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Content

Introduction

If we accept the idea that the pupil's motivation to learn is one of the key conditions for successful education, then it is also necessary to think about the role of the teacher in this process. It is widely assumed that the teacher appropriately motivates the pupil to individually make an effort to succeed. The question is, however, whether the teacher is also positively motivated to use this approach. Ideally, there is a positive, proactive atmosphere and mutual consensus in the classroom with an effort to achieve the best possible outcome of the teaching/learning, the essence of which is not the formative assessment of pupils, but the possibility of applying it for practical real life.

If, however, the teacher takes an ambivalent attitude to support the pupil's motivation for various reasons, then the results of education are not permanent and the pupil does not keep the knowledge in their memory for a long time. This puts school education in a problematic situation where the pupil's knowledge is fragmented, not systematically processed and thus does not create the basis needed for further learning. As a result, it is not possible to refer to quality education which is the main requirement for the current school.

In this situation, it is surprising that many are critical of the efforts to revise the curricular documents, with the requirements for the reduction of the curriculum and the scepticism with which the current state of education is being discussed. At the same time, these external interventions cannot solve the situation with which teachers are now confronted in many cases. Often, the result is disillusionment and in many cases also a decrease in interest and effort to encourage the pupil to achieve their potential. An important factor in the relationship between the teacher and the pupil is therefore the teacher's confidence in the pupil's abilities, as well as the pupil's knowledge that the teacher is engaged in the same way the pupil is in the process of quality education. Quality is then defined by both the teacher's efforts to teach effectively and by the pupil's efforts to actively learn. However, a similar positive result cannot be expected if one of the actors is not an equivalent partner in this joint endeavour. It is therefore desirable to place an adequate amount of responsibility on the pupil and then kindly, but consistently with the maintenance of fair treatment and respect for their individuality, insisting that the pupil takes responsibility fulfils the duties. The teacher's role is then determined by their professionalism and degree of emotional intelligence.

<div align="right">Editors</div>

Articles

Classroom as a playground

Libor Práger, Václav Řeřicha

Abstract

In the last sixty years the literacy environment based on alphabetic technology has almost completely transcended into the electronic environment based on digital technology. The traditional literacy-based classrooms and school libraries as centres of knowledge and education may have still retained their physical existence but have lost their foundation and purpose. The changes brought about by the digital environment have forced the traditional classroom and its literate environment emphasizing the importance of speaking, reading and writing to search for new meaning. While most educators are still clutching to the straw of the traditional literacy-based classroom by inventing more and more amusing presentations, the signs of traditional classroom's crisis are more and more visible. The physical classroom has competed and has lost to virtual reality which is instantaneous, transferable and imminently involving, the traditional school with textbooks seems to be a museum relic to contemporary "digital natives". The contemporary research among university students confirms the notion that modern curricula should offer a vision of a school which is not a centre of obsolete knowledge distribution but a playground where the students learn the rules of the games that will be played in the 21st century.

Key words: Literacy-based classroom, digital environment, tradition, transition, socialization.

Třída jako hřiště

Abstrakt

Za posledních šedesát roků se prostředí gramotnosti založené na technologii abecedy změnilo na prostředí založené na technologiích digitálních. Tradiční škola opírající se o literární gramotnost a užívající učebnici, která byla zdrojem vědomostí a vzdělávání, se možná ještě udržuje jako instituce, ale ztratila svou původní podstatu a účel. Změny vyvolané digitálním prostředím donutily tradiční výuku, která zdůrazňovala význam čtení a psaní, aby hledala svůj nový smysl. Zatímco se většina učitelů snaží zachovat tradiční pojetí výuky tím, že tvoří atraktivní prezentace, signály krize jsou stále zřetelnější. Je patrné, že škola prohrává boj s virtuální realitou, která je okamžitá, přenositelná a bezprostředně motivující. Tradiční škola s učebnicemi připadá dnešním žákům zcela přirozeně fungujícím v digitálním prostředí jako muzejní objekt. Současný výzkum mezi univerzitními studenty potvrzuje názor, že moderní studijní programy učitelství by měly nabízet vizi školy, která není centrem distribuce zastaralého pojetí gramotností, ale hřištěm, kde se žáci a studenti učí pravidla her, podle kterých se hraje ve 21. století.

Klíčová slova: literární gramotnost, škola, digitální prostředí, tradice, změna, socializace.

Transforming education

In the last sixty years the literacy environment based on alphabetic technology has almost completely transcended into the electronic environment based on digital technology. Traditional education based on printed linear text has been significantly affected by the change. The traditional literacy-based classrooms and school libraries as centres of knowledge and education may have still retained their physical existence but have lost their foundation, their purpose. The rapporteurs at the Global Education Industry Summit in Helsinki noted that "the range of knowledge and skills students need for a global, knowledge-based, innovation centred economy is greater than can be taught in even the best classrooms during the school day." (Notes from Rapporteurs, 2015, p. 3) The traditional school has become only one of numerous sets of environments providing learning. The electronic environment has changed the access to education and in near future "class rooms and schools may look very different from what we are used to seeing. Methods of teaching may seem strange compared to those of the past." (Notes, p. 8)

