



*The Development of Teacher Education  
in the Countries of Central and South-  
Eastern Europe*

INTERNATIONAL SCIENTIFIC CONFERENCE  
Maribor, 11–13 October 2012.

**BOOK OF ABSTRACTS**



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## **The Development and Prospects of Teacher Education in Croatia**

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The beginnings of organized teacher training in the Croatian are associated with the introduction of state school legislation during the Habsburg Monarchy during the 1770-ies. Until the mid-19th century teachers were educated using the normal school/pedagogical courses within normal and major schools as well as small Gymnasiums. With the establishing of a two-year Teacher Training Course in Zagreb (1849), which is the first State Teachers College, the process of an institutional education of teachers in Croatia begins. From the mid-19th century up to 1918 the teachers' education in the Kingdoms of Croatia and Slavonia, as constituents of the Hungarian part of the Monarchy, was regulated in terms of an autonomous school law from 1874 and 1888. In Dalmatia and Istria, together with the Military Frontier until the annexation to the civic Croatia as components of the Austrian part of the monarchy, the education of teachers was regulated by provincial school regulations, pursuant to the Austrian school law from 1869. The dominance of Herbart's pedagogical heritage, which was consistently advocated by Stjepan Basariček - the author of pedagogical textbooks used in teacher training schools, could not influence the flow of the educational reform of the European fin de siècle.

A pedagogical twist, in the form of a didactic - methodological renewal based on the principles of mobility of a working school, occurred between two world wars. Croatia was part of the Kingdom of Serbs/Croats/Slovenians (SHS), in other words the Kingdom of Yugoslavia, which enforces a centralist educational policy. Teachers' education is mostly influenced by the forming of the Higher Pedagogic School in Zagreb (1919), which provided the option of continuing one's education after completing normal schools.

During the 1960/1961 school year, as part of the ideological Federal National Republic of Yugoslavia, the last generation of students enrol in the five-years long teacher high-school program. The gates to the long desired academic community are now open to teachers by the introduction of a two-year long study program, defined by the Pedagogic Academy Law (1960). A four-year classroom teachers' study program is introduced in Croatia in 1992. From the academic year 2005-2006, with the reform of higher education in accordance with the Bologna process in Croatia, a five-year long teacher education study program is being introduced within the integrated undergraduate and graduate teachers' education program, together with the opportunity for a scientific postgraduate education.

The recent development of modern society is the cause for the biggest and most important changes in the education of teachers. The focus on training, but also of the initial education of teachers, is now increasingly being transferred from specialized educational institutions to the

different ways of their formal, non-formal and informal ways of learning within the modern knowledge society, in which the teacher is an active co-creator of his or her own education. The focus is now re-directed from the control of the education process, ie, teacher training, to the measurement of learning outcomes and competencies that a teacher has, regardless of the process of their acquisition.

### **Pedagogical Education of the Teachers' Body in Bulgaria (1878-1944)**

Albena Chavdarova

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After the Liberation in 1878, teachers in Bulgaria were trained in a centralized way, in regard to the different degrees of the Educational system, which is regulated and unified both on organizational and contextual level, through the various legislation Acts.

The elementary school teachers received their education in secondary schools for girls or in boys' pedagogical schools with five-year course of study, after finishing their primary school, which was with duration of seven years. Despite the same duration of schools for boys and for girls, there were differences in the study plans and schedules.

After the introduction of the middle school in 1909 (three years after introducing the elementary one), the teachers' training for this institution was carried out in the so-called Teachers institutes. The duration of the studies there was two years, after taking a final exam.

The High school teachers studied in the University, founded in 1888, nonetheless their pedagogical training was not mandatory. Despite of the fact that with a legislation act, from 1911, was regulated, that all candidates for a High school teaching position must have a teaching degree. Later in 1921, the mandatory pedagogical, didactical and methodical training, in a University, for all candidates for a teaching position in High school institutions was introduced.

The pedagogical training of teachers, despite the educational degree, they were preparing for, was regulated through various normative documents. In its core the teachers' training in Bulgaria was influenced by the so called Herbartian method of instruction, which was realized in two directions – theoretical and practical with their respective time schedules and study disciplines, corresponding to the types of institutions, which prepare the candidates. The theoretical training involved primarily acquiring skills in the field of Pedagogy and its subsidiary sciences (Psychology, Logics, Ethics and others). The practical training on the other hand involved – hosting training, practice lessons and conference meetings. In addition, model (experienced, basic) schools were formed in every educational institution, preparing school teachers, which is also “Herbartian” patent.

