

O avtorjih

Milena Ivanuš Grmek je zaključila študij pedagogike in sociologije na Univerzi v Ljubljani, na Filozofski fakulteti. Doktorirala je prav tako na Univerzi v Ljubljani, na Filozofski fakulteti. Kot redna profesorica za didaktiko je zaposlena na Univerzi v Mariboru na Pedagoški fakulteti. V svojem raziskovalnem delu se posveča posodabljanju pouka, kurikularnim spremembam na področju sekundarnega izobraževanja in profesionalnemu razvoju učiteljev. Rezultate svojega raziskovalnega dela objavlja v Sloveniji in tujini. Trenutno je dekanja Pedagoške fakultete Univerze v Mariboru.

Milena Ivanuš Grmek, graduated in the fields of pedagogy and sociology at the University of Ljubljana, Faculty of Arts. She defended her PhD thesis at the University of Ljubljana, Faculty of Arts. She works as the Full Professor of Didactics at the University of Maribor, Faculty of Education. Her scientific research work comprises three main fields of research: modernization of educational process, curriculum changes in secondary school education and professional development of teachers. She has been publishing scientific and specializing texts in Slovenian, as well as in foreign magazines. Considering her current position at the University of Maribor, Faculty of Education, she is dean.

Monika Mithans je zaključila študij pedagogike in prevajanja in tolmačenja nemščine na Filozofski fakulteti Univerze v Mariboru. Leta 2017 je doktorirala na Pedagoški fakulteti Univerze v Mariboru. Kot docentka za pedago-

giko je zaposlena na Pedagoški fakulteti Univerze v Mariboru. Njeno znanstveno raziskovalno delo obsega dve glavni področji raziskovanja, in sicer participacijo v šoli in posodabljanju pouka. Rezultate svojega raziskovalnega dela objavlja v znanstvenih in strokovnih člankih v Sloveniji in tujini. *Monika Mithans* graduated in the fields of pedagogy and German translation studies at the University of Maribor, Faculty of Arts, in 2009. She completed her PhD in educational sciences at the University of Maribor, Faculty of Education in 2017. She currently works as an Docent the University of Maribor, Faculty of Education. Her scientific research work comprises two main fields of research, namely school participation and modernization of educational process. She has been publishing scientific and educational articles in Slovenian and foreign magazines.

Polona Jančič Hegediš je zaključila študija razrednega pouka in sociologije. Zaposlena je kot asistentka na področju specialne didaktike družboslovja na Pedagoški fakulteti Univerze v Mariboru. Vpisana je na doktorski študijski program Edukacijske vede na Pedagoški fakulteti Um. Raziskovalno se ukvarja s konstruktivističnim poučevanjem zgodnjega družboslovja. Še posebej jo zanima izkustveno učenje.

Polona Jančič Hegediš graduated in the fields of primary education and sociology. She works as an assistant in the field of special didactics of social sciences at the Faculty of Education, University of Maribor. She is enrolled in the doctoral study program of Educational Sciences at the Faculty of Education University of Maribor. Her research interests include constructivist teaching of early social sciences. She is particularly interested in experiential learning.

Manja Veldin je psihologinja in raziskovalka na Pedagoškem inštitutu v Ljubljani. Sodelovala je s Centrom za psihodiagnostična sredstva, Svetovalnico Kameleon, v študijah “ Kvaliteta življenja bolnikov po presaditvi ledvice “ in “ Pojasnjevanje učinkovitosti reševanja problemov s področja trojne narave predstavitev naravoslovnih pojmov “, EU projektih (ROKA v ROKI, BRAVEdu, ETTECEC) in vodila evalvacijo nacionalnega projekta (Inovativna učna okolja podprta z inovativno pedagogiko 1: 1). Trenutno sodeluje na več evropskih projektih (HEAD, DITEAM in NEMO) in je doktorska kandidatka eksperimentalne psihologije.

Manja Veldin is a psychologist and works as a researcher at the Educational Research Institute in Ljubljana. She cooperated with the Centre for Psycho-

diagnostic Assessment, Chameleon consulting, participated in the studies “Quality of life of Patients after Kidney Transplantation” and “Explaining effective and efficient problem solving of triplet relationship in science concepts representations”, EU projects (HAND in HAND, BRAVEdu, ETTE-CEC) and led the evaluation of a national project (Inovativna učna okolja podprta z inovativno pedagogiko 1:1). Currently, she is working on several EU projects (HEAD, DITEAM and NEMO) and is a PhD candidate in Experimental Psychology.

Ana Mlekuž je diplomirana politologinja (smer mednarodni odnosi) ter magistrica znanosti na področju ekonomije. Trenutno je doktorska študentka na Univerzi v Mariboru, na Pedagoški fakulteti (smer Vodenje v vzgoji in izobraževanju), zaposlena pa je kot raziskovalka na Pedagoškem inštitutu. Glavna področja njenega raziskovanja sta vodenje v vzgoji in izobraževanju ter vzgoja in izobraževanje v multikultudnem okolju. Sodeluje na različnih raziskovalnih projektih ter pri mednarodnih raziskavah znanja.

