

The title of the project:	The Culture of Educational Institution as a Factor in Co-Construction of Knowledge
Key words:	culture of educational institution, principle of excellence, socio-constructivist approach to knowledge, professional development, scientific literacy
Research abstract:	<p>The research is based on socio-constructivism and socio-cultural theory as a contemporary epistemological and ontological direction of development of cognition in which knowledge is built in transaction between individual and sociocultural context. The starting thesis is that the adjustment of educational strategies, teaching methods and forms of work to individual needs, interests and abilities of every child enables active, independent and cooperative learning and practical application of knowledge. The attention should be directed into identification and tracking of children who demonstrate exceptional achievements according to the principle of excellence (Freeman, 2003). This way the development of creative, logical and critical thinking is encouraged, which is most efficiently expressed in examples of contents and activities of scientific area (Heller, 2007). For these reasons we are interested in:</p> <ol style="list-style-type: none"> <li>1. Which characteristics of culture of educational institution support the development of scientific literacy of children?</li> <li>2. Which structures within the culture of the institution support the excellence of children, teachers and develop interest for scientific activities?</li> <li>3. What are the attitudes of teachers and parents toward the scientific literacy?</li> <li>4. How to research and change the culture of institution which will be in accordance with the nature of child, co-construct it according to the needs of children and surroundings, their upbringing and education?</li> <li>5. How different sociocultural contexts impact the development of cognition and construction of knowledge?</li> </ol> <p>As a methodological strategy we introduce action research with elements of ethnographic approach. Action research is aimed at changing the educational practice that supports professional development of teacher as a reflexive practitioner focused on researching and changing the culture of educational institution.</p> <p>This project will position Center for Childhood Research of Faculty of Teacher Education in Rijeka as a networked center of scientific excellence with recognized epistemological and methodological approach in research and practical work with children, which promotes the concept of circulation of researchers in regional and European levels.</p>
Project manager:	Lidija Vujičić, Ph.D. Associate Professor
Team collaborators:	<p>Željko Boneta, Ph.D. Assistant Professor          Petra Pejić Papak, Ph.D. Assistant Professor          Danijela Blanuša Trošelj, doctoral candidate          Željka Ivković, doctoral candidate          Jasna Arrigoni, doctoral candidate          Team collaborators from abroad:          Milena Valenčič-Zuljan, Ph.D. Full Professor, Faculty of Education, University of Ljubljana          Živka Krnjaja, Ph.D. Associate Professor, Faculty of Philosophy, University of Belgrade          Dragana Pavlović-Breneselović, Ph.D. Associate Professor Faculty of Philosophy, University of Belgrade          Margaret Sutherland, Ph.D. Lecturer, School of Education, University of Glasgow</p>