

University of
Western Macedonia
Faculty of Education
Department of
Primary Education



Postgraduate program on
Educational Sciences



AVaKE
Association for
Values and
Knowledge
Education



BOOK OF ABSTRACTS

3rd International Conference on Values *and*
Knowledge Education (VaKE) & Beyond
Florina, Greece, 17th – 19th April 2018

Editors of book of abstracts

Pnevmatikos Dimitris

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Note of editors:

The material included in this publication was organized according to the structure of the Conference Program. The text of the abstracts is published in the form in which they were submitted. Therefore, only their authors are responsible for the content.

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3rd International Conference on Values and Knowledge Education (VaKE) and Beyond

Program Overview

Time	Tuesday, 17 th	Wednesday, 18 th	Thursday, 19 th
09:00-11:00	Workshop: Handbook on VaKE & Beyond (Part I)	Workshop: Handbook on VaKE & Beyond (Part III)	Workshop: Handbook on VaKE & Beyond (Part IV)
11:30-13:30	Workshop: Handbook on VaKE & Beyond (Part II)	Paper Session A	AVaKE General Assembly Meeting
13:30-14:30	Lunch	Lunch	Lunch
14:30-16:30		Paper Session B	Paper Session E
17:00-19:00	Registration	Paper Session C	Closing ceremony
19:30-21:30	Opening Ceremony (18.30 p.m.)	Paper Session D	

Day 1st - Tuesday, 17th April

Opening Ceremony-Keynote Speaker



Jean-Luc Patry, Emeritus Professor, University of Salzburg, Austria

The Triple Trans-Disciplinarity of VaKE

Trans-disciplinarity refers to an intense integrative relationship between several domains (“disciplines”). VaKE addresses three different types of trans-disciplinarity:

1. It is conceived to relate Is (values, morality) and Ought (facts, knowledge) as teaching topics; trans-disciplinarity refers here to the need to be aware of the problems of the naturalistic fallacy (conclusion from Is to Ought) but still establish a relationship between the two domains;
2. Within the Is domain, several knowledge issues are related to each other since VaKE is based on questions of interest, which makes it necessary to overcome the disciplinary boundaries.
3. Similarly, within the Ought domain, different ethical traditions are combined in VaKE. Among others, the different ethical concepts like justice, care, and truthfulness all play an important role. Further, both deontic as well as teleological approaches are practiced.

For each of these three types of trans-disciplinarity, there will be firstly an ethical justification of its need (why ought there to be trans-disciplinarity?), secondly examples from VaKE implementations that illustrate these types of trans-disciplinarity will be presented. The discussion addresses what VaKE can learn from this analysis, as well as the conclusions for the concept of trans-disciplinarity.

Day 2nd - Wednesday, 18th April

Paper Session A: VaKE & Science Education-11:30-13:30

Chair: Charalambos Lemonidis, *University of Western Macedonia*

Georgios Malandrakis, *University of Western Macedonia*

Adding Values to Sustainability Education with VaKE: Requirements of Sustainable Behaviour and their Connection to Values

Natascha Diekmann

University of Salzburg

The aim of the paper is to explicate the status of values in sustainability education. Based on that, the focus will be on VaKE's (Values *and* Knowledge Education's) suitability as a didactic concept for sustainable consumer education. At the end, an insight in the current research project and the applied measurement will be given. The theoretical principles are formed in an interdisciplinary way by the demand of integrating values regarding sustainability, the way in which it is mentioned in the socio-political debate, and the general requirements and barriers of personal sustainable acting. The main research question is the following: "Does a VaKE teaching unit on sustainable consumption in the school context have a stronger impact on the consumer competence and performance of young people than a traditional teaching unit?" This paper focuses on values. The personal values and the ability of moral judgement are an important aspect regarding the transition from competences to performances. Referring to the measurement, the values part is covered by the tool "WALK" (W-questioning Assessment of Latent Knowledge), which also aims at problem awareness on higher and more complex levels in terms of Bloom's learning objective taxonomy and includes personal assessments. As there are no final results of the project as a whole, an insight into the current research project will be given. How important is the inclusion of values in sustainability education? Which possibilities to measure the impact of values for this context do exist? Is WALK a suitable method for that aim?