Ana Mlekuž holds BA in political science (International Relations) and M.Sc. in Economic Science (Financial literacy). She is a PhD candidate at the Faculty of Education in Maribor (field of study: Leadership in education) and a researcher at the Educational Research Institute (ERI) in Ljubljana. Her field of research is leadership in education and education in a multicultural environment. She participates in various research projects and large scale international assessments.

Tina Vršnik Perše je doktorica znanosti na področju Pedagogike. Zaposlena je na Oddelku za temeljne pedagoške predmete na Pedagoški fakulteti, Univerze v Mariboru kot izredna profesorica, kjer je nosilka predmetov, vezanih na občo pedagogiko, na različnih študijskih programih. Dopolnilno je zaposlena tudi kot višja znanstvena sodelavka na Centru za elevacijske študije na Pedagoškem inštitutu. Glavna področja njenega raziskovanja so inkluzija otrok s posebnimi potrebami, profesionalni razvoj učiteljev in sodelovanje med šolo in starši. Kot vodja projektov in raziskovalka je sodelovala v različnih mednarodnih evalvacijskih študijah, aplikativnih raziskovalnih projektih in nacionalnih evalvacijskih študijah. Kot koordinatorica in sodelavka se vključuje v različne programe za usposabljanje učiteljev in drugih strokovnih delavcev v vzgoji in izobraževanju. Trenutno je tudi prodekanica za izobraževalno dejavnost na Pedagoški fakulteti Univerze v Mariboru.

Tina Vršnik Perše is a PhD of Educational Sciences, employed in the Department of Basic Pedagogical Studies, Faculty of Education, University of Maribor, Slovenia as Associate Professor in the Pedagogy section and Evaluation Studies Centre, Pedagogical Research Institute, Slovenia as Scientific Associate. The main fields of her research work are the integration of children with special needs, professional development of teachers and cooperation between school and parents. As a project manager and researcher, she has participated in several international comparative evaluation studies, applied research projects and national evaluation studies. As a coordinator and collaborator, she participates in various teacher training programmes. Currently, she is a Vice Dean for Educational Affairs at the Faculty of Education of the University of Maribor.

Mateja Brejc je magistrirala iz vodenja v izobraževanju na Manchester Metropolitan University v Veliki Britaniji in doktorirala iz managementa na Fakulteti za management Univerze na Primorskem. V Šoli za ravnatelje je zaposlena na delovnem mestu področne sekretarke za področje kakovosti v šolah, kjer vodi različne projekte in usposabljanja, ki pokrivajo področja kakovosti, razvojnega in akcijskega načrtovanja, samoevalvacije in vodenja v izobraževanju. Kot docentka za področje managementa sodeluje pri izvajanju predmetov na MFDPŠ in DOBa fakulteti. Je (so)avtorica več domačih in tujih člankov in publikacij. Aktivno sodeluje v mednarodnih združenjih ENIRDELM, ICSEI in European Evaluation Society ter projektih ERASMUS+.

Mateja Brejc holds a Master's degree in Management in Education from Manchester Metropolitan University, UK, and a PhD in Management from the Faculty of Management at the University of Primorska. She works at the National School for Leadership in Education where she leads various projects and trainings covering the areas of quality, school improvement, self-evaluation and leadership in education. As an assistant professor she participates in the implementation of courses at the ISSBS faculty and DOBa faculty. She is the (co) author of several articles and publications. She actively participates in international associations ENIRDELM, ICSEI and the European Evaluation Society, as well as ERASMUS + projects.

Svetlana Jurko je v NEPC-u, mednarodni nevladni organizaciji mreže centrov pedagoških politik, od leta 2006. Njena kariera se razteza od učiteljice angleščine, do strokovnjaka za programsko opremo in operaterke v službi

za pomoč uporabnikom, vse do koordinatorke projekta in raziskovalke na svojem trenutnem položaju. Delala je v mednarodnih organizacijah, kot so Združeni narodi in OSCE, na šolah, v nevladnih organizacijah ter na raziskovalnem inštitutu (Center za raziskave s področja vzgoje in izobraževanja in razvoj, Inštitut za družboslovne raziskave v Zagrebu). Od ustanovitve NEPC-a je sodelovala že v več kot ducat mednarodnih projektov in publikacijah na področju dostopa do izobraževanja, vključevanja in politike.

Svetlana Jurko has been with NEPC, an international non-governmental membership organization of education policy centers since 2006. Her career spans from being an English teacher to software trainer and help desk operator to project coordinator and assistant researcher to her current position. She worked at international organisations such as the United Nations and OSCE, schools, non-government organisations, at the research institute (Center for Educational Research and Development, Institute of Social Research in Zagreb). Since the inception of NEPC, she has led over a dozen international projects and publications in educational access, inclusion and policy.

Marija Ropič Kop je zaposlena na Pedagoški fakulteti v Mariboru kot docentka za specialno didaktiko (podpodročje slovenski jezik in književnost). Pri svojem delu se posveča začetnemu opismenjevanju v predšolskem obdobju, opismenjevanju učencev v osnovni šoli, branju in pisanju. Zadnja leta se posveča raziskovanju glasovnega zavedanja v predšolskem obdobju in v 1. razredu, branju in pisanju.