Formed in this manner the pedagogical training of teachers was carried out till The First World War. After that, despite some altering in the model, certain “Herbartian” components, mainly in contextual aspect, remain till 1944.

Regardless of certain weaknesses, the pedagogical education in Bulgaria in the Post Liberation period is built expediently and in accordance with the established European practice, for which to great extent contributed precisely the “Herbartian model”. Nevertheless it was only partially applied, as it was conformable to the conditions in Bulgaria, it still played a positive role in the organization and systematization of the theoretical and practical Pedagogical training of future school teachers.

## **Shifting Approaches to English Language Teaching: The Slovenian Context**

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Both prior to and since declaring independence in 1991, foreign language learning has been an integral part of the Slovene education system. First foreign languages become compulsory from year 4 onwards (age of 9), while English or German is an obligatory subject at secondary school. The figures suggest that in recent years, in line with much of the rest of Europe and indeed the world, the majority of school pupils are opting to learn English. This article seeks to present an overview of English language learning and teaching in the Slovene context by first outlining and then attempting to assess the impact of four major developmental shifts in approaches to teaching which have taken place in the post-independence years (some of which are an almost direct result of implementing Council of Europe language policy). The first key shift is the rise of the communicative approach, which has begun to predominate in language teaching circles, moving classrooms away from the more traditional grammar based teaching methods to a situation in which learners are required to prioritise the four skills (reading, writing, speaking and listening). Hand in hand with the increased focus on communication is the ever-growing need for authenticity in language learning, reflecting the belief that the language classroom should be connected to the »real world«, and heavily influencing the materials, tasks and activities employed by EFL practitioners. The third element the article explores is that of the intercultural aspect of language learning, a need which has grown with the increasingly mobile nature of the world in which we live (whether we encounter other cultures through travel abroad, exchange students in our home countries, or through on-line communication). The last element is perhaps the most far-reaching and has been encapsulated in the Bologna reforms: the notions of life-long learning and self-learning; the idea that learning should not be confined to within the classroom walls. The article ends with some thoughts on the future of language learning in the Slovene education system.

Key words: Slovenian education system, English language learning, communicative approach, authenticity, intercultural classroom, Bologna reforms.

## **Teachers' (Advanced) Training Making Headlines: Some Unorganized Thoughts about Public Denouncements of Teaching Staff**

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The education and training of teachers, their professional and pedagogic competences are regularly scrutinized in public. Recently, comparative OECD-studies that determine precisely how many teaching lessons Austrian teachers are in fact present in class for—divided into different school types—have become increasingly effective. Especially after the summer break one often discovers the length of vacation as a particular stumbling block, and suggestions of how teachers could use this time in an effective way, are very innovative.

This paper offers a short overview of the current debates on the education of teachers in Austria which—hand in hand with the introduction of the “Neue Mittelschule”—intends to shake up the existing structure and the division of labour between diverse institutions educating teachers (PH, colleges of higher education and universities). This paper aims to clarify the question of what kind of problems and difficulties need to be overcome and where alleged and real improvements of the so-called „Lehrerbildung Neu“ lie. A substantiated inquiry is not intended, nor is it possible to do so. However, I intend to present some thought-provoking impulses into different directions. Hereby, opinions, prejudices and expectations in the most important fields such as research, practical orientation and technical didactics must be questioned, bound with singular institutions of the education of teachers.

In particular, I question if, the dichotomous assessment, in regard to the general pedagogic and didactic insights, can be maintained in the designated way. Which educational-political considerations are connected with the reform of teachers’ education? What reasons are listed, and how plausible are they?

In part two, I will illuminate some public debates regarding the reputation of the teacher’s profession as well as the educational expectations, that are directed at this profession. Thereby, public interest is often focused on a one-sided blaming of the schools and the teaching staff for the given deficiency in education.

Generally, one does not ask if the schools are able to deal with such deficiencies. Along the way one realizes that the correlation between lessons and consulting hours is anything but exemplary and that psychological services in schools, for years now, have been notoriously understaffed. Objective and professional basic conditions are only marginally of interest, if one intends to criticise the attitude of teachers and their professionalism. It promotes public accusations and reproduces prejudices with regard to female and male teachers.

### **The development of Teacher Training in Kosovo**

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Teacher education and training for work with children and youth has always presented itself as a significant challenge for any society. This component is intertwined with the social and economic development and with the societal needs for quality teaching staff, who will be responsible for the education and upbringing of the coming generations.

