11th International Week
Olomouc 29 September – 2 October 2026

Lectures & Presentations
Wednesday, 30 September 2026

Venue 1: main building, Žižkovo nám. 5

8:45–9:30, ZI-1.032

Kadriye Aksoy-Pekacar, Canakkale Onsekiz Mart University, Türkiye
Informal Language Learning

In the talk, I will introduce the term Extramural English and some theories that are related to the concept. The students will have the chance to learn about informal settings for language learning and teaching.

9:45–10:30, ZI-4.017

Beatrix Bačová & Mária Kúdelčíková, University of Žilina, Slovakia
Virtual reality in teaching mathematics

A short presentation for students about the Math3DGeoVR project and the possibilities of using virtual reality in teaching mathematics.

10:30–12:00, room ZI-1.026

Slobodan Morača, University of Novi Sad, Serbia
Teaching in the Age of Modern Technologies: Building the Competences of Future Educators

How can teachers prepare students for a future that is already taking shape? This lecture explores how artificial intelligence and modern technologies (Industry 4.0 and 5.0) are changing education—not by replacing teachers, but by opening new possibilities for more creative, personalized, and human-centred learning. Through practical examples, we will explore the competences future educators need and discuss how technology can become a helpful partner in the classroom.

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from 10:30, ZI 3.034

Uglešić Josip, University of Zadar, Croatia
Why Do Children Still Read Ivana Brlić-Mažuranić Today?

Students should become familiar with the author, discuss the fairy tale's values, and design a classroom activity. The workshop will be focused on ‘Stribor’s Forest’ and students should discuss values, contemporary relevance, teaching activities, and comparisons with Czech fairy tales.

Košta Tomislav, University of Zadar, Croatia

From Listening to Creating: Creative Music Activities for the Primary Classroom

This 45-minute hands-on workshop presents creative and practical approaches to music education in primary classrooms. Participants will explore how active listening, singing, body percussion and simple classroom music-making can encourage children's musical expression, imagination, cooperation and aesthetic sensitivity. The workshop is designed for future primary school teachers and focuses on activities that can be easily adapted to everyday classroom practice.

Bacalja Robert, University of Zadar, Croatia

Croatian Maritime Presence in the Arctic: Literary Perspectives on a Nineteenth-Century Expedition

The nineteenth-century travel literature served multiple purposes and audiences: it functioned as both a scientific resource and a popular genre, conveying heroism, exotic landscapes, and discoveries to readers who would never visit these regions, with Arctic exploration narratives often being transnational in scope, and with their publication and reception having shaped perceptions of the extreme environment, its explorers, and their scientific practices, influencing the production of field science across the nineteenth century (see Kaalund, 2008). This paper examines two works of Croatian literature that address the Austro-Hungarian expedition of 1872, undertaken aboard the ship Tegetthoff with the aim of exploring the Arctic. The Weyprecht–Payer "scientific research expedition," which comprised 23 members (later joined by Elling Carlsen from Tromsø, a merchant navy captain and an experienced navigator of northern seas), included as many as twelve Croatian sailors. Interestingly, they were singled out from among all Austro-Hungarian seamen as the most capable for such an undertaking; a choice that proved justified during, what would esentially represent, a true Arctic adventure, lasting two years and three months. In fact, Arctic expedition literature is oftentimes referred to as a distinctly masculine literary discourse, constructing and reinforcing a myth of heroism associated both with the explorers and the polar region itself (see Karlsen, 2008). The first author to write about this expedition was the teacher Petar Kuničić, who published Hrvati na ledenom moru (Putovanje po sjeveru s hrvatskim mornarima) [eng. Croatians on the Frozen Sea (A Journey Through the North with Croatian Sailors)] in Zagreb in 1893, and for which he used the diary (or rather the report) by Julius Payer as his primary source. Kuničić's compilation of material was based on Payer's diary and driven by the intention to present the role of Croatian seafarers in the expedition. An additional literary treatment of the Arctic expedition has noteworthily appeared within the confines of Burgenland Croatian literature in 1971 in the form of the youth novel Probijanje u vječni led (eng. Breaking Through the Eternal Ice) by Adalbert Bela Schreiner. This was also the author's first major prose publication, and as such, constituted an adventure novel that has been described as to date the only youth novel of this kind in minority literature (Benčić, 2010: 141). Schreiner conceived the novel as a tripartite structure. In the first part, he described a trip to the island of Krk, during which he dined at the inn Bijeli medvjed (The White Bear) in Martinska. There, he noticed a portrait of Julius Payer, the leader of the expedition, bearing Payer's own signature and dedicated to Ante Zaninović, one of his sailors. It is clear that, at a certain point, two distinguished educators, Petar Kuničić and Adalbert Bela Schreinerm were both fascinated by the role of Croatian seamen in the renowned Austrian expedition to the Polar Circle. This fascination led them to produce literary works intended for popular readership, conceived as youth literature and grounded in the conventions of adventure narrative. The aim of this paper is to highlight representations of the adventurous journey of 1872 in the works of both authors, with particular emphasis on the generic innovation (i.e., youth literature) that they introduced into both mainstream Croatian literature and the minority Burgenland Croatian literary tradition in Burgenland, Republic of Austria, where a Croatian minority has lived continuously since the sixteenth century.