Marija Ropič Kop is employed at the Faculty of Education in Maribor as a docent of special didactics (Slovenian language and literature). In her work, she dedicates herself to initial literacy in the preschool period, to literacy of primary school pupils and to reading and writing. In recent years she has been dedicating herself to researching phonological awareness in the preschool period and in 1st grade, to reading and writing.

Saša Klar Zadarvec je diplomantka Filozofske fakultete Univerze v Mariboru in ima diplomu iz angleščine in slovenščine. Trenutno končuje magistrski študij. V svoji magistrski nalogi se ukvarja z branjem.

Saša Klar Zadravec, is a graduate of the Faculty of Arts in Maribor and has a Bachelor's degree in English and Slovene. She is currently completing her master's degree. In her master's thesis, she researches reading.

Valerija Vendramin je doktorica ženskih študij, zaposlena pa je kot znanstvena sodelavka na Pedagoškem inštitutu v Ljubljani. Med njenimi raziskovalnimi področji so edukacijske študije, ženske študije in feministična teorija ter kulturne študije. V tem okviru se ukvarja s problematiko, ki zadeva konceptualizacijo spolne razlike, kurikulum in feministične kritike znanosti oz. epistemološka vprašanja, v zadnjem času pa se osredotoča tudi na razmerje med človekom in tehnologijo.

Valerija Vendramin, PhD in Women's Studies, is a research associate at the Educational Research Institute in Ljubljana. Among her current research fields are educational studies, women's studies and feminist theory, cultural studies, predominantly, but not exclusively, in connection to the issues concerning the conceptualization of sexual difference, curriculum and feminist critiques of science together with epistemological issues. Lately, she has started to delve into the problem of the relation between human and technology.

Marijanca Ajša Vižintin je znanstvena sodelavka na Inštitutu za slovensko izseljenstvo in migracije ZRC SAZU. Deluje na področju vključevanja otrok priseljencev, raziskuje izseljevanje Slovencev v Nemčijo ter v Bosno in Hercegovino. Je avtorica več znanstvenih člankov in znanstvene monografije »Medkulturna vzgoja in izobraževanje: vključevanje otrok priseljencev« (2017). V letih 2013–14 je bila sourednica znanstvene revije *Dve domovini / Two Homelands*, <http://twohomelands.zrc-sazu.si/>. Koordinira nacionalni projekt *Le z drugimi smo* (2016–2021), <https://lezdrugimismo.si/>. Kot docentka Univerze v Novi Gorici predava v okviru mednarodnega podiplomskega študijskega programa *European Master in Migration and Intercultural Relations (EMMIR)* na Univerzi v Stavangerju na Norveškem.

Marijanca Ajša Vižintin is research fellow at the Slovenian Migration Institute ZRC SAZU. Her main research and study interests are the inclusion of migrant students, her research subjects also include Slovenian emigration to Germany and Bosnia and Herzegovina. She has published several scientific papers and a scientific monograph »Intercultural education: inclusion of migrant children« (2017). She was a co-editor of academic journal *Dve domovini / Two Homelands* in 2013–2014, <http://twohomelands.zrc-sazu.si/>. She coordinates the national programme »Only (with) others are we« (2016–2021), <https://lezdrugimismo.si/>. As an assist. prof. (University of Nova Gorica) she is a visiting lecturer at a postgraduate international study

programme EMMIR, European Master in Migration and Intercultural Relations (University of Stavanger, Norway).

Katarina Grom je na področju didaktike slovenščine v kontekstu pismenosti razvila model vertikalnega opismenjevanja. Njeno znanstveno delo se nanaša na preučevanje pismenosti z vidika analiz kurikularnih zasnov, kar je neposredno povezano z delovanjem pedagoških praks. Aplikativno pedagoško delovanje se kaže v njenem vpeljevanju modela vertikalnega opismenjevanja, kjer na področju zgodnje in začetne pismenosti povezuje dve ločeni vzgojno-izobraževalni instituciji, tj. vrtec in osnovno šolo. Na področju zgodnje pismenosti s sodelovanjem strokovnih delavcev načrtno, sistematično in stopenjsko razvija predopismenjevalne spretnosti predšolskih otrok, to pa vertikalno povezuje z učitelji v osnovni šoli pri uvajanju integrativne metode začetnega opismenjevanja.

Katarina Grom, Ph.D. developed the model of vertical literacy in the didactical field of teaching Slovenian language. Her scientific work focuses on exploring literacy through analysing curricular foundations, which is directly related with pedagogical practices. The applicational pedagogical background shows through in her implementation of the vertical literacy model by connecting two separate educational institutions – kindergarten and elementary school – in the field of early and initial literacy. By collaborating with professional practitioners she systematically, and gradually develops the preliteracy skills of pre-school children, which she vertically connects with elementary school teachers who implement the integrative method of initial literacy.