While the traditional classroom and school library are slowly vanishing, the importance and demand for education and the importance of teachers are growing. McLuhan

noted in Gutenberg Galaxy that "higher education which had been a privilege and a luxury has now become a necessity for production and survival in digital environment." (McLuhan, 1965, p. 105). Classrooms and libraries are changing from physical objects to virtual ones, but artificial intelligence will not be able to replace teachers. According to Kai-Fu Lee, teaching will be one of ten jobs that are safe in the future world. Lee´s pedagogical optimism views digital environment and artificial intelligence as a potential pedagogical tool that "will help educators figure out how to personalize curriculum based on each student's competence, progress, aptitude, and temperament" (Lee, 2018). In this respect, he is in agreement with the Global Education Industry Summit in Helsinki in 2015 confirming that we are entering an unprecedented era of learning. One thing is, however, likely to remain: learning takes place in a fruitful interaction between a teacher and a student in a structured environment (Notes, p. 8). Lee accents the irreplaceable role of the teacher who will be needed to help students figure out their interests, teach students to learn independently, and provide one-on-one mentorship. "These are tasks that can only be done by a human teacher. As such, there will still be a great need for human educators in the future" concludes Lee (2018).

1 Transition of the literacy to the digital environment

The changes brought about by the digital environment have forced the traditional classroom and its literate environment emphasizing the importance of speaking, reading and writing to search for new meaning. The transition to digital environment with the ensuing change of the perception adjusting to fragmented digital screens and virtual reality is not uncomplicated and educators are aware of it when noting that "It is an era of new opportunities but it is also an era of a great disruption (Notes, p. 8)". The evident negative effects of the transition on education are discussed below in the chapter on the relationship between Internet addiction and school. However, a larger issue has been noted by The Summit in Helsinki participants, stressing that "discussion on the digital revolution has tended to concentrate around presentation, rather than access to information" (Notes, p. 7). The recent pedagogies dependence on presentation is implicitly confirmed by the attempts to combine the literacy and digital environments by flipped, hybrid and blended learning models. Even the methods of feedback follow the trend of presentation by attempting to adapt themselves to the changing environment, reversing the traditional learning from students to the teacher, which is stretching a point. (Rodgers, 2006). Even though Rodgers moves from constructivist pedagogy to utilitarian pedagogy refusing an approach based on evaluation and testing, she is still concerned with presentation. But the rapporteurs at the Summit in Helsinki noted that "in the longer term, the revolution in access to information is likely to have a greater impact than the changes in the presentation" (Notes, p. 7).

To survive, the classroom has been searching for new identity. The recent technologically centrally-controlled classroom, in contrast to the traditional classroom centrally controlled by the teacher and textbooks, is defined by the number of screens, projectors, speakers and their mutual arrangement. Such a classroom has all the functions of a smartphone with a possible advantage that the classroom technologies can collect data about learning. However, when the students were asked to compare the merits of new technology-driven classrooms they did not comment on technology but mentioned "the amount of space around them, outlets, suitability of desks and seating" (Chappel, 2018).

The discussions above remain in the domain of presentation, while the important changes happen in the access to information. So far, the issues of the classroom have seemed to be less concerned with new technology than with the physical space allowing for social interaction, c.f. if learning is to be "active, participatory, experiential and cooperative (it) requires a flexible space… Student satisfaction with the room … was influenced by the room's ability to facilitate working with others" (Stern, 2008, p. 6). However, the argument that students do not any longer need the classroom and teacher to access information is of considerable importance and it is not going away.

The issue of the fact presentation against the access to information is complicated because it includes the problems of the selection of facts appropriate for teaching, facing at the same time the competition of mindless consumption of the information potentially provided by the Internet. The speakers at Helsinki Summit do not often strictly differentiate between the presentation and access and contradict each other when reverting back to presentation; "Digital technologies increase access to education and opportunities to learn, but technology is not a magic wand, we need to think about other factors including access to technology and connectivity; social attitudes to learning; legal issues associated with use; skills and competences of learners and teachers; business and financial models." (Notes, p. 5) In some instances, they have refused the priority of access stating that "Availability and access to content itself will not transform education, although it can be a foundation for a good education. We should transform ways in which educators and learners make use of content; where appropriate we should move static content and traditional resources like textbooks; and towards new, more engaging materials that encourage curiosity, exploration, engagement and learning" (Notes, p. 5). It would not be possible to disagree with these time-tested truths including the obsoleteness of the non-interactive textbooks and alphabetic technology of linear-printed texts but the rapporteurs are still trying to save the presentation-driven and literacy-based classroom which have suddenly become very small fish in the digital seas.

2 Internet addiction and school burnout

While most educators are still clutching to the straw of the traditional literacy-based classroom by inventing more and more amusing presentations and even, in obvious desperation, suggesting that "we can learn a lot from how students engage with new technologies and pedagogies. In the digital gaming industry, there is a philosophy of 'Player First', giving players an embedded role in product development – maybe a 'Student First' approach to developing pedagogies could also be adopted" (Notes, p. 8), the signs of traditional classroom's crisis are more and more visible.

As early as in 2007 a study aimed at exploring relationships among Internet addiction, smoking, and drinking in South Korea proved that one-fifth of the total participants were at the mild or moderate stage of Internet addiction. "Internet addiction positively correlated with depression, novelty seeking, harm avoidance and reward dependence, the Internet users however did not develop the skills of persistence, self-directness, or cooperativeness" (June, 2007).

