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New approaches and horizons in learning and teaching

Abstract

The paper focus on the important facts from the international conference in Barcelona. The author describes the useful information and a few significant papers.

Keywords: education, learning, teaching;

The International Conference on New Horizons (INTE) took place on June 10-12, 2015 in Barcelona, Spain. It aimed to provide a multinational platform where the latest trends in education were presented and discussed in a friendly environment with the aim to learn from each other. The participants from many different countries, representing almost all continents as well as different races, gender, ethnic backgrounds and cultures took part. Prospective presenters were encouraged to submit proposals for papers and posters-demonstrations that offered new research or theoretical contributions. Papers were presented in Italian, Turkish, English, German, French, Spanish, Portuguese, Russian and Arabic and they addressed both theoretical issues and new research findings. INTE 2015 conference was supported by Sakarya University, Governor State University and the Association of Science, Education and Technology.

International Conference on New Horizons in Education (INTE) provided an opportunity for academicians and professionals from various educational fields to share their theoretical knowledge, research findings and educational practices with their colleagues and academic community. This annual conference also served to further the advancement and innovation in learning and teaching. The previous INTE conferences were in İstanbul, Famagusta, Prague, Roma and Paris and each conference had got more than 1000 participants. This conference was now a well-known educational event worldwide and the number of paper submissions and attendees are increasing every year.

The scope of the conference covered but was not limited to the following topics: Educational Technology & Globalization; Human Resources In Educational Technology; Improving Classroom Teaching; Innovation and Change In Education; Instructional Design; Interactive Learning Environment; Life Long Learning and Technology; Professional Development & Teacher Training; Teaching/Learning Strategies; Art Education; Biology Education; Chemistry Education; College and Higher Education; Curriculum and Instruction Democracy Education; Development of Science Competencies; Developmental Psychology; Education and Culture; Educational Administration; Educational Planning; Educational Technology; ESL Education; Health Education; High School Teacher Education; Language Education; Language Teacher Education; Learning and Teaching; Guiding and Counseling; Learning Psychology; Mathematics Education; Measurement and Evaluation in Education; Middle School Teacher Education; Multi-Cultural Education; Music Education; New Learning Environments; Nursery Education; Parents Involvement; Physics Education; Pre-school Education; Primary School Education; Professional Development; Science Education; Social Sciences Teaching; Society Involvement; Special Education; Sport and Physical Education; Teacher Training; Vocational Education, etc.

In the *Distance and Open Learning* session Kwanjai Deejrung (Thailand) presented his paper *The Validation of Web-based Learning Using Collaborative Learning Techniques and a Scaffolding System to Enhance Learners' Competency in Higher Education*. The purposes of his research were to examine the internal and the external validation of the web based learning using collaborative learning techniques and a scaffolding system to enhance learners' competency in higher education. He stated that the target group for the internal validation consists of four experts, one instructional designer, two developers of constructivist web-based learning environment, and one computer education lecturer. The target group for the external validation consisted of 53 secondary school year students studying in the computer education field, the Faculty of Science and Technology at Nakhon Ratchasima Rajabhat University, Thailand. According to the author, the results were revealed as follows: firstly, for the internal validation, it was found that the web based learning design is consistent with underlined theories based on Instruction Design theories (ID Theories). Secondly, for the external validation, was exposed that the students learning with model have high levels of competency and achievements. The average scores of competency test and achievement test were 82.79% over the 70 percent threshold and 72.23% over the 70 percent threshold respectively. Then he added that to extend the result to the population, this research was tested at Vongchavalitkul University, Thailand too and the results corresponded to the results derived from the research experiment at Nakhon Ratchasima Rajabhat University. The students' opinions toward the web based learning using collaborative learning techniques and a scaffolding system to enhance learners' competency showed the appropriateness in all aspects and could enhance students' competency. Within the same session the participants had an opportunity to discuss the next very interesting contributions presented by Theyab Asharari *The impact of e-learning on enhancing the skills of inference and interpretation of secondary school*

students; and Per Arne Godejord *The online classroom - developing learning spaces using blogs, wiki and twitter.*

The purpose of the study *Level of ICT Competencies at the University* was to identify the level of ICT competencies of university students from Mexico and Hungary. The international research type was quantitative and exploratory. The instrument consisted of 14 items. The sample was of 567 students. 302 students of Veracruzana University in Veracruz, Mexico. 265 students of Óbuda University in Budapest, Hungary. The situation of education in Hungary and Mexico was compared by the authors Carlos Arturo Torres Gastelú - Agustín Lagunes Domínguez (México) and Gábor Kiss (Hungary) who stated that it is not so different although each country had taken different paths. The results referring of Hungarians and Mexicans student's perceptions about their competencies in ICT indicated that they expressed a high level of competencies in ICT.