Igor Peras je magister psihologije in raziskovalec na Pedagoškem inštitutu. Študiral je na Univerzi v Mariboru in Jagiellonian University v Krakowu, Poljska. Njegov znanstveno-raziskovalni interes je vezan predvsem na preučevanje spletnega medvrstniškega nasilja v mladostništvu. Na Pedagoškem inštitutu trenutno deluje na projektih STAIRS, DITEAM, LDN Belong in HAND: Empowering teachers. Prav tako pa v okviru Centra za evalvacijske študije sodeluje pri izvajanju raziskave *Učinek razvijanja čustvenih kompetenc na posameznikovo psihološko funkcioniranje v času pandemije*.

Igor Peras holds a masters in psychology and is a researcher at the Educational Research Institute. He has studied at the University of Maribor and Jagiellonian University in Krakow, Poland. His main area of research inter-

est is focused on cyberbullying in adolescence. Currently, he is working on the following projects at ERI: STAIRS, DITEAM, LDN Belong and HAND Empowering teachers. He is also a part of the Centre for evaluation studies where he is a part of the study: *Effects of emotional competencies support on psychological functioning in time of pandemic*.

Maša Vidmar je raziskovalka na Pedagoškem inštitutu in docentka psihologije na Univerzi v Mariboru. Raziskovalno delo, ki ga opravlja, se uvršča na področji pedagoške in razvojne psihologije. Njena strokovna znanja zajemajo predvsem socialne in čustvene vidike učenja in poučevanja, vključno s povezavo z učno uspešnostjo ter kompetentnostmi ob vstopu v šolo. Njeni raziskovalni interesi segajo tudi na področje predšolske vzgoje. Trenutno je vključena v več nacionalnih in mednarodnih projektov. Redno objavlja članke, poglavja, knjige in predstavlja prispevke na konferencah.

Maša Vidmar is a researcher at the Educational Research Institute and assistant professor of Psychology at the University of Maribor. Her research work is in the field of educational and developmental psychology. Her expertise covers mainly the social and emotional aspects of learning and teaching, including the association with academic success and competencies upon entering school. Her research interests also extend to the field of preschool education. She is currently involved in several national and international projects. She regularly publishes articles, chapters, books and presents papers at conferences.

Tina Pivec je trenutno zaposlena kot mlada raziskovalka na Pedagoškem inštitutu. Magistrirala je iz psihologije na Filozofski fakulteti Univerze v Mariboru. V magistrskem delu je preučevala psihosocialne značilnosti različnih skupin udeležencev medvrstniškega nasilja in viktimizacije. Njen znanstvenoraziskovalni interes sega na področje pedagoške in razvojne psihologije, v sklopu doktorskega študija pripravlja doktorsko disertacijo s področja pozitivnega razvoja mladih in nasilnega vedenja pri mladih v obdobju prehoda iz osnovne v srednjo šolo. *Tina Pivec* is currently employed as an emerging researcher at the Educational Research Institute. She finished her postgraduate studies of Psychology at the Faculty of Arts, University of Maribor. In her thesis, she examined psychosocial characteristics between different groups of bullying and victimization participants. Her research interest is in the field of educational and developmental psychology. In her PhD studies, she is preparing

a doctoral dissertation with the focus on positive youth development and bullying behaviour among adolescents in the transition between primary school and high school.

Ana Kozina je diplomirana univerzitetna psihologinja, doktorica psiholoških ved in docentka za psihologijo. Zaposlena je na Pedagoškem inštitutu, kjer je vodja Centra za evalvacijske študije. Njeno raziskovalno delo sega na področji pedagoške in razvojne psihologije. Ukvarja se z razvojem agresivnosti in anksioznosti (obdobje otroštva in mladostništva) ter njune interakcije na ravni posameznika in na ravni širšega družbenega okolja (vključno z razvojem preventivnih in intervencijskih dejavnosti). Na področju pedagoške psihologije se ukvarja s preučevanjem dejavnikov (šolska klima, socialno in čustveno učenje, motivacija ...), ki vplivajo na učne dosežke otrok in mladostnikov. Je članica programske skupine Edukacijske raziskave (2015–2020), članica uredniškega odbora Založbe Pedagoškega inštituta ter predsednica Slovenskega društva raziskovalcev na področju edukacije (SLODRE). *Ana Kozina* is a researcher, assistant professor and the head of the Centre for evaluation studies in Educational Research Institute. Her work is in the field of developmental and educational psychology. She is focused on the developmental and time related trends of aggression and anxiety (in childhood and adolescence), their interplay and the role that anxiety and aggression play on the individual level, on the school level and on the community level (with possible prevention and intervention designs). In the field of education she is interested in the factors related to students' achievement (school climate, social and emotional learning, motivation...). She is a member of the program group Educational Research (2015–2020), a member of the editorial board of Educational Research Institute Publishing House and a president of The Slovenian Educational Research Association (SLODRE).

Špela Javornik is a young researcher at the Educational Research Institute in Ljubljana since January 2019. She graduated from the Faculty of Social Sciences in the field of Analytical Sociology. She holds a master's degree in social work in the field of family social work. In 2018, she completed the internship, and she did a professional exam for Social work. Her main research interests are sociology of education, civic and citizenship education and family background.