Ten years later, in 2017, a Finnish analysis showed that in spite of the attempts to revive the literacy-based classroom the traditional school had developed serious problems like burnout and education-related cynicism in the environment of digital technology.

The Finnish research suggests that the most critical stage for the detected school burnout is age 13–15 implying a relationship between the burnout and digital addiction. The researchers suggested that the most effective way of supporting adolescents' mental health and preventing excessive Internet use and school burnout was to promote school engagement and build up students' motivation to learn. While boys were found to be more dependent on the Internet, depressive symptoms and school burnout in late adolescence were more common among girls. More than 3,000 Helsinki adolescents from 33 lower schools and 18 upper secondary schools took part in the research. (Salmela-Aro, K., Upadyaya, K., Hakkarainen, K. et al., 2017)

The study quotes an earlier research documenting that the internet provides important and pleasurable social experiences that are useful in later studies and eventually in the workplace, this initial digital optimism has been proved wrong since. The researchers hope that "pedagogical use of digital technology can also engage and inspire young people to take an interest in science and technology" however adding that "on the other hand, digital addiction can also cause burnout in adolescents and even lead to depression" (Salmela-Aro, 2017). Today's young people are described in the research as digital natives, as the first generation who have grown up with mobile devices and social media.

In this description lies the crust of the problem, the solutions by Salmela-Aro and others (Salmela-Aro, 2017) regarding the "pedagogical use of digital technology" would have been relevant in the previous literacy environment relying on attractive

and well thought out presentation of the content, and with no competition from the instantaneously accessed and highly involving "education" provided by social media in the digital environment. The young people involved in the research are native in this environment and unaware of the previous one. Suggesting that the teacher should make now pedagogical use of digital technology, presumably for presentations, is like ignoring the power and efficiency of a dragnet and insisting on fishing with the newest sophisticated model of a fishing rod. And expecting the same results, instead of refusal and frustration.

A similar topic has been recently discussed by Milková and Ambrožová (2018) in the study on Internet use and abuse dealing with "issues of selected types of Internet risk behaviour in the context of using the Internet as an educational aid" among secondary school students. According to the study, the behaviour of Czech students is not different from other users of digital media which has been confirmed by both the Korean study from 2007 (June) and the results of Global Education Industry Summit in Helsinki, Finland in 2015 (Notes). The Czech study echoes the results stressing the differences between male and female students. Czech male students have both "the higher addiction to the Internet and the higher tendency to the Internet abuse". There is an inverse proportion between the school evaluation and the Internet abuse. The worse is the evaluation the higher is the Internet abuse. Milková and Ambrožová note that the Internet helps male students overcome the pitfalls of face-to-face interaction with female students, saying that "the Internet in communication (with all its features – such as anonymity) effectively reduces young men's anxieties." It would be worth investigating the opinion of adolescent females in this respect. They note that the easy access to digital information leads, according to the study, to a significantly higher tendency to cheating and plagiarism, mainly among male students.

This Czech study from 2018 suggests that "it is high time to focus on effective prevention of the above-described types of risk behaviours on the Internet that adolescents encounter in the educational process. Primary prevention should be addressed to both parents of adolescents as well as schools and school facilities". Similarly, the older Korean analysis from 2007 stressed the necessity of developing and implementing effective intervention programs in order to prevent adolescents from experiencing Internet addiction and health risk behaviours. The problem is that both studies perceive the Internet and social media as extrinsic phenomena, an influence from outside world, but as it is accented above, "today's young people are described in the research as the first generation who have grown up with mobile devices and social media". How can prevention and intervention against the Internet be effective when the only environment today's young people know is the digital environment? As we suggested before "new media synonymous were changing the perception of young students from visual to auditory impacting their cognitive abilities and consequently, the ways they learn". (Práger & Řeřicha, 2018, p. 127)

The studies above have been dealing with the effects of the Internet on adolescents' behaviour and their school evaluation. The cognitive changes resulting from the shift of perception from linear printed text to the interactive screens, from alphabetical to digital technologies, obviously impact the way how "digital natives" learn, i.e. receive information. A change in the reception of information changes the whole culture. The digital environment has created the today's culture, and, with few exceptions, the fact has been ignored, or insufficiently recognized, by the studies above. They view the present-day digital environment from the viewpoint of the previous literacy environment and their proposals ignore the reality.

The traditional school providing education has become a part of the digital environment which does not differentiate between information, education and, possibly, entertainment. The physical classroom has competed and has lost to virtual reality which is instantaneous, transferable and imminently involving. The traditional school with textbooks must seem to digital natives to be a museum relic. The digital technology, brought to the classroom as a bribe to the students or a concession to the digital environment, cannot compete with their readily available smartphones. Attempts to create a limited digital technology in the classroom surrounded by the unlimited digital world is absurd anyway.

