

Editorial

The fourth issue of volume eight of the CEPS Journal is devoted to thematically diverse papers – it is not a focus issue. This issue presents twelve authors from four different countries including Germany, Chile, Croatia, and Slovenia, who discuss different educational areas, including teacher education, educational psychology, teachers' professional development and special pedagogy, and show the broader aspects of research in education. One book review concludes this CEPSj issue.

The paper by Tanja Černe and Mojca Jurišević entitled *The Self-Regulated Learning of Younger Adolescents with and without Learning Difficulties – A Comparative Multiple Case Study* presents authors' views on self-regulated learning and how well-developed self-regulated learning pose the key to enabling learners to achieve both their educational goals and wider personal development. However, this can be especially challenging for adolescents with learning difficulties, because of their neuropsychological and neurophysiological characteristics, as well as the significant disparities they tend to experience between the effort put into learning on the one hand, and the resulting learning achievements on the other. The authors present a comparative multiple case study. They researched the self-regulated learning of three younger adolescents with learning difficulties and that of one younger adolescent without learning difficulties. The data were subjected to triangulation methods and qualitative analysis, with the results showing that the younger adolescents with learning difficulties mainly used cognitive rehearsal strategies, while the organisational and elaboration strategies were used only with the aid of the available social resources. The results also show that metacognitive strategies with regard to planning, assessment, and self-regulation were not yet fully developed in the participants with learning difficulties. They concluded that two of the three younger adolescents with learning difficulties show several signs of defensive pessimism and learned helplessness. All the adolescents participating in this case study received support and help in their home environments and developed suitable self-encouragement and self-rewarding strategies through perceptions of their own success in their free-time activities. The participating teachers did not fully identify the strong areas and performance factors in the younger adolescents, both with and without learning difficulties. The authors suggest that the results obtained from this case study might contribute to developing more efficient special-educational intervention approaches.

The second paper of the present issue, entitled *Certification Policy: Reflections Based on the Chilean Case of the INICIA Test for Beginner Teachers*, by

Felipe Aravena and Marta Quiroga analyses a specific educational policy in a national context: INICIA (In Spanish: Start) in Chile. Enacted in 2008, this policy evaluates beginning teachers at the national level before they start their professional careers in schools. The INICIA has been categorised as a certification policy to measure what teachers know in relation to a certain disciplinary area. At present, INICIA is voluntary for beginning teachers. However, due to policy changes, a passing score on it will soon be necessary to become a nationally qualified teacher in Chile. The authors applied a holistic analysis of the policy, and they develop a complex picture of the problem INICIA generates as a requirement for certification. According to their analysis, INICIA has been misunderstood as a policy that provides quantitative and qualitative information about a teacher's performance. They concluded that INICIA merely provides information about a specific moment in a teacher's professional development and cannot be used as a predictor of future performance.

The paper entitled *Mobile Teachers at Border Schools – Multilingualism and Interculturalism as New Challenges for Professional Development*, by Katica Pevec Semec, reports the results of the implementation of cross-border learning mobility, which has taken place in some schools and kindergartens at the tri-border area of Slovenia, Austria and Italy. The findings suggest that the implementation of multilingual and intercultural practices, which involve weekly exchanges of 'mobile teachers' from neighbouring countries, created a unique educational experience that has encouraged teachers to greater professional growth. In addition to another language, mobile teachers have brought with them various new educational approaches. Border mobility has contributed to the simultaneous strengthening and enriching of educational practices in various border kindergartens and schools. For teachers, the implementation of cross-border learning mobility strengthens the awareness of the importance of competence in multilingualism and interculturalism as an essential factor for their further professional development. Readers of this paper will be familiarised with the analysis of the knowledge and experience of professionals involved in such mobility programmes in terms of a new dimension of professionalism, and the need to develop multilingualism and interculturalism competences.

The fourth paper, by Anamarija Žic Ralić, Daniela Cvitković, and Snježana Sekušak-Galešev, entitled *Predictors of Bullying and Victimisation in Children with Attention-Deficit/Hyperactivity Disorder*, presents the question of whether age, gender, individualised education programme, the experience of victimisation by peers, and the experience of bullying others are predictors of bullying and victimisation in children with Attention-Deficit/Hyperactivity Disorder. The sample consisted of 72 children aged from 7 to 15 with

Attention-Deficit/Hyperactivity Disorder diagnoses. The authors concluded that gender is a significant predictor of physical bullying, whereas the predictors of verbal bullying are gender, being enrolled in an individualised education programme, verbal victimisation, and the feeling of security. The boys with Attention-Deficit/Hyperactivity Disorder without any school accommodations, such as individualised education programme and who are exposed to verbal victimisation are also more often verbally aggressive towards their peers. Children with Attention-Deficit/Hyperactivity Disorder who are verbally aggressive and feel secure in the school setting are more exposed to verbal victimisation.

The fifth paper, by Yannik Tolsdorf and Silvija Markić, entitled *Participatory Action Research in University Chemistry Teacher Training*, discusses the importance of the participatory action research model developed by Eilks and Ralle, and is very well known in science education. Over the years, many teaching and learning materials have been developed and implemented in German secondary schools using this method. The success of the model encouraged the authors to adapt it to the university level in order to develop university chemistry education courses. However, to do this, they encountered and conquered some challenges. For an advanced model, the focus is firmly on the extended development team, which comprise people who were not part of the original team. The role of the students also changes. In this paper, the authors describe the ideas they used to further develop the model and implement it in practice.

The last contribution in this varia issue is entitled *The Differences Between Pre-Service Chemistry, Fine Art, and Primary Education Teachers Regarding Interest and Knowledge About Fine Art Materials*, in which Robert Potočnik and Iztok Devetak consider the role of art education and its implications in science education and vice versa. The primary purpose of this paper is to identify the level of interest and knowledge about fine art materials (in selected works of art) that can influence pre-service primary school, chemistry, and fine art teachers' implementation of this content into their teaching. This knowledge can help them be aware of how a specific fine art material can be used in fine art classes. Fine art materials can also be applied in different manners by chemistry teachers and primary school teachers (science lessons) to explain the specific chemical characteristics of these substances. Altogether, 118 pre-service teachers from the Faculty of Education, University of Ljubljana participated in the study. The data were collected using different instruments. The authors concluded that pre-service teachers' average score on a knowledge test about fine art materials is quite low. The results also showed that pre-service fine art teachers achieved better results than primary school and chemistry teachers did. Similar results were also obtained regarding participants' interest and self-concept in learning

about fine art materials. The authors suggested that more emphasis should be placed on developing the understanding of chemical and fine art concepts due to the fact that fine art and chemistry can be interdisciplinarily presented in education, according to contemporary curricular guidelines.

At the end of this edition, a review of a monograph can be found. Gordana Čižman, who reviewed the book *Children's Rights, Educational Research and the UNCRC past, present and future* edited by Jenna Gillett-Swan and Vicki Coppock, published by Symposium Books (ISBN 978-1-873927-95-3), provides international perspectives on contemporary issues pertaining to children's rights in education.

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