Špela Javornik je od januarja 2019 mlada raziskovalka na Pedagoškem inštitutu v Ljubljani. Diplomirala je na Fakulteti za družbene vede, smer Analitiška sociologija. Magisterij ima iz socialnega dela, smer Delo z družino. Leta 2018 je opravila pripravništvo za socialno delavko in strokovni izpit iz socialnega varstva. Njena glavna raziskovalna zanimanja so sociologija izobraževanja, državljanska vzgoja in državljanstvo in družinsko ozadje.

Pascale Emily Pečnik is a doctoral student at the Faculty of Social Science in Ljubljana. She holds a Bachelor's and Master's degree in political science. Her master's thesis was focused on the concept of tolerance. In 2020 she completed a Schuman traineeship in the European Parliament, Directorate-General for Internal Policies of the Union, Secretariat of the Committee on Culture and Education. Her research interests focus on human and children rights, education and educational policies.

Pascale Emily Pečnik je doktorska študentka na Fakulteti za družbene vede v Ljubljani. Diplomirala in magistrirala je na Fakulteti za družbene vede smer politologija. Leta 2020 je opravila Schumanovo pripravništvo v Generalnem direktoratu za notranjo politiko Unije - sekretariatu Odbora Evropskega parlamenta za kulturo in izobraževanje (CULT). Njena raziskovalna zanimanja so človekove in otrokove pravice, izobraževanje in izobraževalne politike.

Jasmina Mirceva je višja raziskovalka, zaposlena na Andragoškem centru Slovenije. Njena temeljna raziskovalna področja so: razvoj koncepta vseživljenjskega učenja, udeležba v izobraževanju odraslih, pismenost odraslih, izobraževanje in usposabljanje delovne sile itd. Svoje strokovno znanje je izpopolnila na Univerzi v Britanski Kolumbiji (Vancouver, Kanada), na Centru za podjetništvo in inovacije (Sunderland, Velika Britanija) in na Inštitut za izobraževanje odraslih (Strobl, Avstrija). V zadnjih nekaj letih je vodila več nacionalnih raziskovalnih in razvojnih projektov na temo: udeležba v izobraževanju odraslih, razvoj programa osnovna šola za odrasle, vrednotenje programov izobraževanja odraslih itd. Sodelovala je v nekaterih evropskih projektih: Towards the European Lifelong Learning Society – 6.okvirni program, Strategies for Inclusion and Social Cohesion in Europe from Education (INCLUDED) – 6.okvirni program. Koordinira pripravo nacionalnega poročila CONFINTEA (UNESCO). Od 2013 – 2017 je vodila raziskovalno skupino projekta PIAAC.

Jasmina Mirceva is employed at the Slovenian Institute for Adult Education, working as a senior researcher. Her research endeavours are mainly dedicated to the development of the concept of lifelong learning, participation in adult education, adult literacy, education and training of the labour force, etc. She has improved her professional knowledge at the University of British Columbia (Vancouver, Kanada), Business and Innovation Centre (Sunderland, Great Britain) and Institute for adult education (Strobl, Avstrija). In the last couple of years she has been leading several national research and development projects on: participation in adult education, development of the programme primary school for adults, evaluation of adult education programmes and other initiatives. She participated in some European projects: Towards the European Lifelong Learning Society – 6th Framework programme, Strategies for Inclusion and Social Cohesion in Europe from Education (INCLUDED) - 6th Framework programme. She is a coordinator in the preparation of the national CONFINTEA reports. She was the head of the research group in the Programme for the International Assessment of Adult Competences (PIAAC).

Mirna Macur je po osnovni izobrazbi diplomirana sociologinja smeri družboslovna informatika. Doktorirala je iz sociologije in je na različnih fakultetah (Fakulteta za uporabne družbene študije v Novi Gorici, Fakulteta za informacijske študije v Novem mestu, Fakulteta za medije, Fakulteta za zdravstvo Angele Boškin) učila metodološke predmete. Sodelovala je na številnih mednarodnih konferencah in objavila izsledke raziskav v znanstvenih revijah z recenzentskim postopkom. Zanimajo jo raziskave s področja zdravstva in zdravja, še posebno nekemičnih (vedenjskih) zasvojenosti. Od leta 2014-2017 je bila zaposlena na Nacionalnem inštitutu za javno zdravje, trenutno pa je visokošolska učiteljica na Fakulteti za zdravstvo Angele Boškin.

Mirna Macur finalised Bachelor degree in the area of Social Informatics and finished her Ph.D. in Sociology. She taught many methodological courses on various faculties in Slovenia: School of Advanced Social Studies in Nova Gorica, Faculty of Information Studies in Novo mesto, Faculty of media in Ljubljana, Angela Boškin Faculty of Health Care in Jesenice. She was active speaker in many international conferences and published various research results in scientific journals. She is particularly interested in health and health-care related research as well as behavioral addic-

tions. She was employed at the National Institute of Public Health in 2014-2017 and is currently employed at Angela Boškin Faculty of Health Care.