Teacher education in Kosovo is of a more recent time. It is connected with the establishment of the Higher Normal School in 1945 and continues with the opening Higher Pedagogical School in Prishtina in 1958. Teacher education will not be offered in university studies before nineteen-eighties. In 1997 the Faculty of Teach was opened and only in November 2002 Kosovo established its Faculty of Education.

To experts and education policy makers it was always easier to engage and carry out institution building than meeting the program and development aspects. The latter because it has to do with length of studies, time allocation and representation of study fields, achieving the educational, professional and practical competence, etc. In order to meet its specific situation and needs of the practicing teachers, Kosovo has brought closer together in-service and pre-service provision by organizing an in-service Program for Qualification of Teachers with two-year qualifications from former pedagogic schools. At the same time, Kosovo has started

putting more weight on in-service provision by organizing Offices for in-service training in teacher education faculties.

### **Education of Foreign Language Teachers under the Influence of 'soft' Policy in Slovenia**

Brigita Kacjan, Saša Jazbec  
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Learning foreign languages has a long-lasting tradition in Slovenia. In addition to the concern and awareness of strengthening and nurturing Slovene, which is the native language of the majority of Slovenes or according to the current statistical data 83.06% and with the exception of bilingual areas the only official language in the independent Republic of Slovenia, diachronically speaking, different languages turn up and are taught in schools as foreign languages. The relevance of a language as a foreign language in schools consequently indicates the need for the profile of adequately trained teachers for teaching this particular language.

The criteria for a foreign language to become a subject in a school in Slovenia are not directly specified. They are the result of 'soft' policy, which has been influenced by cultural-historical circumstances and current political or linguistic political trends and guidelines.

Based on statistical information about which languages have appeared in the school curricula in Slovenia from the 1960s to the present day, the paper will demonstrate which teachers or teachers of which foreign language were desirable and required for successful work within a certain period.

Teachers of Russian as a foreign language were in demand in the 1950s and 1960s, but this soon changed significantly. Among others, Serbo-Croatian was a compulsory subject in primary schools in Slovenia in 1980s, but it was not long before the teachers of this language were out of work due to political trends. It is interesting to note that the teachers of English as a foreign language are a kind of a regular feature in Slovenian schools, not just today but in the past as well. However, this cannot be said for the teachers of German. Even though in the past they had an important status among teachers of foreign languages in Slovenian schools - in Slovenia's history German was not only a foreign language, like all the others, but it was the official language in schools in a given period - and were, quantitatively speaking, a strong presence, this image is now radically changing. German and the teachers of German are getting the status of a second language, despite historical, cultural and political, regional, economic integration of German in the lives of people in Slovenia, and thereby substantially smaller representation in schools. In recent years, the demand for Spanish teachers increased greatly. Spanish is a very fashionable and preferred language among young people in Slovenia, but the problem is that didactically and methodologically speaking learning Spanish as a foreign language in Slovenia is only at the very beginning.

The implied trends of learning a certain foreign language and, consequently, the need for an appropriate profile of teachers demonstrate an extremely interesting and debatable topic in the light of 'soft' policy.



## **Formation and Institutionalisation of (Womens') Teachers Education during the Second Half of the 19. Century in the Czech lands**

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The aim of the paper is to reconstruct changes in the teaching profession and teacher education in the second half of the 19th century in the Czech lands, in the context of the Habsburg monarchy.

This paper will address in particular discursive changes that allow the professionalization of the teaching profession, through institutional support. Attention will be given to the important issue of penetration of women in the teaching profession, the effects of which are evident to this day as the feminization of teaching.

Changes will be reconstructed on the basis of the dominant changes of (educational) discourse. The teaching profession was determined by the social dominant discourse, ie the division of social spheres on the public-male and private-female sphere. In this concept of bipolarity can be seen also in education, which was divided into formal (institutionalized leading to the profession) and informal (leading to social role). Distribution of social spheres in the 19th century, to some extent, had a great influence on matters of education and training, which was inherently designed only to men. Teaching profession was until the second half of the 19th century prerogative of men. This can be seen in a double-tracking training, which was determined by a different preparation for elementary and secondary education. Preparing teachers for elementary education was associated with the emergence of the state system of "Theresian" education, as preparation for secondary education in the Czech lands tradition date back to the Middle Ages, associated with a university education.

Changes of dominant social discourse in the 60th of the 19 century disrupted the traditional concept of women's roles and also increased the demand for girls' education. As a result of growing private girls' high schools, also increased the demand for qualified female teachers. Teachers' profession was also the first socially tolerated professions that women could perform. In response to changes can be perceived issue in Hasner school act that reflect current needs. After 1869, it was permitted to study teaching both for boys and girls. In this paper, attention will be paid to the expansion of the institutionalization of teacher training institutes (Učitel'ský ústav) both for girls and boys in the context of social discourse.

