

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

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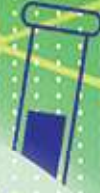
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A

$$E=MC^2$$



B



C



**EDUCATION
AND NEW
DEVELOPMENTS**

2019

VOLUME I

**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

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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

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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>

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

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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.

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