Nina Žavbi je docentka na Katedri za govor Akademije za gledališče, radio, film in televizijo Univerze v Ljubljani. Tako pedagoško kot tudi raziskovalno se ukvarja z odrskim govorom. Zanima jo tudi poučevanje govora v osnovnošolskem in srednješolskem izobraževanju, predvsem v okviru pouka retorike. Udeležuje se znanstvenih konferenc doma in v tujini ter objavlja v domačih in tujih znanstvenih publikacijah.

Nina Žavbi, PhD, is an assistant professor in the Chair of Speech at the Academy of Theatre, Radio, Film and Television of the University of Ljubljana. She deals with stage speech in both her teaching and research work. She is also interested in teaching speech in the primary and secondary school education, especially in the context of rhetoric classes. She participates in academic conferences at home and abroad as well as publishes her work in Slovenian and foreign academic research publications.

Alida Bevk je izredna profesorica na Katedri za govor Akademije za gledališče, radio, film in televizijo Univerze v Ljubljani in dramska igralka. Ukvarja se z govorom, natančneje z glasom, dihom in z njegovo povezanostjo s fiziologijo in anatomijo. Je certificirana učiteljica pristopa Fitzmaurice Voicework in članica organizacije Vasta (Voice and Speech Trainers Association). Predava na tujih univerzah (Oslo, Trondheim, Peking, Shanghai, Budimpešta) in delavnicah.

Alida Bevk, MA, is an associate professor in the Chair of Speech at the Academy of Theatre, Radio, Film and Television at the University of Ljubljana and an actress. She deals with speech, specifically with the voice and the breath and the connection between speech and physiology and anatomy. She is a certified teacher of Fitzmaurice Voicework technique and a member of the organisation Vasta (Voice and Speech Trainers Association). She lectures at universities around the world (Oslo, Trondheim, Peking, Shanghai, Budapest) and teaches workshops.

Tanja Rupnik Vec, spec. supervizije, je psihologinja, vodja središča za kakovost in raziskovanje na Zavodu RS za šolstvo. Izvaja skupinsko supervizijo za učitelje in vzgojitelje ter raznovrstna izobraževanja in svetovanja na različne psihološke teme za šolske kolektive, izvaja raziskave s področja izobraževanja ter sodeluje v razvojnih projektih. Je avtorica ali soavtorica

več znanstvenih in strokovnih monografij s področja kritičnega mišljenja, priročnikov za poučevanje psihologije ter znanstvenih in strokovnih član- kov z drugih področij (vpeljevanje sprememb v šole in skupinska dinami- ka, učna motivacija, supervizija in profesionalni razvoj, socialno-čustveno učenje in empatija).

Tanja Rupnik Vec, psychologist, supervisor and cocach is the head of the center for quality and and research at the National Education Institute of Slovenia. She provides group supervision for different groups of teachers and a variety of trainings and counseling for schools on various psycholo- gical topics. She is the author or co-author of several scientific and profes- sional monographs in the field of critical thinking, manuals for teaching of psychology and research and professional articles in these and other fiel- ds (implementing changes in schools, learning motivation, supervision and professional development, socio-emotional learning and empathy).

Mojca Suban je pedagoška svetovalka za matematiko na Zavodu RS za šol- stvo. Je vodja Predmetne skupine za matematiko in izvaja različne oblike usposabljanj za učitelje matematike v osnovnih in srednjih šolah v obliki študijskih skupin, seminarjev, webinarjev in MOST-ov. Sodeluje v različnih nacionalnih (NA-MA POTI, RN FS) in mednarodnih projektih (MERIA, TIME, ATS STEM). V projektu NA-MA POTI vodi Delovni tim za kritično mišljenje. Sodeluje na domačih in mednarodnih konferencah, je program- ski vodja KUPM 216 in KUPM 2018. Je avtorica/soavtorica člankov in pri- ročnikov s področja matematičnega izobraževanja (sodobne metode pou- čevanja matematike –IBL, formativno spremljanje pri matematiki, različne oblike ugotavljanja matematičnega znanja).

Mojca Suban, MSc. is a pedagogical consultant for mathematics at the Na- tional Education Institute of the Republic of Slovenia. She is the head of the Mathematics Subject Group and conducts various forms of training for mathematics teachers in primary and secondary schools in the form of study groups, seminars, webinars and MOOCs. She participates in var- ious national (NA-MA POTI, RN FS) and international projects (MERIA, TIME, ATS STEM). In the NA-MA POTI project, she is leading the Criti- cal Thinking Working Team. She participates in domestic and internation- al conferences, is the program manager of KUPM 216 and KUPM 2018. She is the author / co-author of articles and manuals in the field of mathematics education (modern methods of teaching mathematics - IBL, formative as-

assessment in mathematics, various forms of assessing mathematical knowledge).

Andrej Kirbiš je izredni profesor za sociologijo na Filozofski fakulteti Univerze v Mariboru, kjer poučuje na dodiplomskem in podiplomskem študiju. Je soustanovitelj in član Centra za raziskovanje postsocialističnih družb (CePSS) in (so)soavtor številnih znanstvenih del, med drugim o politični kulturi in participaciji, demokratični konsolidaciji in spremembah vrednot v postkomunističnih družbah, o zdravju mladih, življenjskih slogih in kulturnih praksah, s posebnim poudarkom na meddržavni primerjalni perspektivi.