## **Teachers' Education and Training Reforms in the Czech lands – Historical Context and Current Issues**

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The paper deals with basic historical milestones and current issues of teachers' education and training through the glasses of current pedagogical discussion in the Czech Republic.

In the first place attention is paid to the two pillars in development of teachers' education and training. It is the law of enlightenment spirit from the year 1774 prepared by an important representative of the German philanthropy J. I. Felbiger. On one hand this new law-based standard meant brought new style of education in the monarchy, but also "state control" over education and training of teachers. The second milestone is the year 1869 when so-called

Hasner educational act was brought to life in the Czech and Austrian monarchy. It led to reforms of education, professionalization of teachers' profession and also to improvement of education and training of teachers.

Paper also deals with the topic of education and training of high school teacher, which took place at universities. Discussion concerning teachers' education and training in context of development of university education is analysed. In conclusion of the historical part the attention is given to efforts to reform education and training of teachers in the first half of the 20th century and to radical changes of teachers' education and training from 1948 to 1989, which were due to the political situation in the country.

The second part of the paper is dedicated to current issues of teachers' education and training. Attention is focused on the problem of dividing of five year branch of study to the system of three years of bachelor and other two years of master study, formulation of a standard of teaching profession, defining competences of teachers, and system of accreditation of teachers' education and training at Czech universities.

## **Historical Overview of E-learning in Educational Study Programs in Slovenia**

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It was a long journey from first application of computer in education to ICIT (Information Communication and Interactive Technology) augmented learning. Many phases were identified, analysed, tested and adopted or rejected. E-learning is today almost outdated concept since "e" should be dismissed by comprehension of many scholars and educational researchers. There is no practical learning paradigm without ICT today therefore "e" is not needed anymore - learning actually means e-learning.

The past decade was all about E-learning. We have specified different types of learning materials, made experiments with the learning materials, and even prepare the guidelines for the development of the E-learning materials. Initial hopes that E-learning materials would free the teachers from their non-creative work have vanished. The production requires time and knowledge far beyond the average teacher. E-learning become blended-learning and M-learning where it merely provide supplement to the traditional educational processes. Too many so called "e-learning" materials are below the quality of textbooks. The transitions of educational institutions to the e-learning were led by enthusiasts who produced high quality learning material. To produce the large quantity of E-learning material the support teams are needed. The support teams need producers, equipment, and primarily budget. Since there are no funds in the existing educational institution the progress becomes slow and in some cases it even stopped.

In the article we will present the evolution of the e-learning in the educational study programs at the University of Maribor and contemporary achievements.

## **Development of Teacher Education in Macedonia**

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The article examines the development of teacher education in Macedonia since its beginnings in the middle of the 19 century up to recent days. The analysis is focused on the main characteristics of teacher education in each of the several historical stages: 19 century, the period between the two world wars, the period after the Second World War and the period after 1991 when the Republic of Macedonia became an independent state.

The roots of teacher education in Macedonia are to be found in the period of enlightenment in the mid-19 century, when Macedonia was part of the Ottoman Empire. During this period the first schools for elementary school teachers were founded, with the aim of providing predominantly general and religious education.

In the period between the two world wars, when Macedonia became a part of the Kingdom of Serbs, Croats and Slovenians, the teacher education was very poorly developed. Only two secondary schools for elementary school teachers existed and the education they provided was increasing progressively from 3 to 4 and 5 years. The teachers' work in these schools was based on the principles of the Herbart's pedagogy.

After the Second World War the institutional system of elementary and secondary school teacher education was established with a purpose to increase the number of students and teachers. Hence, during the 50-year period of socialist development of Macedonia within the Yugoslav Federation the system of teacher education gradually expanded and extended in duration and level of training: from four-year teacher training secondary schools through two-year post-secondary teacher training colleges, later renamed in Pedagogical Academies, to four-year Pedagogical Faculties.

In the last stage of the twenty-year development of the Republic of Macedonia as an independent state, teacher education is one of the key priorities of the educational reform. The main attention is focused on professionalization of teacher's job and improving the quality of teacher initial education and professional development.

