



International Week
Olomouc 1– 5 October 2018
Programme (as of 1st October 2018)

Monday 1st October – Malá Aula (main building of the faculty, 1st floor, on the left)

9:30 – 10:00	Registration
10:00 – 11:30	Official opening, welcome speeches (Jana Kvintová, Yvona Vyhnánková, Zuzana Hamdanieh)
	Palacký University & its Faculty of Education – presentation (Dagmar Zdráhalová) Introduction to Czech life and history (Alena Vavrdová) Comments on the programme of the IW (Alena Vavrdová + Dagmar Zdráhalová)
11:30 – 13:00	Lunch
13:00 – 15:00	Presentations of partner institutions (15 min max. per presentation)
13:00 – 13:15	University of West Hungary (Tamás Németh, Éva Hartl)
13:15 – 13:30	Las Palmas de Gran Canaria University (José Carlos Carrión Pérez, Celia Fernández Sarmiento)
13:30 – 13:45	University of Ruse “Angel Kanchev” (Diana Gueorguieva)
13:45 – 14:00	University of Lodz (Joanna Leek)
14:00 – 14:15	Østfold University College, Halden (Jane Ekstam)
14:15 – 14:30	University of Bielsko-Biała (Małgorzata Raużyk)
14:30 – 15:00	Coffee break
15:00 – 16:30	Presentations of partner institutions (15 min max. per presentation)
15:00 – 15:15	Pädagogische Hochschule Tirol (Andreas Klingler, Dietmar Knitel)
15:15 – 15:30	University of Artvin Coruh (Ümit Kul)
15:30 – 15:45	Queen Maud University College of Early Childhood Education (Thomas Nguyen, Sveinung Nass)
15:45 – 16:00	Pope John Paul II State School of Higher Education (Ewa Tokarewicz, Stanisława Nazaruk)
16:00 – 16:15	Bryan College (Michael Palmer)
16:15 – 16:30	University of the Balearic Islands (Eva Aguilar-Mediavilla)



Tuesday 2nd October

9:00 – 13:00	guest lectures for students – see the following table
13:00 – 14:00	Lunch
14:30 – 16:00	Guided tour through Olomouc

8:00 – 9:30 Room P1	Marcin Rojek: Living – working – learning. The approach in adult education During the 1990s “working life”, “workplace learning”, “work-based learning” and the like become increasingly used in the context of adult education as well as personal and professional development. In the course of the last 10-15 years this topic has obtained such a key position in practice, theory, politics, locally, nationally and internationally. This is evidenced by the growing number of research works and international projects. Firstly, I would like to present the pedagogical assumptions of the living – working – learning triad and the results of my research on teachers’ workplace learning. Then, with students to identify and discuss their future learning opportunities in the school as a workplace. The main aim of the seminar will be to encourage students to benefit from the educational potential of their future workplace.
8:45 – 10:15 Room P49	Jane Ekstam: A new curriculum; a new way of thinking Norway is introducing a new school curriculum. What are the implications for teachers? As part of my presentation of the new curriculum, I would like to talk briefly about an EU application that my department is making and the part of the project for which I am responsible. Our project has a strong education bias and my part is a direct response to the new school curriculum.
9:00 – 9:20 Room P39	Réka Kissné Zsámboki: The Joy of Learning – Célestin Freinet's Innovative Pedagogy The hearts and minds of children are open to the wonders of learning and the complexities of life. As educators, we have the responsibility to educate and inspire the whole child - mind, heart, and soul. If negative educational experiences destroy children's spirit to learn, no matter how well they do on standardized tests during the years of schooling. What can educators do to bring some joy into children's education? Celestin Freinet's principal idea is that education should reinforce the positive traits of a child's personality by giving the child possibilities for creative work. This can be achieved by using new techniques of education such as a morning discussion, journal, free text, self-expression etc. In 1990s more and more Hungarian kindergarten pedagogues have undertaken the adaptation of the Freinet-pedagogy to turn pre-school education into a happy and child-centered way.
9:00 – 10:45 Room P45	Dietmar Knitel: Bereich Sachunterricht Netzgestaltung (Vernetzung) in Geographie und in Geschichte für den Unterricht an den