Development of a VaKE scale about urban sustainability for student-teachers: The preliminary steps

Georgios Malandrakis, Penelope Papadopoulou & Dimitris Pnevmatikos

University of Western Macedonia

This study discusses the first developmental phases of a latent knowledge and values test about urban sustainability for primary school Student-Teachers (STs). In particular, the conceptual definition and the first steps towards the development of the test are described, in which the content and face validity, along with a small scale of pilot testing are included. The Urban Sustainability VaKE test is based on the combined use of two pictures with open and closed-form questions for data collection. The two pictures depict two towns with opposing urban sustainability characteristics: one with absence of sustainability characteristics (e.g., heavy traffic, wastes, fossil fuels consumption) and another one with a plethora of sustainability characteristics (e.g., recycling, renewable energy use, etc.). The depicted sustainability characteristics are in line with those proposed by the international literature and are already implemented in various towns worldwide. The set of questions accompanying these two pictures are referring to the functions, the damages and the values that the depicted elements of the towns cause or sustain. The content validity of the scale was examined by an expert in sustainability issues, while the face validity was examined in two consecutive phases: one with a group of four (4) STs in the form of individual, face-to-face interviews and another one with a group of 14 STs who filled it in a paper and pencil format. All STs were from the Department of Primary Education, University of Western Macedonia. Preliminary findings indicate a strong content and face validity, however several suggestions for modifications, improvements and adjustments are also recorded.

Considering Science Education principles for the design of a Teaching Learning Sequence with VaKE

Panagiota Christodoulou & Dimitris Pnevmatikos

University of Western Macedonia

Current policy making documents emphasize that science education is a human endeavor, where scientific knowledge, inquiry skills and sociocultural issues are interrelated and contribute to better decision-makers for the 21st century. Values and Knowledge Education (VaKE) is considered a teaching method promoting both scientific knowledge through inquiry processes and values education through the implementation of a moral dilemma. However, in this paper we argue that when designing a Teaching Learning Sequence (TLS) with VaKE for science education, some adoptions according to science education principles should be integrated. Particularly these adoptions address the knowledge part in VaKE, which should not be considered as an enrichment of existing knowledge rather as a reconstruction of a previously acquired concept. Nevertheless, the design of learning environments that promote conceptual understanding demand sophisticated teaching approaches, such as the implementation of multiple representations and models, experiments with physical manipulatives and direct teaching of procedural knowledge. The aim of the current paper is twofold; to present (i) the principles for designing a VaKE learning environment for science education and (ii) the development and implementation of a TLS for Nanoscience and Nanotechnology in primary education (N-ST) using VaKE. Concluding remarks highlight why and how VaKE render as an appropriate approach for science education.

Chair: Aikaterini Dimitriadou, *University of Western Macedonia*

Vasiliki Papadopoulou, *University of Western Macedonia*

Teaching values through conflict resolution processes: A case study

Angeliki Lithoxidou & Aikaterini Dimitriadou

University of Western Macedonia

The study refers to a teaching intervention standing as a fundamental element of a conflict resolution project, which is currently in progress. It focuses on peer mediation being applied in two primary schools of Florina, Western Macedonia, Greece, with participant students of fourth and fifth grade. The whole project aims at the prevention of school violence –which potentially leads to school failure– and the construction of a safe framework for weaker students, thus resulting to anti-bullying practices in school settings. Students are trained to become peer mediators through cross-curricular activities fully integrated in the school curriculum concerning a variety of lessons. The teaching intervention aims at developing students' personalities while equipping them with communication and counseling skills aligned with democratic, social, moral and humanitarian values without racial, religious or cultural discrimination. The concepts of conflict, communication and peer mediation are conceived as learning tools in teaching processes that will hopefully lead to the construction of a value system by students. Moreover, they are assumed to encourage behavioral change in students' approaches to future conflicts as well as their mentality transformation through adulthood as a whole. Therefore, the current teaching intervention is expected to substantially contribute to school's double assignment, which is to pass down both knowledge and values to students while safeguarding school's peaceful climate.