## **A History of Teacher Training in Hungary from 1775 to 1945**

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The reform of teacher's training as a part of the Bologna process of the higher education however aims to transform the historically shaped pattern of teachers' training model, that followed the patterns of the European trends that were formed inbetween the beginning of 19th century and the middle of 20th century - with some time-lag of course in the different regions. My lecture focuses on this very complex process and analyses the development of teacher training in Hungary in the events of the late 18th and first part of 20th century. This process passed off under the influence of the national traditions as well as the central European tendencies. In the centre of my lecture stand those elements of the progression of teachers' profession in which the two different professional knowledge (elementary and secondary school teachers') was formed.

## **Teacher Training in Italy from Joseph II to Nowadays Reform: Milestones of a Path**

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The first Normal school was opened in Milan in 1786 by Joseph II. Through Lombardy, the reformed Normal method spread in the peninsula, particularly in Napoleonic Age. During the Restoration the Habsburg law deepened teacher training, thanks to Milde's pedagogy and the strictness of exams. The Austrian model, in spite of political conflicts, influenced also Piedmont and therefore the Italian school law (Casati law, 1859) which was influenced by France as well. After the unification (1861) the newly born Italian State had to fight against illiteracy, hence decided to have many teachers, rapidly prepared, rather than few but good ones. Teacher training was short and the school (Scuola Normale) was chosen by poor pupils, since the social status and salary were poor. Whereas in Napoleonic Age the majority of teachers were priests, in Habsburg Lombardy and then in Italy the job of school teacher became a job for laymen, and more and more for women. The Liberal governments entrusted teachers with the cultural and political mission of educating the Italians to patriotic and bourgeois values (Savoy monarchy, Italy, self-help, hygiene, etc.). The contrast with the Church influenced this process. The leading pedagogy was the Positivistic one. Priests and nuns taught in Catholic private schools.

In the XX century, feminization (linked to the lower salary that the Casati law prescribed for women, but also linked to the chance of emancipation that teaching could grant a woman) was completed, but the few men were the leaders of the battles to obtain better economic conditions. Teachers training had got better and teachers were conscious of their role and value: they had set up magazines and associations and in 1901 the first national teacher union was founded by Luigi Credaro, professor of education and follower of Herbart. But teacher training changed with Giovanni Gentile's Reform (1923). The Idealistic philosopher abolished the teaching practice, but deepened the culture of teachers, introducing Latin and reforming the Scuola Normale, renamed Istituto magistrale. In 1935 he opened the Teaching Faculty. He also granted to Catholic schools the legal value of their certificates, so far not recognized by the Liberal governments. The Fascist Regime heavily conditioned elementary school and teacher training.

The Republican Italy had difficulties in reforming the school. The great demand for a reform did not end up in a law. The minister of Education was long held by Catholic politicians and the contrast with the Communist party hindered the reforms. Dewey's pedagogy and Activism entered in Italy, reshaped by communists or catholic educationalists. In 1969 the Istituto Magistrale was given a 5th year, and since 1998 future teachers have to enroll at the Faculty of Educational Sciences for a 4 years degree, since 2011 5 years degree.

## **The Development of Private Female Teacher Training Institutions in Slovenia**

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The aim of this paper is to reconstruct the origins and development of teacher training in private schools in Slovenia. The introduction presents certain dilemmas in the delineation of public and private education, which is fundamentally a problem concerning the relationship between church and state and the defining of their influence on upbringing and education. An

important but often neglected element of this issue is that of the private interests of families. Until 1918 Slovenia was part of the Austro-Hungarian monarchy and the development of the legislature was therefore common. The public school system here began to take shape around the end of the 18th century, when alongside the first Austrian primary school legislation from 1774 the training of teachers was also legalised. Although this law and the subsequent law from 1805 demanded that all teachers who wished to teach outwith the public school system successfully complete a so-called teaching course, in other words, hold a state-issued certificate attesting to their pedagogical competence, the church had such far-reaching power in schooling that they felt no need to create their own teacher training institutions. In the year of revolution, 1848, the church was stripped of its dominance in the area of secondary school (classical high) education and with the 1850 Provisorische Gesetz über den Privatunterricht (Provisional Education Act on Private Education), was forced to begin founding its own classical high schools, although primary school education and teacher training remained unchanged. With the act of 1855 the power of the church strengthened further. The transformation began with the acceptance of the liberal 1869 Reichsvolksschulgesetz (State Law on Primary Education), which limited the power of the church in schooling. This law (besides primary schools) legally regulated the setting up and running of private teacher training institutions.

In Slovenia, on the basis of this law, (pre WWI) four state teacher training institutions were created (two for men; two for women) and three private all-female private teacher training colleges opened, which were run by Catholic nuns. During the Austro-Hungarian reign, the legislation allowed for the setting up of private schools, although they were neither particularly encouraged nor supported. Attitudes to private schools changed after 1929, as the Kingdom of Yugoslavia legislation defined primary schools and teacher training colleges as state schools. The setting up of new private schools was no longer allowed, while existing private schools were able to continue operating although they had to conform to public school legislation.