	Grundschulen Verbesserung des Unterrichts in den wissenschaftlichen Fächern – Fokus – Intensivierung der Schüleraktivität Unterrichtsdidaktik mit Beispielen (elektronische Technologien)
9:30 – 10:00 Room P39	László Varga: New Dimensions in the Interpretation of Early Childhood The period up to eight years is considered to be the peak time for brain development. From birth to about the age of eight the brain is a super-sponge. This is the brain's most absorbent stage, where it actively learns from its environment. "Windows of opportunity" are sensitive periods in children's lives when specific types of learning take place. Information flows easily into the brain through 'windows' that are open for only a short duration. Then the 'windows' close, and much of the fundamental architecture of the brain is completed. Scientists are continually learning more about how young children's brains develop. At the same time, teachers are looking for effective strategies to help children use their brains to their fullest capacity. This paper also contributes to this dialogue by summarizing what we already know about the learning process in the brain and suggests how it might inform the teaching and learning process in the classroom.
10:00 – 10:20 Room P7	Joanna Leek: International Education. Between intercultural needs and global challenges The workshop focus on the history, concepts and theoretical bases for international education and enhance students understanding of contemporary educational issues, with a particular emphasis on those which are of direct relevance to students professional experience. The workshop provides an introduction to qualitative methods used in comparative education and the social sciences in international settings, international education and its relation to multicultural and intercultural education and international schools.
10:15 - 11:15 Room N12	Thomas Nguyen, Sveinung Naess: Improvisation and Storytelling We are going to show students how they can use dramatical and musical elements to improve their estetic interactions with children.
11:00 – 12:45 Room P45	Andreas Klingler: Bereich Musik Musikunterricht an den Grundschulen Rhythmikunterricht an den Grundschulen (Stomp) Lieder an den Grundschulen Unterrichtsdidaktik mit Beispielen (Musik, Rhythmik, Lieder)
11:30 – 13:00 Room P49	Elwira Lewandovska: Teaching English as a Lingua Franca We are all living in a multilingual world. The new reality involves finding ways of communication in the globalized environment, where people move all around the world in order to find work, learn or share common experiences. Such a situation requires finding the ways that would help in communication between people of different mother tongues, and different cultures. Therefore, the main aim of the seminar is to allow students to get to know the concept of ELF and to pose an urgent question concerning global ELT policies and the change of thereof in light of ELF research findings. The students will be offered a chance to discuss the possible strengths and weaknesses of



	adopting a new teaching paradigm.
11:30 – 12:15 Room P52	Eva Aguilar-Mediavilla: Academic difficulties in children with Developmental language Impairment Previous studies have shown that most children with language difficulties have also reading problems that could impact their school achievements. Our aim was to describe the academic achievement of children speaking Spanish and Catalan with developmental language disorder (DLD) during their primary schooling and to predict their academic outcomes using several pre-literacy abilities measured at the beginning of their schooling. To reach this objective, we followed 33 children divided in two groups, one with developmental language disorder (DLD, n=17) and a paired control group (n=16) by age, gender, socioeconomic status (SES), family language (L1), and classroom, during their schooling (from 6 years of age to 12 years of age). All participants were assessed through measures of attention (visual attention, auditory attention, and response set), phonological awareness (phonological awareness [PA]), phonological working memory (Non-word repetition [NWR], sentence repetition, and narrative memory), access to language (semantic verbal fluency and rapid automatic naming [RAN]), and language comprehension (comprehension of verbal commands) with the Spanish version of the NEPSY at the beginning of their schooling. At the end of the follow-up, official academic reports were referred by the schools. Results showed that children with DLD suffered more frequent grade retention, and their academic qualifications were significantly lower than those of their pairs in all the courses and for all academic subjects (except for artistic education). RAN accounted for most of the variance of academic outcomes, followed by PA, language comprehension, and NWR (a measure of phonological working memory). Therefore, children with DLD experienced more academic difficulties during their primary education. Those children (with and without DLD) who experienced difficulties with RAN, PA, oral language comprehension and phonological working memory at the beginning of their schooling showed a higher probability of academic failure.
15:00 – 15:45 Room P31	Michael Palmer: Beauty Will Save the World: Especially in the realms of story, language, symbol, film, and a musician named Rodriguez When a character in Fyodor Dostoevsky's novel The Idiot says "Beauty will save the world", the hyperbole might seem over the top. But there is truth in the statement. It shows up in Alexander Solzhenitsyn's acceptance address for the Nobel Prize in Literature, and in Czeslaw Milosz's poem "One More Day". There is a case to be made for a need for a robust and winsome beauty in both public discourse and literature, as well as in music, art, film, and architecture. At personal and cultural levels, the conspicuous decline in caliber and civility has a correlating increase in coarseness and ugliness. The consideration of these aspects of beauty and its absence is enhanced by filtering it through the lens of the grand story of the Mexican-American musician, Sixto Rodriguez.



Faculty
of Education

Genius loci ...

Wednesday 3rd October – outside the faculty

8:15 – ???	Meeting in front of the Faculty All day trip including: Bouzov Castle Loštice, “Tvarůžky” museum Lunch Litovel and its brewery
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Thursday 4^h October

8:30 – 11:30	Visits to partner schools
8:30	Meeting in front of the Faculty → University Kindergarten
9:30	Meeting in front of the Faculty → International School
11:30 –	Round table – evaluation of the IW, issuing documents and confirmations

Friday 5th October

Optional programme (individual consultations, shopping, departure to Prague...)