Diversity acceptance and cultivation concern values through dilemma situation in primary school students

Kyriaki Zervou

Primary School Teacher/Lawyer

Nowadays, exist teaching methodologies in education can be identified as different kinds and have different outcomes. In the context of differentiated teaching methods used by teachers, in modern times, knowledge construction and values through dilemma situations are also included. Curriculums for compulsory education in Greece predict that both knowledge and values can be interdisciplinary taught in every subject. This article presents the use of the VaKE method, referring to knowledge construction and values through divisive situations. The dilemma describes the different aspects of classmates behavior towards a female student, who has attended a primary school in Greece, from another country. In details, only one female student from her classmates tried to come close to her in order to provide assistance, but she has threatened from her colleagues to be expelled from the team. The female child was in a dilemma, did not want to lose her colleagues but also wanted to assist the new student. In addition, in this article are described the methodology steps provided by the method and the followed steps during its implementation. It was implemented to a third-grade elementary school students, as part of the training program entitled "Building Values and Knowledge through Diligent Situations" and its results were evident in the children's behavior and learning process. Students through their exposure to the dilemma situation were challenged motivating their opinions and deciding on the basis of the continuation to fulfill end complete the story. Values that promote respect for diversity, teamwork, cooperation and friendship have been adopted by the students.

Dimitra Filiou

School Project Coordinator of Primary Education in Kozani

The purpose of the present paper is to suggest how Values Education can be implemented in the primary school context. It describes a school project which promotes pupils' understanding and knowledge of values, such as freedom, equality, respect and tolerance, and which develops the skills of pupils so they can enact particular values as individuals and as members of the wider community. More precisely, the pupils of the 6th grade of primary school involved in the project are taught different values related to human rights and citizenship through a variety of activities, related to different school subjects, (English, art, drama, language). Moreover, they are supported to express their rights through the creation of their own poster and video, their own e-book about a child from Syria and develop the role of an active citizen who takes initiatives, such as caring and volunteering about the refugees coming to their town.



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Paper Session C: VaKE & Foreign Languages-17:00-19:00

Chair: Sieglinde Weyringer, University of Salzburg

Vasiliki Papadopoulou, *University of Western Macedonia*

Integrating Knowledge and Moral Values in Education: A Rewarding Challenge

Fabiola Kadi & Helona Pani

“Fan S. Noli” University

Educators have always unanimously approved of the primary place that knowledge gain occupies as the main goal of the education process. These modern days, however, educators are witnessing a lot of events and phenomena that go beyond the boundaries of the physical classroom and that are unfortunately met with negligence in the process of gaining knowledge. Teachers and learners alike should be aware that the goal of knowledge gain cannot and should not be self-sufficient. The current study is inspired from the VaKE method and aims to apply this method in teaching students of foreign literature, more specifically students attending French Language and Culture, Faculty of Education and Philology. Literary discourse lends itself perfectly to such a study because it offers the advantage of interpretation and argumentation of foreign-language texts. Students participating in the activities of the VaKE method have not only learned how to analyze texts and offer interesting interpretations, but they have also been enabled to bring to the foreground values that are described or implied in the texts they are studying and transfer these values to their daily life. Interpretation facilitates the process of transferring a text or a fragment of a text from one age to another, from field to field, or from one reference to another, beyond differences and inequalities. This competence of interpretation consists in selecting a textual element, extracting it from the original context and transferring it afterwards to a new context. This process of transfer results with echoes that are in themselves free to be revived in the new context where they will be relocated. Students are not required to &”find” what the text aims to express, but to &”reveal” and to “reflect” on moral values that they meet. Our final goal as educators is to raise awareness about ways of improving our community, our society and, little by little, our world.