3 Escaping the traditional classroom

The highly worrying issue are the consequences of the perception of the diminishing role of the school by adolescent students. Práger and Řeřicha (2018) analysed an interactive survey produced by France Télévision (Generation What, 2017). This independent survey with over thirty six thousand respondents between 15 and 34 years of age from the Czech Republic describe the consequences of the recent baffled behaviour of the Czech educational system; according to this survey, "more than fifty per cent of young Czechs belonging to the generation of Millennials distrust Czech schools, while more than seventy per cent of them do not agree that these schools prepare them adequately for the job market and seventy-five per cent of them do not agree that the Czech educational system rewards merit" (Práger & Řeřicha, p. 129)

When we take the "Generation What?" survey results even further and compare the Czech respondents with young participants from other European Union countries (Table 1), the figures will show, with a few exceptions, similar situation in other educational systems.

Chart 1

The number of respondents to the "Generation What?" survey

Austria	Belgium	Czech Rep.	France	Germany	Ireland	Italy
> 59 000	> 40 000	> 36 000	> 209 000	> 101 000	> 21 000	> 68 000

The following Chart 3 outlines responses of young people aged 16 to 34 to questions concerning educational systems in their own countries. They were asked to respond to the questions below with options "I totally agree / I agree up to a point / I don't agree / I totally disagree. The presented charts sum up (in percentage) the negative answers, i.e. "I don't agree" and "I totally disagree", with a final question about trust in school with options Not at all/ Rather not / Rather yes / Yes, totally.

The graphical representation of the survey responses shows that in many EU countries the negative attitude to various aspects of educational systems striving to adjust, rather unsuccessfully, to the widening generation and technological gap between teachers and students, reaches dramatic levels.

Chart 2

How much do you agree with the following statements?
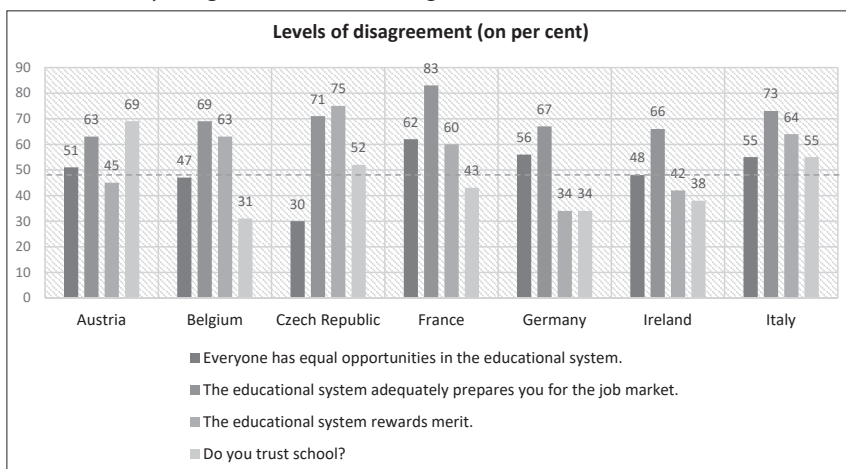
These results also seem to eerily correspond with distrust to and irrelevancy of the school that has been described by Mind the Gap, a longitudinal research project funded by the Academy of Finland (2016). Its findings show that "exposure to digital addiction is most likely to happen if the adolescent loses interest in school and feels cynicism towards school". If there is a strong evidence of students developing bias against the

traditional classroom, the attempts to modernize it are not only counterproductive, but manifestly destructive.

The distrust of traditional education has been also confirmed by a research carried out among secondary school graduates / university freshmen with regard to their experience with learning English in and out of a school classroom. The Chart no. 3 shows the lack of interest of contemporary students to participate in the traditional modes of "knowledge delivery" and presents further evidence for the need to radically change the obsolete strategies of skills and knowledge distribution.

Chart 3
Which of the following activities have contributed the most to improving your English?

Sources for improving English (in per cent)
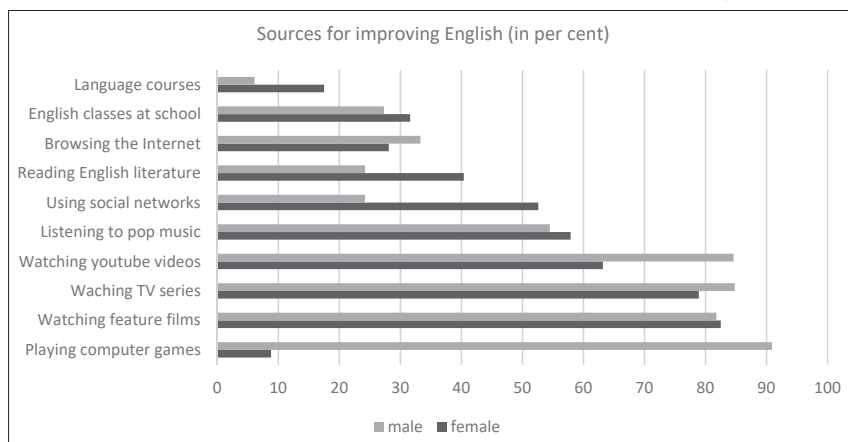
4 Changing role of the classroom – socialization and personalization

One of the conclusions of the Helsinki Summit that "simply providing technology or making people aware of an innovative practice is unlikely to change anything" (Notes, p. 1) supports our observations regarding the digital technology in the classroom. The Summit discussed the role of technology in length. It has been pointed out that "computers have fundamentally changed the nature of maths, and yet we still teach maths as if nothing has changed. How can we get education to start moving at the speed of the world beyond?" (Notes, p. 3) With mathematics being just one the examples "the fundamental question for education systems is now how to remain relevant in a world of educational alternatives" (Notes, p. 7).