The occupying forces during the second world war withdrew permission for the functioning of private schools, and the post-war socialist government did not allow for their reintroduction.

The abstract concludes with some considerations on the overall impact private confessional teacher training had in Slovenia and on the point of reviving this type of tradition.

### **From the Enlightenment to Philanthropinism in the Pedagogical Thought of the Romanians from Transylvania, the Banat and Hungary (1776-1848)**

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The conquest of Hungary, Transylvania and the Banat by the Habsburgs in the early eighteenth century facilitated the entry of these territories in the European circuit of values, which was marked, at that time, by the spirit of the Aufklärung. Located on the border of the Habsburg Empire, in the vicinity of the Ottoman Empire, the new provinces received increased attention from the Court of Vienna, which was reflected in a genuine reformist program that was true to the Enlightenment spirit and was enforced in all the spheres of political, economic, military and cultural life. Education represented one of the key areas that the Court of Vienna supported and promoted in these provinces in the form of an

unprecedented educational program for the spread of literacy. This process was accompanied by a great pedagogical literature, of prevalently German inspiration, which evolved during the second half of the eighteenth century and the first half of the nineteenth century from mere teaching methods or didactics to veritable treatises on education.

Alongside the pedagogy of the Aufklärung, Philanthropinism was one of the pedagogical conceptions that decisively influenced the thought and the literature in the domain of education for the Romanians in Transylvania, the Banat and Hungary. We are dealing here with a large corpus of pedagogical writings that define and uphold an open conception of education. This conception gradually evolved, over the course of a century, from a pragmatic, utilitarian sense, specific to the schools, to a broad perspective on the necessary role of human perfectibility through education and culture. Developed by the Enlightenment generation, this conception set the rationalist, moral and religious foundations of education in accordance with the European outlook and spirit of the time. It thus shows the manner in which the Enlightenment ideology was assimilated by the Romanian intelligentsia in the domain of education too. Progressively formulated, the project of culturalisation was perfected during the first half of the nineteenth century, when phenomena of translation from the individual to the community and from education through school to education through culture, conceived in a national sense, visibly occurred.

Besides its educational-culturalising dimension, the Romanian didactic-pedagogical literature of Philanthropinist extraction contributed to the emergence of modern pedagogy and to its consolidation as an autonomous scholarly undertaking at that time.

### **The Emotional Self of the Educator – a Neglected Aspect of Teacher Training**

Ehrenhard Skiera

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The emotional self of the educator is one of the stepchildren of pedagogy. The focus on the training of instrumental-technical and behavioural aspects of teaching and learning have weakened the attention on the intrapsychic processes of the teaching-learning situations. Nevertheless, the emotional self of the teacher appeared in literature for centuries, mostly in the form of the teacher who excessively, abusively or thoughtlessly misuses his position, for example, in “The Praise of Folly” (Erasmus of Rotterdam, 1511).

It had certainly taken several centuries - besides the incessant appeals to the humanization of education and schooling started with Erasmus - since the psychological structures of teaching could be more narrowly investigated. The development of psychoanalysis and psychoanalytic approaches of education during the 20th Century allowed a closer look on the psychological dynamics of the teacher-student relationship. The term “transference” was found to be pivotal: transference refers to the realization that (as in the psychoanalytic therapy) moments do happen in pedagogical relations where communication is burdened by transferring our unconscious fears/longings/prejudices/aggressions. This process is entirely mutual: also the student/pupil tends to transference.

Despite a few approaches in teacher education and in spite of Theodor W. Adorno’s haunting plea for a psychoanalytically enlightened “training and self-reflection” in 1965, appropriate efforts are not generally accepted. The reasons are various and complex. In addition to the above indicated, a certain intrapsychic resistance might play a role, since serious reflection of one self’s own transferring feelings and attitudes, can be a painful psychic process. It is also

difficult to realize a “safe space of confidence” in institutional contexts, where experiencing the own self can be accomplished without any external pressure.

So we should continue looking for ways to bring psychoanalytic knowledge - or, in general, psychodynamic views and modes of experience - into the training of educators and teachers. My approach “reflexive self-awareness” (see: [www.reflexive-selbsterfahrung.de](http://www.reflexive-selbsterfahrung.de)) has that purpose. It’s about certain individual, partner and group exercises and their reflection, with the goal to deepen the relationship with oneself, to others, and to nature in the process. That may be one way to realize that the other is indeed a different person than myself. As a result, a sense of the importance of stressful transference is developed. This is vital if we do not want others suffering because of our unconscious transferring beliefs.