Promoting values through reading and listening materials in a foreign language class

Lindita Kaçani

“Fan S. Noli” University

Teaching and learning a foreign language for communicative purpose involves the use of integrated range of language skills: reading, listening, speaking and writing. In this vain, skills are used in learning parts of the language and the language is used to help develop the skills. Similarly, skills and language can be used in identifying and promoting, instilling and / or exploring values in a foreign language class. Reading and listening materials are a powerful source of value education. This paper aims at probing into some of the values actually considered in the reading and listening materials and activities of some EFL course books used in Albanian secondary schools and making methodological proposals for effective foreign language and value education. The media and the development of technology help the teacher in this mission by offering various visual and audio inputs for the students to identify or explore the values that the teacher intends to, values that are held important in society. Besides explicit teaching of values, the teacher can use a variety of activities where students can implicitly acquire language and values such as discussion, drama, project work, cooperative learning and group work.

The Role of Online Environments in the Development of Listening Skills in a Foreign Language

Olsa Pema & Ervin Xhinaku

“Fan S. Noli” University

The progressive development of listening skills should be one of the most important guiding principles of the teaching of foreign languages. Nonetheless, it is common knowledge among Albanian teachers of English, that among the various deficiencies their students exhibit in the use of English those analyzed in this study to make a critical assessment of the use of websites as a means for facilitating the development of the students’ listening competence. The overall conclusion following from our analysis of the listening activities accomplished during the course of several weeks, the data gathered from the students’ questionnaire and their own opinions posted in our website forum is that website practice, designed in accordance with the contemporary pedagogical principles, offers a great service in promoting the students’ listening skills by helping them to build up a sense of learner’s autonomy, by increasing their motivation through a greater intimacy with authentic source materials of real-life interest to the students and by opening up a wider perspective on the richness and variety of the uses of English. The difficulties that attended the use of websites in our classes (technical problems, the insufficient electronic competence of some students, their inexperience in listening to authentic materials for study purposes) have also been noted down in this study with respective conclusions.



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Intellectual Capital in the EU Universities during the Refugee Crisis; Challenges and perspectives towards the 21st century.

Konstantinos Kalemis

Scientific Associate at the Department of Primary Education in National & Kapodistrian University of Athens

Europe has an opportunity. The influx of refugees crossing the continent's borders has elicited a mixed wave of emotions among politicians and citizens - but where some see chaos and a burden for Europe, academics see potential for a great contribution. Education is essential for giving refugee children hope for the future; development goals cannot be achieved without educating those who have been left behind. For Syrian and Afghani youths who have been forced from their homes and have lost everything, education is about more than qualifications or test scores – it embodies their hope for the future. Education brings long-term societal benefits: aside from increased political engagement, educated children contribute intellectual capital and pursue entrepreneurial opportunities when they grow up, boosting economic growth. Tackling the education challenge needs to start from two principles embed in the goal. First, “for all” means that we must focus on the children who have been left behind. Millions of children are out of school or are receiving a sub-standard education because of whom they are or where they live. According to the UN High Commissioner for Refugees, refugee children are five times more likely to be out of school than other children in the countries to which they've been displaced. Getting these children into school will require new approaches that directly address their exclusion and make schooling genuinely accessible and relevant. For refugees who have already received an education, it is vital to recognize this part of their identity and to nurture their knowledge and intellectual capital. A refugee's academic training and intellectual interests travel with them wherever they go and follow their flight. When all else is left behind, this knowledge remains within them and continues to form a key part of who they are. If refugees are given the necessary resources, networks, and opportunities, they can reconnect with their true identities in any of the EU countries or elsewhere in the world.

Chair: Jean-Luc Patry, *University of Salzburg*

Sieglinde Weyringer, *University of Salzburg*

Cultivating values in higher education: a closer look at the right “Recipe”.