Within the next session *Distance Education* the importance of e-learning at present was discussed by a group of authors. Noawanit Songkram - Jintavee Khlaisang - Bundit Puthaseranee - Maneerat Likhitdamrongkiat (Thailand) presented *E-learning System to Enhance Cognitive Skills for Learners in Higher Education*. The objective of their research study was to develop the e-learning system to enhance cognitive skills. The system comprised two sub systems: (1) e-learning system in Blended Learning Environment (BLE), and (2) e-learning system in Virtual Learning Environment (VLE). Both systems were tested by 240 higher education students categorized in three major disciplines including health science, science and technology, and social sciences and humanities. Afterwards, the systems were approved by the experts. The results showed that the systems should consist of four core elements: input, process, output, and feedback, as detailed in their article. Next presenters Aatur Rahman stated that a blended learning approach can enhance learning and teaching of fluid mechanics: an example demonstrating success; and a group of authors Mouissi Farid - Sba Bouabdellah - Torki Ahmed pointed out the social network tools effectiveness on student advisory inside the academic performance institution.

In the *Language Learning and Teaching* part many interesting papers were presented, such as Taher Bahrani *Audiovisual programs and language proficiency development outside the classrooms* and Ana Muñoz - Jairo Espinel and their presentation *Using autonomy-supportive teaching strategies to enhance language learning motivation*. Maria de Lurdes Martins (Portugal) presented *How to Effectively Integrate Technology in the Foreign Language Classroom for Learning and Collaboration*. Her project aims were to investigate the potential of Web 2.0 tools in the development of communicative competence in English language amongst undergraduate students. The theoretical framework that underpins this study was rooted in national and European policies emerging from the Bologna Process. It focused first of all on the role of the English language in the fulfilment of Bologna stated goals and, secondly, it analysed the methodological and pedagogical challenges derived from the objectives and guidelines established. Besides this, the Bologna Process is also understood within a changing economic and social landscape, where ongoing in-

novation in information and communication technologies have generated a rapid production and dissemination of information on a global scale. This new framework has originated new challenges as far as English language teaching and learning in higher education is concerned. These included the creation of a dynamic environment leading to both dialogical and dialectical learning, thus enhancing opportunities to communicate and act through and in English. The methodological approach adopted in her study consisted of an action research project over two semesters in the course units: English II and English III, from the degree course in Tourism at the School of Technology and Management, of the Polytechnic Institute of Viseu. Stemming from the core theme of each course unit and intended learning outcomes, interactional tasks using Web 2.0 tools and involving the construction of collaborative outputs were designed and implemented. The analysis of the information retrieved points to a markedly positive impact of Web 2.0 tools on the implementation of interactional tasks in English language learning in higher education. The students' active involvement in solving authentic tasks, the encouragement of cultural awareness, and the development of individual and collaborative (meta) competences all attested to the importance of social networks, wikis and podcasts in English language learning. Her study represented an innovative and very positive contribution for applied linguistics studies, legitimizing Web 2.0 applications as an exceptional strategy in meeting the goals raised by Bologna.

Pedagogical and Practical Issues session was presented by Arun Kumar Tiwari in his contribution *New horizon in education and by a group of authors* Ust Amin - Mohamed Amin Megat - Noor Azlan Ahmad Zanzali and their paper *Evolving pedagogy in education: implications to teaching and learning*. Adnan Tufekčić (Bosnia and Herzegovina) presented *Reception of Critical Educational Science and the Contemporary Educational Crisis*. The basic starting point in the research of the educational reality within the critical educational science was represented by criticism of the ideology and comprehension of the influence of social processes on education. The purpose and principal objective of education from the critical educational science point of view is striving towards maturity and self-determination leading to emancipation and solidarity development. According to the author the contemporary society is marked by large educational crisis determined by postulates of so called "neoliberal pedagogy" where, very frequently, education becomes its opposite. Due to that, the question arises of whether we could and should analyse the existing contemporary educational crisis through the reception of the critical educational science.

Moises Alexander Tayamen Asuncion presented his paper *Development and validation of two parallel forms of a professional teacher education proficiency test* within the session *Classroom Teacher Education*. Huguette Beaudoin and Ginette Roberge (Canada) discussed the *Student Perceptions of School Climate and Lived Bullying Behaviours*. The purpose of their contribution was to present preliminary results of an impact study of school climate and bullying in Ontario, Canada, following the adoption of Bill 13 – The Accepting Schools Act. Student perceptions of school climate and bullying were examined on the basis of two variables: the perception of elementary and secondary school students in regards to the school cli-

mate as well as their perceptions of their lived bullying behaviours in their schools. The goal was to present individual viewpoints (in this first phase, the students), as to their participation in the school setting as well as whether they have been affected by bullying. More specifically, this paper examined how students felt in regards to school climate and bullying behaviours that could occur in their schools, in the wake of Bill 13.

Human Rights Education was stressed by Murat Tumay in the paper *The principles of human rights education at higher education* and by Yunus Bayrak in very interesting presentation Human rights and education. Very important part of presenters belong to the environmental education. Karina Tonelli Silveira Dias and Sergio Silva Braga Junior stressed *The importance of environmental education in the implementation of reverse logistics retail* and

Rasha Abdellah in her paper *Attitudes and behaviour of Ajman university students towards the environment in light of some variables.*

The Association of Science, Education and Technology (TASET), Governors State University and Sakarya University were pleased to invite to the 6th “International Conference on New Horizons in Education” hold at Barcelona, Spain from June 10-12, 2015. The main aim of the congress was to bring scholars, researchers, educators, students, professionals and other groups interested in education to present their works on the developments in educational sciences. All the accepted papers in English will be published in the Proceedings Book.