### **The Position of Teachers in Bosnia and Herzegovina during the Austro-Hungarian Monarchy**

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When Bosnia and Herzegovina became a part of the Austrian-Hungarian Monarchy, its population was almost completely illiterate. Therefore, the new authority started to open elementary schools gradually, because of the problems with local population of different religious. The lack of teachers was evident. Seven schools for teacher’s education were opened in Sarajevo, Mostar, Banja Luka and other places in BiH in this period of time (1878-1918). First teachers were officers, then teachers from the Monarchy and later on local people who finished schools in Zagreb, Belgrade, Wien, Graz, Prague and Pesta.

Position of teachers during the rule of the Austrian-Hungarian Monarchy was not encouraging. Teachers were supposed to be experts in many fields and had so many obligations and duties, but still they were not considered as the state employees. They asked to be equal with them, but the authority denied their requests. Therefore, material position of teachers was not very good. They had low salaries and were sent to distant villages to be teachers there. They needed to have knowledge related to agriculture in order to support peasants and to modernize their work. Female teachers were in a worse position because of the legal regulation that prohibited their rights to get married. They could be married only to their colleagues, but their salaries would be smaller. This was relevant to all parts of the Monarchy. Nevertheless, teachers succeeded in their human task educating children and fighting for the better future. Schools that were built and functioned in this period proved their strength and stubbornness. Teachers were those who founded teachers’ associations in order to improve their own position. They also edited magazines writing down about their professional position and asking for their rights and better working conditions.

## **Teacher Training Colleges in Discussions on Political Catholicism and Liberalism in Slovenia in the Early 20th Century**

Branko Šuštar

Slovenian School Museum, Slovenia

The education of teachers and teacher training colleges as an important part of the shaping of current and future education were an interesting topic of discussion on both the Liberal and the Catholic (Clerical) sides in Slovenian lands, especially in Carniola (Kranjska). Articles on this subject appeared in both educational (Učiteljski tovariš, Popotnik, Slovenski učitelj) and political newspapers, it was talked about at the meetings of teachers' associations and at political gatherings. The Catholic side was worried by the prevailing Liberal orientation of teachers from the late 19th century onwards, as well as the prevalence of Liberal teachers in the state teacher training colleges and consequently most of the students also became Liberals. The Catholic side strove for Catholic teacher training colleges, but only certain colleges for women led by nuns (Ursuline nuns in Ljubljana and later in Škofja Loka and School sisters in Maribor) fell into this category. The Slovenian Liberals were afraid of the political influence of Catholic schools in general and in particular of Catholic teacher training colleges. The debate took place alongside the permanent problems of underpaid teachers and ideological and political conflicts between political Catholicism, which after 1908 had political power in central Slovenia (Carniola/Kranjska), and Liberalism, which held majority support among the teachers.

## **The Development of Institutional Education of Primary School Teachers in Serbia from 1778 to 1941.**

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In the 18th century Serbs lived on the territory of two kingdoms, The Habsburg Monarchy and the Ottoman Empire. The courses for teachers that were organized in Sombor, on the territory of former Habsburg Monarchy, by Avram Mrazović from 1778 to 1811, under the name of Norma, were considered as the first institutional form of education of Serbian primary teachers. The next phase in the development of education of Serbian teachers started in 1812, when in Saint Andrea (Hungary) a two-year Preparandija was opened, which was moved to Sombor in 1816. In 1871 it was extended to three years, in 1893 to four years and in 1896 two separated sections, a male and a female, were formed.

The population of Serbia which was under the Turkish occupation from the 15th century did not have organized schooling. Due to the Edict from 1830, the Principality of Serbia gained a status of vassal state, with a right to organize independent schooling. In the first half of the 19th century among the teachers educated in the Principality of Serbia, the most qualified were those who graduated from the Seminary.

The first Teacher Training College in the Principality of Serbia was founded in Kragujevac in 1871, as a three-year school. The school was extended to four years in 1877. In 1886 the duration of the education was reduced to three years, but in 1896 it was again extended to four years. The school moved several times: it was founded in Kragujevac, moved to Belgrade in 1877 and again to Aleksinac in 1898. The total number of teachers who graduated from the first Teacher Training College up to the beginning of World War I was 1564.



In 1881 one more Teacher Training College for Boys was founded in Nis, which was abolished in 1894. However, in 1898 the Teacher Training College for Boys was opened in Jagodina, and in 1910 so-called "mixed" Teacher Training College in Negotin.