Andrej Kirbiš is an Associate Professor of Sociology at the Faculty of Arts, University of Maribor, Slovenia, where he teaches undergraduate and postgraduate students. He is also a co-founder and a member of the Center for the Study of Post-Socialist Societies (CePSS). He has authored and co-authored numerous scientific works on, among others, political culture and participation, democratic consolidation and value change in post-communist Europe, youth outcomes, health, lifestyles, and cultural practices, with a particular focus on comparative perspective.

Monika Lamot je asistentka in doktorska študentka na Oddelku za sociologijo Filozofske fakultete Univerze v Mariboru. Njeni raziskovalni interesi vključujejo sociologijo zdravja in sociologijo kulture. V svojih raziskavah se osredotoča na družbene dejavnike sprejemanja cepiv med slovensko in evropsko javnostjo. Raziskuje tudi različne vidike pandemije covid-19, vključno s sprejemanja cepiva proti covidu-19 in zdravstvenimi ter drugimi posledicami pandemije.

Monika Lamot is an Assistant and a PhD student at the Department of Sociology, Faculty of Arts, University of Maribor. Her research interests include sociology of health and sociology of culture. In her research, she focuses on social determinants of vaccine acceptance among the Slovenian and European public. She is also researching various aspects of COVID-19 pandemic, including COVID-19 vaccine hesitancy, health and other consequences of the pandemic.

Tina Cupar je asistentka na Oddelku za sociologijo na Filozofski fakulteti Univerze v Mariboru in članica Centra za raziskovanje postsocialističnih družb (CePSS). Med drugim se raziskovalno ukvarja z mladino, izobra-

ževalnimi trendi in družinskimi konteksti. Njena doktorska disertacija se osredotoča na medkulturno primerjavo učinkov različnih vrst starševskih stilov med mladimi.

Tina Cupar is a Teaching Assistant at the Department of Sociology, University of Maribor, Faculty of Arts, Slovenia and a researcher at the Center for the Study of Post-Socialist Societies (CePSS). Her research interests include youth outcomes, education patterns and family contexts. Her PhD thesis focuses on cross-cultural analysis of outcomes of different parenting styles among youth.

Danijela Lahe je docentka na Oddelku za sociologijo na Filozofski fakulteti Univerze v Mariboru in članica Centra za raziskovanje postsocialističnih družb (CePSS). Njeni raziskovalni interesi vključujejo sociologijo družine, sociologijo izobraževanja, gerontologijo, s posebnim poudarkom na ageizmu med mladimi in na medgeneracijskem sodelovanju.

Danijela Lahe is an Assistant Professor at the Department of Sociology, University of Maribor, Faculty of Arts, Slovenia and a researcher at the Center for the Study of Post-Socialist Societies (CePSS). Her research interests include sociology of family, sociology of education, gerontology, with a particular focus on ageism among youth and on intergenerational cooperation.

Alenka Lipovec je redna profesorica za področje didaktike matematike. Raziskovalno se osredotoča na razvoj zgodnjih matematičnih pojmov, starševsko vključevanje v pouk matematike, vizualne reprezentacije matematičnih pojmov in osmišljeno uporabo IKT pri pouku matematike. Z e-učenjem se je pričela ukvarjati kot članica ožje ekipe e-um, ki je prerasla v ekipo ustvarjalcev naprednih, interaktivnih prosto dostopnih i-učbenikov, trenutno deluje na vzpostavitvi skupne izobraževalne točke odprtih izobraževalnih virov.

Alenka Lipovec, PhD, is a full professor in the field of mathematics education. His research focuses on developing early mathematical concepts, the involvement of parents in mathematics education, visual representations of mathematical concepts, and the meaningful use of ICT in mathematics education. She started her work in e-learning as a member of the e-um team, which has evolved into a group of creators of advanced, interactive, free-to-use i-textbooks, and is currently working on building an open, collaborative educational resource.

Blaž Zmazek je redni profesor za matematiko. Svojo raziskovalno delo je pričel na področju teorije grafov in nadaljeval na področju srednješolskega splošnega izobraževanja, kjer je vrsto let predsedoval Državni komisiji za splošno maturo in komisiji za srednje šole Strokovnega sveta RS za splošno izobraževanje. Med prvimi je vpeljal vključevanje elementov dinamične geometrije v spletne učne vire in kasneje na tem področju povezal ekipo strokovnjakov, ustvarjalcev e-gradiv, i-učbenikov ter izobraževalnega stičišča.

Blaž Zmazek, PhD is a full professor of mathematics. He started his research work in graph theory. He continued it in general education in secondary education, where he chaired the National Commission for General Matura and the Commission for Secondary Schools of the Professional Council of the Republic of Slovenia for General Education for many years. He was one of the first to introduce the integration of dynamic geometry elements in online learning resources. He later brought together a team of experts, creators of e-materials, i-textbooks and educational hubs in this field.