There seems to be an agreement on the benefits of personalized learning. It is, obviously, implicit acknowledgement of the irrelevancy of the traditional school and a quiet return to one-room schools. The transport technology had replaced one-room schools by multiple classroom schools with classes for specific subjects and different grade levels. Now, the wearable digital technology with its instantaneously available information impacts the schools again making the multiple classroom school irrelevant and at the same time stressing the importance of these teachers who know how to transform information into education. The Helsinki Summit perceives personalized learning as a "key opportunity for technology's use in support of learning. Software can track and indicate learners' progress in relation to learning objectives, reflect their state of knowledge granular levels, and use gathered evidence to suggest an appropriate next step for each student." (Notes, p. 6) Similarly, Lee (2018) suggest that digital technology "will help educators figure out how to personalize curriculum based on each student's competence, progress, aptitude, and temperament."

It has been described above how the one-room schools had been abandoned because transport technology made centrally-located multiple classroom schools with different grades and subjects easily accessible and how the digital technology with the possibilities of personalized learning "threatens" the existence of these centrally-located schools. After all, the traditional schools have been principally a transport issue. It is acknowledged by the rapporteurs at Helsinki Summit that a new education vision is needed: We need a vision supported by the courage to change – for example, in fundamental areas such as how we teach subjects (Notes, p. 7).

As a short example and conclusion, we describe below how the impact of digital environment is dealt with by the Ministry of Education in Ontario, specifically in their curricula documents for lower elementary school (Ontario Ministry of Education, 2019). The curricula stress at the first place the importance of arts, not because dance, drama, music and visual arts would be the most important subjects, but as an approach to the development of necessary cognitive skills: "Since arts (dance, drama, music, visual arts) experiences offer other modes and ways of experiencing and learning, children will have opportunities to think and feel as they explore, problem solve, express, interpret, and evaluate the process and the results. To watch a child completely engaged in an arts experience is to recognize that the brain is on, driven by the aesthetic and emotional imperative to make meaning, to say something, to represent what matters" (Ontario, 2019). It may be incidental but in arts are highly involving and there is significantly less reliance on digital technology.

The subjects blend to educate a complex human being, not a worker or professional with specific skills who may be shortly replace by an artificial intelligence programme. In science and technology, the Ontario curriculum specifies that "scientifically and technologically literate person is one who can read and understand common media reports about science and technology, critically evaluate the information presented, and

confidently engage in discussions and decision-making activities that involve science and technology." The Ontario curricula offer a vision of a school where students may learn facts and memory-based skills based but the primary task is to educate critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

The classroom must be a playground where the students learn the rules of the games that will be played in the 21st century.

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Webinars as a forgotten innovative method of online learning: an overview study

Michal Černý

Abstract

The topic of webinars is not entirely new, but it represents an attractive educational area that is not yet clearly captured in terms of teaching, research or theory. Therefore, in the following review, I will try to illustrate their presentation in the articles that have the highest number of references in the SCOPUS database (between 24 and 10). In this way, I will try to analyze texts that can be perceived as the most influential in a given topic. In this review, we also analyse new research and papers to describe the research and application possibilities of webinars.

Keywords: webinars, overview study, Edutech, technology in education.

Webináře jako zapomenutá inovativní metoda učení on-line: přehledová studie

Abstrakt

Téma webináře není zcela nové, ale představuje atraktivní vzdělávací oblast, která ještě není jasně zachycena z hlediska výuky, výzkumu nebo teorie. Proto se v následující studii pokusím ilustrovat jejich odraz v článcích, které mají nejvyšší počet odkazů v da-

tabázi SCOPUS (mezi 24 a 10). Tímto způsobem se pokusím analyzovat texty, které lze vnímat jako nejvlivnější v daném tématu. V této studii analyzujeme také nový výzkum a dokumenty, které popisují možnosti výzkumu a aplikace pro webináře.

Klíčová slova: webináře, přehledová studie, Edutech, technologie ve vzdělávání.

Introduction and methodology

The webinar can be understood as a didactic form[1], through which video and other multimedia forms ensure dynamic interactivity between the lecturer and students (Pluth 2010, Clay 2012, Matthes & Robideau 2017). This frontal concept does not have to be directly linked and may be more participatory. Webinars are implemented through unique systems such as Adobe Connect, Zoom Video Webinar, ezTalks Webinar, GoToWebinar, Anymeeting etc. It is a technology that provides an asynchronous form of online learning that allows you to compensate for some of the common problems associated with standard ways of e-learning implementation.

In the Czech environment, only two publications were published monographically on the topic of webinars – from Hadley and Chapman (2014), which has a more general character and then from Černý (2015), which is a booklet-type publication rather than a complicated and extensive monograph. The offer of foreign literature, both magazines/journals and books, is of course more comprehensive. The above examples show that there is no more precise grasp of the whole issue in our context. Therefore, I consider it essential to offer an overview study presented below, which would provide not only to the Czech reader- a basic orientation in the whole topic based on capturing scientific production.