The education of female teachers in the Principality of Serbia started with the founding of Higher School for Girls in Belgrade in 1863. It was established as a three-year secondary school, and in 1866 it was extended to four years, in 1875 to five and in 1886 to six years. In 1891 one more Higher School for Girls was opened in Kragujevac. The transformation of higher schools for girls to teacher training colleges for girls happened in 1900/1903. Those schools worked after the curriculum of teacher training colleges for boys and up to the beginning of Balkan Wars in 1912 gave about 600 female teachers.

After World War I teacher training colleges were restored and new ones were opened. While in the 19th century the Serbian society had problem of not having enough educated teachers, a number of teacher training colleges multiplied between two World Wars to 12 colleges in Serbia. In order to coordinate the work of teacher training colleges in the Kingdom of Yugoslavia, a Law on Teacher Training Colleges was passed in 1929, which defined the duration of teachers' education to five years. In 1931 a new curriculum was issued.

In the period we deal with, the curriculum of teachers' education changed quite often. Changes were done in the direction of enrichment of pedagogical and general education. Let us stress that in the 19th century professors of pedagogy at the teacher training colleges in Serbia were educated at the European universities, in the spirit of Herbart's pedagogy. At the turn of two centuries, the pedagogues were educated in the spirit of so-called working schools and experimental pedagogy. Between two World Wars the pedagogues of different pedagogical orientations were present, like cultural pedagogy, so-called real pedagogy and others.

## **An Overview of the History of Teacher Education in Montenegro**

Vučina Zorić

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The system of vocational training, education and professional development of teachers in Montenegro was first established in the early seventies of the nineteenth century. During this period the number of primary schools increased, secondary schools and other educational institutions were set up and necessary school regulations were established. A series of laws and regulations were brought in order to regulate a variety of issues related to the practice as well as the education of teachers.

The origins of teacher education can be traced back to the Interim Seminary which existed during 1863 in Cetinje. More serious and more professional work was carried out in the Seminary (1869-1876), and finally a more solid system of education was established in the Theological and School for Teachers (1887-1916). This is where priests and teachers, who played the most important enlightening role in the Montenegrin society, were trained. Equally significant is the work of Empress Maria's Girls' Institute in Cetinje (1869-1913). This was the first female high school in Montenegro and the Balkans and probably the most famous South Slavic School of the time. The Seminary and Empress Maria's Girls' Institute received expert and financial aid from Russia in the course of its establishment and later work. In addition to educational goals, these two institutions had political goals, i.e. the Russian and the Montenegrin courts hoped that by educating young girls they would make a stronger

impact on the awareness of the Slavic nations in the Southern Balkans under the Austro-Hungarian and Ottoman domination.

Following the liberation of Metohija, Montenegrin government set up a Teachers School in Pec (1913-1915), which was later relocated to Danilovgrad. Until the First World War a significant number of teachers were trained abroad and the problems arose in the provision of teaching staff. This was caused by an increased demand, but also by the occurrence of the brain drain. It is necessary to point out the great efforts made by the state and the individuals in power in the organization of professional development of teachers and the commitment of teachers themselves to self-education and training.

Between the two world wars, teachers were educated in schools in Danilovgrad (1919-1929), Cetinje (1922-1941), Berane (1919-1929) and Herceg Novi (1925-1941). After World War II, future teachers went to teacher training schools in Berane (1949-1954), Andrijevisa (1953-1961) and Herceg Novi (1945-1948) which was later moved to Niksic.

The first two-year university program in Montenegro was established in 1947. This was The Pedagogical College at Cetinje which had several departments where future teachers were educated at subjects taught in the seven-year and eight-year elementary schools. The fusion of the Teachers' school from Niksic and the Pedagogical College from Cetinje resulted in the production of The College of Education in Niksic in 1963, which in 1977 was transformed into the Faculty of Education and in 1988 was renamed the Faculty of Philosophy. In the academic year 1993/94 the two-year teacher training course was transformed into a four-year program. Since 2004 teacher training has also been implemented at the independent Program for Teacher Education in the Albanian Language in Podgorica and since 2005 at the Teacher Training Program in Berane.

From academic year 2003/2004 the studying at the University of Montenegro has at almost all university units been organized in accordance with the Bologna Declaration. Teacher training, unlike most other similar programs designed as the 3+2 years systems, i.e. 3+1+1 (bachelor, specialist and master studies), remained unchanged as a 4+1 year scheme (bachelor and master studies).

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