Igor Pesek je docent za področje didaktike računalništva. Raziskovalno se ukvarja s poučevanjem računalništva, e-učenjem in uporabo IKT pri pouku. Sodeloval je v vseh pomembnejših slovenskih projektih za izdelavo e-gradiv in bil vodja nacionalnega projekta E-učbeniki. Na Univerzi v Mariboru je sodeloval kot član projektnih svetov projektov, ki so vpeljali smiselno uporabo IKT v visokošolski prostor. Je član skupine RINOS, ki deluje na področju vpeljave računalništva in informatike v osnovno in srednjo šolo.

Igor Pesek, PhD, is an assistant professor in the field of computer didactics. Her research interests include computer education, e-learning and the use of ICT in teaching. He participated in all significant Slovenian e-materials projects and was the leader of the national project E-textbooks. At the University of Maribor, he participated as a member of project councils in projects introducing the meaningful use of ICT in higher education. He is a member of the RINOS group, which works in introducing computer and information science in primary and secondary schools

Nika Kores je študentka Fakultete za naravoslovje in matematiko. Obiskuje študijsko smer izobraževalna matematika in izobraževalna biologija. Zanima se za področje vzgoje in izobraževanja. V reviji *Dianoia* je skupaj s študentko Tanjo Rojc objavila članek z naslovom *Vpliv dodatnih dejavnosti na*

končni rezultat pri predmetu matematika. Sodelovala je pri nastajanju in nadaljnjem izvajanju portala Razlagamo.si, pri projektu TELO in ustvarjanju matematičnih nalog na portalu OpenProf.

Nika Kores is a student in the Faculty of Science and Mathematics. She is studying educational mathematics and educational biology. He is interested in the field of education. In the journal *Dianoia*, she published an article with the student Tanja Rojc entitled The influence of additional activities on mathematics's final result. She participated in creating and further implementing the portal Razlagamo.si, in the project TELO and creating mathematical problems on the portal OpenProf.

Janja Tekavc je psihologinja in fizioterapevtka, zaposlena na Pedagoški fakulteti Univerze v Mariboru (Oddelek za temeljne pedagoške predmete), kjer poučuje študente pedagoških smeri (bodoče učitelje, vzgojitelje in športne trenerje). Pri svojem raziskovalnem delu se posveča temam iz področja pedagoške psihologije, psihologije športa in zdravja.

Janja Tekavc is a psychologist and physiotherapist employed at the Faculty of Education, University of Maribor (Department of Fundamental Pedagogical Subjects), where she teaches students of pedagogy (future teachers, educators and sports coaches). In her research work, she focuses on topics in the field of pedagogical psychology, sports psychology and health.

Mateja Režek je zaposlena kot raziskovalka na Pedagoškem inštitutu, Centru za kakovost v vzgoji in izobraževanju Korak za korakom. Raziskovalno se posveča predvsem iniciativam, ki se kakorkoli povezujejo s profesionalnim razvojem strokovnih delavcev vrtcev in osnovnih šol, s kakovostjo vzgojno-izobraževalnega procesa ter prehodom med različnimi učnimi okolji.

Mateja Režek, MsC, works as a researcher at the Educational Research Institute, Center for Quality in Education Step by Step. Her research focuses on initiatives that are in any way related to the professional development of professionals in kindergartens and primary schools, the quality of the educational process and the transition between different learning environments.

Janja Majer Kovačič je docentka na Fakulteti za naravoslovje in matematiko, Univerze v Mariboru. Kariero na področju poučevanja in raziskovanja kemije je pričela s podiplomskim študijem na Univerzi v Ljubljani. V okvi-

ru doktorskega študija na Univerzi v Mariboru je v nadaljevanju raziskovalno delo razširila na polimerno in organsko kemijo. Njeno raziskovalno področje zajema kemijsko izobraževanje z vidika razvoja učnih strategij, aktivnega učenja in sodelovalnega dela ter sintezo in funkcionalizacijo visoko poroznih polimerov.

Janja Majer Kovačič is an assistant professor at the Faculty of Natural Science and Mathematics, University of Maribor. She began her career in the field of chemical education research during postgraduate studies at the University of Ljubljana. During her PhD studies she expanded her professional skills into the polymer and organic chemistry and earned her degree at the University of Maribor. Her research interests include chemical education where she investigates the processes of instruction and learning in chemistry. Recently, the synthesis and functionalization of highly porous polymers enriched her research portfolio.

Jasmina Bunšek (1986) je leta 2010 diplomirala kot vzgojiteljica predšolskih otrok, leta 2016 pa magistrirala na študiju predšolske vzgoje, oboje na Pedagoški fakulteti v Ljubljani. Tekom dodiplomskega študija je en semester opravila na študentski izmenjavi na Finskem, na univerzi v Ouluju. V vrtcu Najdihojca je zaposlena od septembra 2009.

Jasmina Bunšek (1986) graduated in 2010 as an educator of preschool children, and in 2016 she obtained a master's degree in the study of preschool education, both at the Faculty of Education in Ljubljana. During her undergraduate studies, she spent one semester on a student exchange in Finland, at the University of Oulu. She has been employed at the Najdihojca kindergarten since September 2009.