For the search, I chose the database SCOPUS, which indexes a total of 632 documents containing the keyword webinars. It is therefore a topic that is quite often reflected and when looking at the trends, it can be said that its importance is continuously growing. The first texts are from 2002, and since 2007, it has been possible to see a steady increase in published studies. Most documents come from the United States (353), followed by Canada (48) and the United Kingdom (40). From the Czech environment, two texts can be found in the SCOPUS (both from 2014), 63 % of the texts are in magazines, another 20 % in conference proceedings, other publishing platforms are marginal.

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[1] I incline to the Czech discourse of the concept of didactics, although it is not explicitly used in English speaking countries (Švec 1991). What I will analyse in this study is just didactics.

The fields of medicine and nursing account for almost 27 % of published texts; social sciences account for about 20%, engineering disciplines for about 10 %, as the same with computer sciences. Similarly, journals are represented by a branch of medicine.

For an overview of our study, I made a slight narrowing my search query. I was only interested in texts that had already been published, coming from the social sciences and humanities, written in English as magazines articles. In this way, I obtained a total of 114 documents, of which 11 were selected with ten or more citations. For a practical search, I used:

TITLE-ABS-KEY (webinars) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English"))

Therefore, I did not proceed by the method of narrowing the results, but by sorting them through citation responses. Therefore, articles with a response rate of less than ten did not reach our overview. The search was conducted on August 20, 2019. As of that date, I also fixed all the results. The second option offered was to limit contributions either by date (to current texts – 22 in 2019) or by open access (21 texts without date limitation). For the reasons described above, and especially due to the absence of other review studies, I chose a procedure with the selection according to reference responses.

2 Summary of selected papers

Here I show an overview of the individual sourced texts (10 articles altogether), which we focus on regarding webinars. Thus, we are not concerned with their context, but we look for elements that are essential for the realization of webinars or their didactics.

The Harvard Medical School Academic Innovations Collaborative: Transforming primary care practice and education

> The paper focuses only marginally on the topic of webinars; it understands webinars as one of the complementary methods of an overall more effective collaborative teaching through medical technologies. He emphasizes that the main drivers of such changes are primarily economic aspects, where the educational content needs to be offered to a wide range of people with minimal economic demands, which they believe the webinars do well. What is to be appreciated is the emphasis on a specified environmental solution (education is an ecosystem) and then on cooperation as a critical aspect of such education.

Distance and Online Social Work Education: Novel Ethical Challenges

> Although the text is relatively dated (from 2013), it also offers many essential impulses for current practice. Webinars should be used interactively, not just live

streaming videos. If they are to have a discussion form, it is necessary to work with the silent majority. In each group, there were typically one or two students who usurped space for discussion at the expense of the others. The second exciting thing is to discuss whether this form of education is suitable for social work or not. The author points out that it may not be an ideal tool for practising social intervention or for developing social competencies in general.

Meeting extension programming needs with technology: A case study of agritourism webinars

Interesting research focused solely on the use of webinars in forestry and agri-tourism education (marketing, etc.). It has a relatively large research sample and clear questions and presentation of results. The participants were satisfied on average, and the form suited them, only a few of them rated the webinars negatively, but this may be due to their participation in the evaluation. From the recommendations, it is possible to identify the possibility of participants printing slides in advance, giving more space and time for interactions, do not do more things at once (ask a question and still say something), train more in the webinar.

Building communities of practice: MEPI creates a commons

Text following cooperation of institutions from the USA and Africa on the education of doctors. Interestingly, according to the study, webinars have excellent feedback. The authors of the article rank them as core technologies for education. At the same time, they do not recommend their use for open education in the general society. The reasons in the text are not clearly described, but it seems to be a fear of losing interactivity and sharing and moving to frontal teaching.

An educational evaluation of web-based forestry education

Through its data, a very beneficial study also focused on forestry. A total of 503 questionnaire responses were available. These showed the decisive role of webinars in education and the satisfaction of individual participants. More than half of the webinar attendees eat regularly, much of it is devoted to e-mails, but also IMs or tracing related information. Being a 2009 study (published 2010) there is not yet a strong influence of social media.

The physician mentored implementation model: A promising quality improvement framework for health care change

The text is devoted to webinars only marginally, yet it offers one exciting aspect. The authors differentiate educational activities into different categories, and the goal of webinars is community support and community learning. Therefore, webinars play the part of something that helps with specific belonging. The study is focused on mentoring in health care.

Professional Development Webinars for Pharmacists

The study focused on webinar training for pharmacists. They rate webinars positively or very positively and perceive them as an excellent educational platform. The sample is limited to participants who have paid $35 for participating in the webinar. The price factor is perceived as the third most important among those who may not want to participate in such education. The price is for 60 minutes of interpretation and about 30 minutes of discussion. The main reason why they might not want to participate any more was the chosen time (Wednesday evening) and inappropriate topic. Adobe Connect was used as a webinar platform.

Online webinars! Interactive learning where our users are: The future of embedded librarianship

This theoretical paper summarizes the advantages and possibilities that webinars bring to education in the library environment. It opens the debate that the future librarian will be able to organize webinars with individual and group consultations that can be more effective than the rigid offering of online learning and face-to-face meetings. The text emphasizes simplicity, the ability to adapt to the needs of the user and to help them with research or work with information in the place and context where it needs it.

Parallel processes: Using motivational interviewing as an implementation coaching strategy

The research article focuses on the question of whether webinars can be used for some forms of psychologically justified professionally guided forms of coaching. The answer is that this possibility through so-called motivational interviews seems to be very promising, although the authors call for further research. Methodologically, the authors work with video analysis.