Eriola Qafzezi & Juliana Çyfeku-

“Fan S. Noli” University

VaKE as a teaching method incorporates interestingly values and knowledge to the benefit of teachers and learners alike. In a world that is overwhelmed with information, events and follow-up comments, values are of primary importance. As educators, we should bring values to the foreground during the process of learning in the classroom and promote values beyond the formality of education in the classroom. The current paper represents an attempt to use the VaKE method in higher education, more specifically with students of the third course in the Faculty of Education and Philology, Foreign Language Department, English Branch. The discussion is based on the poem “Recipe” by *Janice Mirikitani*, a representative of Asian-American literature. The poem tends to defy ethnic stereotypes by offering a series of ingredients that “cook up” specific notions of beauty. Students were invited to read the poem several times and discover different layers of meaning. Several stages of analysis were presented and at each stage students were encouraged to participate in specific activities (individually and in group) to discover the complexity of the poem. Additional information about the author and the poem itself was also introduced to students at later stages of the activities which involved them in different chains of reception of this unique poem. Students’ opinions were welcome in the classroom and they also enjoyed sharing values with each other. The concluding activity invited students to design their own “recipe” of values, which they gladly shared with each other. The use of the method was innovative and created an encouraging environment for all students who felt at ease while using their English language proficiently while discussing about deeper issues such as moral values, notions of beauty and cultural diversity.

Toward values and knowledge education promotion of autonomous learning in “Text Analysis” higher education curriculum – A case study

Lorena Robo

“Fan S. Noli” University

Recent studies in values and knowledge education have shed light in one of the most appealing issues of today’s educational system where the moral goals are currently a neglected topic in favor of the subject matter and knowledge. The constructivist approach of values and education (VaKE) addresses this problem by combing the moral and epistemic goals through the discussion of moral dilemmas. Research and interest in autonomous learning has literally exploded interest in recent years around the world. Fostering autonomous learning is a topic of high relevance for all the educational system throughout student life. Promoting and encouraging moral values in knowledge education is seen as one of the biggest challenges of methodologists and researchers nowadays. This study aimed at analyzing the impact of value education on the academic performance of the 25 second year students, group 1, English branch, specifically in Text Analysis curriculum. Through the qualitative and quantitative research an attempt has been made to highlight the core issue of ‘the impact of values and knowledge education in autonomous learning to transform the learning environment of teaching toward the promotion of character values and behaviors in our students. The case study carried out also aimed at identifying the four aspects to enhance students’ self-learning ability through team work, individual or class activities in different text analysis tasks in 8 units (Unit 8-16). The importance is put on the increase of students’ autonomy and teacher’s responsibility to reform teaching methodology to fully embody the students’ main position to promote their ability of autonomous learning in higher education. The results of the study were empirically analyzed in reading, writing and speaking skills. “Task driving” teaching method was used to carry out teaching activity which upon the completion of the mission in the process, helps to develop the students’ self-study ability, creative spirit and cooperative consciousness.

Dorela Kaçauni-

“Fan S. Noli” University

Can VaKE principles and practices be applied to language education, especially within the subject of “Text Analysis”? The answer to this question remains interesting and challenging. This study describes how VaKE principles through problem-based learning (PBL) technique are used as the fundamental basis of restructuring English as a foreign language (EFL) course, at “Fan S. Noli” university in Korça, Albania. The study also examines students’ perceptions as related to their learning experiences. The case study involves 27 English students who participated in learning “Text Analysis” in the first semester of academic year 2017-2018. First students were acquainted with the problem then they had to solve it. They had to work in groups of four to follow the 16 principles of VAKE. Students create meaning as much from efforts to answer our own questions as from what they read or hear. In that sense, it is often said that the greatest challenges become the greatest learning experiences. That is the principle behind problem-based learning (PBL), a teaching technique that educates by presenting students with a situation that leads to a problem for them to solve. Frequently the problems have no single “right” answer. Instead, students learn through the act of trying to solve the problem. So, the results of this case are analyzed through students’ answers in order to see their perception towards the benefits gained from this learning through PBL. The focused benefits gained in this case are motivation in learning, problem-solving, communication skills, collaborative skills, critical thinking, and self-directed learning skills.