11:30–13:00, Zl 5.014

Michael Palmer, Bryan College, United States
250 YEARS OF THE RISING SUN – The example of the magic of a great idea when coupled with great communication

2026 is America's 250th anniversary which invites a celebration and a remembrance. The country has made it to the halfway point with an extraordinary, albeit flawed story. A story rooted in The Declaration of Independence and The Constitution; chair art; word power; and the vigilant gleaning of lessons from then to help safeguard the now.
Those founders paved a new way for social and political life. The core ideas and the needed rhetorical skills were daring and eloquent. Of special note is the declaration:
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness."
These also serve as template and anchor for a standard against doing democracy badly, which is demonstrated by the occurrence of slavery, the trail of tears, multiple assassinations, and more.
The revolutionary granite showed up in the wood carved art on George Washington's chair where he sat during the Constitutional Convention. All through those months Ben Franklin observed the sun carved image and wondered whether it was a metaphor for a setting sun or a rising sun. Would they succeed or fail in the daunting act of creating a nation? At the end as the members were signing the finished form, Franklin stated: "I have the happiness to know that it is a rising and not a setting sun".

Venue 2: Hanácká kasárna, tř. 1. Máje 1

8:00–9:30, room HK-U6

Marielena Groos, Osnabrück University, Germany
Making Diversity Visible? Body Mapping as a Reflective Method in Teacher Training Education

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8:45–9:30, HK-U5

Montserrat Magro Gutiérrez, Castilla La-Mancha University, Spain
Enhancing Teaching Skills in Rural Multigrade Settings

The presentation explores strategies to strengthen teaching competencies in rural multigrade settings, where a single teacher simultaneously works with students of different ages and grade levels. It examines pedagogical practices aimed at effectively managing diversity, implementing differentiated instruction, promoting cooperative learning, and integrating active methodologies that support inclusive and high-quality education. Furthermore, it highlights the opportunities that multigrade classrooms offer for fostering educational innovation, peer learning, and stronger connections between schools and rural communities

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11:30–13:00, HK-U6/U14

Peña Sánchez Noemí, Universidad de La Laguna, Spain
Drawing on Images, Drawing in Time

60-minute art workshop designed to unlock your creativity through drawing and challenge perception.

Sosa Antonio, University of La Laguna, Spain
Linguistic registers: a three-dimensional model to classify communicative acts

Isabel Morales, University Camilo José Cela, Spain
Representations of women in elementary education through the figures of Frida Kahlo and Joanna Russ

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Venue 3: faculty building, Purkrabská 4

11:30–13:00, PU-2.04

Helen Childerhouse, University of Lincoln, United Kingdom
Virtual environments as spaces for developing intercultural identity

I will focus on the ways in which online international learning can support the psychological and cultural development of university students' knowledge of themselves and others. I would need a digital projector for sharing my slides

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