In general, although we did not include medical texts in our review, the topic of medicine forms a substantial part of our review study. Medicals papers are a significant feature that is also present in many other areas of online education or technology in general education.

The name of the paper	Year of publication	Number of citations in Scopus	Topic	Empirical / theoretical	Research sample	Methods	Research questions	Research tools	Data processing
The Harvard Medical School Academic Innovations Collaborative: Transforming primary care practice and education	2014	24	Healthcare education	Empirical	12 institutions, 260 000 patients, 450 students		How to effectively transfer knowledge between academia and other actors and patients?	Data analytics, external evaluation	Reflection practice
Distance and Online Social Work Education: Novel Ethical Challenges	2013	24	Education of social workers	Empirical	4 groups by an unknown number of students	Reflection of own experience, experience of colleagues	Is distance education suitable for social workers? What problems or barriers do they have to deal with?	It was not clearly defined.	Reflection practice
Meeting extension programming needs with technology: A case study of agritourism webinars	2011	24	Education in agriculture	Empirical	5 webinars after about 45 minutes of interpretation and 15 minutes of discussion, with a number of participants between 20–73, a total of 214 participants offered 101 unique answers.	Survey	Questions were focused on the appropriateness of webinar education, technical mastery and comparison of classical and webinar teaching.	Questionnaire	Simple descriptive analysis
Building communities of practice: MEPI creates a commons	2014	19	Healthcare education	Empirical	40 schools in Africa and 20 in the US, 10 webinars.	Reflection of own experience		It was not clearly defined.	Reflection practice

The name of the paper	Year of publication	Number of citations in Scopus	Topic	Empirical / theoretical	Research sample	Methods	Research questions	Research tools	Data processing
An educational evaluation of web-based forestry education	2010	15	Education in agriculture	Empirical	503 replies to the questionnaire.	Survey	How does the nature of participation (live, recorded, interactive, reading, etc.) affect the effectiveness of education? How can education be made more effective? What kinds of online and social networks do Forest-Connect registrants use? How does distance education compare with other types of forest education through webinars?	Questionnaire	Simple descriptive analysis
The physician mentored implementation model: A promising quality improvement framework for health care change	2015	14	Healthcare education	Empirical	35 hospitals.	Reflection of own experience and analysis of treatment quality	They are not explored, but it is about improving the quality of treatment through education.	Measurement of treatment quality	Simple descriptive analysis
Professional Development Webinars for Pharmacists	2012	13	Education of pharmacists	Empirical	One webinar was attended by 38, more webinars by 12 participants. The total sample was therefore 50 participants.	Survey	What factors limit participation in webinars? How do pharmacists evaluate webinars?	Questionnaire	Simple descriptive analysis

The name of the paper	Year of publication	Number of citations in Scopus	Topic	Empirical / theoretical	Research sample	Methods	Research questions	Research tools	Data processing
Online webinars! Interactive learning where our users are: The future of embedded librarianship	2010	12	Information literacy education	Theoretical					Theoretical treatise
Parallel processes: Using motivational interviewing as an implementation coaching strategy	2014	11	Coaching as a therapeutic tool	Empirical	34 webinars after approx. 70 minutes, number of participants from 1–9 according to webinar.	Work with video recordings	Are motivation interviews usable as a coaching tool through webinars?	Standardized measurement	Statistical analysis
Health care workforce development in rural America: When geriatrics expertise is 100 miles away	2012	11	Education of war veterans (social pedagogy)	Empirical	10–30 participants per webinar.	Telephone interviews, questionnaires, forced dial interviews	Did the curriculum fill educational gaps and increase confidence in geriatric competencies? What are the needs of healthcare professionals in providing or improving the care of older veterans in rural settings in addition to traditional courses?		Statistical analysis

3 Analysis of interesting areas

The entirely dominant character of webinar research in the most cited articles is quantitative, based on questionnaires. All other methods play a marginal role in the texts we analyze. This is because distributing the online questionnaire in a webinar environment is very simple and convenient, and analyzing the data from them is not too demanding. Only one paper (Hettema et al. 2014) used more sophisticated statistical processing. Otherwise, it was a simple conversion to percentages.

What we consider essential in the texts, however, are primarily three areas of findings. Firstly, emphasizing the fact that a webinar is not an isolated educational activity. It always stands in the broader educational ecosystem, which includes, for example, classical courses, physical meetings, self-study, etc. Only when it can create its logical and functional anchorage in the whole of education can it have meaning and meaning. From the studied data, it follows that its use can be highly variable: from the support of sharing practice, through teaching current topics to individual consultations or creating a sense of social belonging.

We see this thoughtful creation of an ecological education system as a powerful tool that can intervene in several areas of education and cultivate the discussion about it in general. It is always a package of activities that must be well thought out and put together. At the same time, it becomes clear that being an educational expert (or even a didactic) without proper knowledge as online and offline education is not possible.

The second important area to mention is the active prevailing positive feedback. Between 2010–2015, which is the time during which the studies were analyzed by us, it turned out that technical barriers are rather minimal, having only an individual character (see Reamer 2013) or manifesting themselves for a better exercise that would develop the ability to use the environment to the fullest (Rich et al 2011). However, it is not possible to speak of any technical difficulty or difficulty or that someone would be excluded from education (however, such specific persons with social disadvantages may exist).