Interactive Education: From the Lesson Interruption Method to the Arguments Competition

Stamatis Gargalianos

University of Western Macedonia

Training via VaKE can use the so-called "Interrupted Narration or Reading". This is an exercise that has been successfully conducted in teaching seminars based on the Lesson Interruption Method (L.I.M.). Here, initially, the teacher starts reading a text based on a curriculum context. He introduces the subject for a few minutes and then hands over to a student. The student continues from where the teacher had stopped. The teacher then interrupts the student reciting the text to pass the reading on to another student. The third one starts where the second had stopped in order to continue the recitation or narration of what must be read. Then this student can call a fourth, who will recite the text for as long as he wants, and there after this student will call upon a fifth, who will read the continuation. The experiment-exercise continues until all the pupils are standing at the front, as inspirers, using the Interrupting Method. Interruptions can also be made by students who simply watch -they do not want to read- and decide when they shall interrupt the speakers. Through this process, students enter a path of thought and criticism in order to develop cognitive skills which enable them to stand out. That can be achieved only on condition that they give valid arguments to the teacher or the other participants. They have to explain why they decided to interrupt and, finally, propose possible corrections. The exercise continues up to the point of participation in official Argument Competitions, which is the optimum phase of the Interruption Method.

Day 3rd - Thursday, 19th April

Paper Session E: VaKE & Foreign Languages-14:30-16:30

Chair: Dimitris Pnevmatikos, *University of Western Macedonia*

Triantafyllia Georgiadou, *University of Western Macedonia*

“To walk the talk” - From ethical decision to moral action

Sieglinde Weyringer

University of Salzburg

VaKE (Patry et al. 2007) is a didactical approach enhancing and nurturing competences for moral judgement and ethical decision. There is evidence that using VaKE in learning processes sustainably triggers conceptual change concerning knowledge (Pnevmatikos & Christodoulou 2016) as well as personality (Weyringer 2008). It stands to reason that in a next step considerations on how the outcome of these processes could become relevant for a behavioural change of concrete actions and activities in all-day- life. The paper will (1) investigate the application of existing theoretical approaches and models on the transformation of thoughts into action, (2) explore the question on the criteria of an action being „moral“ (Weyringer 2016), (3) present a prototypical course for realizing a moral action called MaKE, and (4) provide first experiences from a project with female asylum seekers.

Structured diary as a tool for self-monitoring behavioral change

Sieglinde Weyringer

University of Salzburg

A successful process of behavioural change involves several stages and needs guidance and maintenance -this tenet is especially known within the field of the modification of addictive behaviour (see e.g. Prochaska et al. 1992). All-day- life experiences, e.g. going on a diet, provides evidence that many inhibitors accompany torpedoing this process. Several theoretical approaches, e.g. activity theory (Engeström et al. 1999) or control theory (Lord & Levy 1994) highlight these problems and provide approaches for their handling. Supportive tools as well as supervision and guidance seem to be essential for a successful and sustainable change. The paper will present the idea of a structured diary as a tool for self-monitoring behavioral change. The idea behind is that relevant sustainable effects can be achieved, if the person is aware of the process and can follow the development. This idea is currently set into practice by a project with female asylum seekers in Austria. First experiences will be presented and improvements should be discussed.

Dimitris Pnevmatikos

University of Western Macedonia

Promotion of Critical Thinking in higher education is the goal of education, which derives primarily by initiatives including Critical Thinking in the 21st-century skills. Nevertheless, teaching for Critical Thinking is not an easy task for teachers, instructors or even academics to achieve. The current paper will discuss the conceptualization of the Critical Thinking skills and it will attempt to construct a proposal for integrating Values and Knowledge Education (VaKE) as a vehicle to promote Critical Thinking. Critical Thinking is defined as a process of purposeful, self-regulatory judgment, which results in two different procedures; (i) the interpretation, analysis, evaluation and inference, and (ii) the explanation of the evidential, conceptual, methodological or contextual considerations upon which the original judgment was based. It is argued that VaKE could meet many aspects of skills and dispositions that are integral parts of Critical Thinking. Moreover, examples of implementing VaKE in higher education and preliminary results will be presented and discussed.

3rd International Conference on Values and Knowledge Education (VaKE) and Beyond

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