uncommon to mention only coastal areas that are tourism-exposed, and that the continental region is completely ignored. In recent years, great efforts have been made to make Croatian winemaking recognizable on the international stage. One of the goals of the Polytechnic in Požega is to create an international recognition of Croatia's viticulture and enology. The Polytechnic in Požega was founded in 1998. Nine years ago, the Polytechnic received the first ERASMUS charter, which is also the first contact of institution with similar educational institutions in Europe.

A significant link between the Polytechnic and the French Wine Schools was done by Mrs. Corinne Samouilla (French Ministere de L'Agriculture et de L'Alimentation). The mentioned cooperation over the past three years has resulted in the inclusion of the Polytechnic in Požega on the European network of Wine Schools. Active participation in conferences and competitions The Polytechnic becomes an ambassador of Croatian viticulture and winemaking. Communication with colleagues from the European family with the aim of presenting Croatian wines has resulted with this research.

2. Objectives

The aim of the research was to present an importance of Erasmus+ program on the example of the Polytechnic in Požega in the promotion of Croatian viticulture and winemaking through partnerships with French and European educational institutions.

3. Methods

The study was performed with students involved in Erasmus+ mobility program. Besides the usual participants of exchange program we also include, students which attended the professional, international competitions that came from the collaboration of the French Ministry and the Polytechnic in Požega. The questionnaire contained the following questions that we are asked foreign students on international exchange program or in viticulture and winemaking competitions:

1. Do you know some Croatian grapevine (*Vitis vinifera* L.) varieties?
2. Do you know the three leading grapevine varieties in Croatia?
3. What is Graševina?
4. Do you know some vine growing areas in Croatia?
5. Where is Slavonia?
6. How are labeled wines in Croatia?
7. Did you taste any wine from Croatia?

The data were collected in the population of students from the wine school of Europe. The study also includes students from French wine schools who have been studying at the Polytechnic in Požega. All students are ages 18 to 25. The research has been conducted over the last three years.

4. Discussion

Research results suggest that colleagues from Europe have very little knowledge of the Croatian wine scene. The exception is neighboring countries such as Slovenia, Hungary and the northern part of Italy. First of all it should be noted that the study included mostly younger people, mostly aged between 18 and 20 years. Students do not know the most common wine varieties in Croatia (Graševina, Malvazija Istarska I Plavac mali). This is particularly important because the names of wines in Croatia are equal with names of grape varieties. Graševina, which is the most widely planted grape variety, is cultivated under different synonyms in the Danube Basin (Germany, Austria, Hungary, Slovenia, Serbia, Romania), and is not related to one of the synonyms of the variety. This indicates that Graševina wines are completely unknown to students from Europe. Graševina wines become interesting especially if we are presented as domestic grape variety of Croatia. Although Croatia is a small country area of wine growing is a very diverse. All wine-growing areas in the world are divided on the basis of the sum of effective temperatures. Of the five zones in Croatia we find four (B, C1, C2 and C3) (Maletić I sur. 2003). There is little known fact that two of the three types of climate are represented in Croatia both the Mediterranean and the Continental. The largest and most important wine sub-region, Slavonia is completely unknown and is often mixed with Slovenia or Slovakia.

Wine quality marks on labels are completely unknown since they are specific for the Republic of Croatia and Slovenia. The students of Slovenia still have more knowledge of Croatia's wine compared to other students thanks to the historical connection with Croatia

As the data collection was done in English, the research has also had a positive impact on the international affirmation of students of the Polytechnic in Požega.

5. Conclusions

Although the results indicate the currently weak recognition of Croatia as wine country, it is worth inclusion Polytechnic in Požega in international, professional associations. On this way the promotion of Croatian wine-growing areas, wine grape varieties and wines gives a significant contribution to Croatia's viticulture. The Polytechnic in Požega is currently the only Croatian representative in the European network of Wine Schools with the aim of including new institutions in the network, primarily a related professional study in Poreč. We will continue to research and promote Croatian wines during 2019 at student competitions in Paris and Schengen.

References

- Domine, A. (2004). Wine. Konigswinter, Konemann
- Johnson, H. I Robinson, J. (2013). The world atlas of Wine 7th edition. London, Octopus publishing group LTD
- Maletić, E., Karoglan Kontić, J., Pejić, I. (2003). Vinova loza ampelografija ekologija oplemenjivanje. Zagreb, Školska knjiga
- Mirošević, N. and Karoglan Kontić, J. (2008). Vinogradarstvo. Zagreb: Nakladni zavod Globus
- Mirošević, N. i suradnici (2008). Atlas hrvatskog vinogradarstva i vinarstva. Zagreb, Golden marketing tehnička knjiga
- Robinson, J., Harding, J. and Vouillamoz, J. (2012). Wine Grapes A complete guide to 1368 wine varieties, including their origins and flavours. United Kingdom, Penguin group.