A note in the research by Broussard Allred and Smallidge (2010) found that most participants during webinars find it interesting in two ways. First, it shows that dividing a webinar into an explanatory and discussion section can bring some benefit to the participants in the form of a possible diet, but at the same time can lead to loss of attention and excessive passivity. Above all, this reveals the experienced sense of safety of participants who eat a technological, not trivial tool while operating.

The third and final key area that we would like to draw attention to is the fact that the authors of the individual webinars (almost always the analyzers of specific examples) solve problems with the didactic grasp of the whole technology. How to make sure everyone gets the floor? How to support activation forms of teaching? How to teach effectively? It also raises the problem of education as a service, which must be

realized at a certain price, in a particular place, in specific content and with regards marketing communication. They also perceive the texts as necessary, although they only suggest it.

We can conclude that the topic of webinars emerges from the text analyzed above as something of an ecological nature, which is an educational service, which brings new specific demands. At the same time, it is a technology that is positively accepted with a wide range of applications, which is dependent on what place in the "ecological nice" we allocate. Nevertheless, didactic and methodical procedures represent a specific space of thought, which we perceive as necessary for research and application.

4 Beyond to the current situation

Although it is not customary for an overview study to focus on texts extending beyond its scope and methodological delimitation, we will attempt – even given that most of the publications in our review were not very up-to-date – to offer at least a brief fragmentary view of texts from 2019 in the database SCOPUS. I used the same criteria for their search; only the order was by time and not according to citation responses. As of August 21, 2019, there were 22 such articles, with the overwhelming majority of texts still being published in the US (14), Australia (2) and the United Kingdom (2).

The analysis of the results clearly shows that there are topics on ecological integration of webinars into the educational process which are still active, and that the emphasis placed on economic education and education of specific professions (especially medical). As in our analysis, webinars are still perceived primarily as an andragogy tool. There are also papers with webinars as a marginal topic.

They play a particularly important role in working with the community during learning (Cotch & McLean 2019, Gebauer 2019). The last article emphasizes that successful webinars are those that are built specifically for a given educational purpose. It is therefore not desirable to "recycle topic", but to seek what the community or educational activity needs.

Mecoli and his team (2019) draw attention to the fact that webinars are a sought-after tool for education and personal development in community schools, where funding for teacher work is typically minimal.

The paper by Peuler and McCalister (2019) is a very readable text as it follows the overall preparation of the broad concept of webinar education that has taken place in the US. It offered webinars shared by librarians and students (LIS). The conference lasted one day and consisted of a total of 17 webinars of 45 minutes each.

Conclusion

Webinars represent a relatively overlooked form of online education compared to LMS, for example, they have relatively inadequate didactics, but they lack an overall more profound understanding of not only the technology but also their educational possibilities. If we could highlight some of the texts at the end, we would like to highlight the article by Hettem and his collaborators (2014), which is unusual in that it works with webinars as an intrinsically sophisticated technique, has standardized results testing models. The study shows above all that "video with chat at the end" and that webinars can work more profoundly and effectively.

All analyzed studies (10 in the review and 15 in the updated section, only five of which we eventually included) were focused on adult education, which I perceive as impressive information on andragogy and andragogic methods. But webinars are also a challenge for school pedagogy – are we able to transfer education through webinars to primary, secondary or high schools?

Currently, there are many paid (and unpaid) platforms that allow webinars to be implemented with necessarily minimal economic demands and experience. I think it is a pity that we are unable to make more use of them at present. It would undoubtedly enrich both the Czech and world space of education. Moreover, as the article by Peuler and McCalister (2019) shows, the implementation is more demanding on an organization than on the actual mastery of hardware and software.

In conclusion, I would like to mention four speculative points of further development or examination:
- Didactics of webinars – how, what, when and by whom teaching can be achieved through them.
- Evaluation methods – It seems that straightforward tools are used for evaluation and that we might want to know more about webinars and user behaviour in them.
- School use – how to get webinars for non-professional education.
- Reflection of webinars in the context of whole educational programmes developing complex competencies of participants.

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Comparison and Understanding of a Third Grade Class Schedule in Rural Primary Schools in China and the Czech Republic

Wanbin She, Qianjun Tang

Abstract

Through a case comparison of the third grade schedule Chinese and Czech rural primary schools, it was found that there is a significant gap between compulsory education in China compared to the Czech Republic in terms of school work, pupils' free time, extracurricular activities, the rationality of scheduling or timetabling arrangements, inclusive education, etc. This suggests that schooling should start with fewer courses and lessons to reduce the academic burden; cultivate morality education from daily activities; ability training could reform university education resource utilization, and improve the convenience of education service; it should actively expand the autonomy of places and schools to improve quality; inclusive education should be implemented to ensure the rights of children with special educational needs.

Keywords: basic education, rural school in China and Czech Republic, class schedule, comparison and revelation.

Srovnání rozvrhu třetí třídy na venkovských základních školách v Číně a České republice

Abstrakt

Prostřednictvím případové studie třetích tříd čínských a českých venkovských základních škol bylo zjištěno, že ve srovnání s Českou republikou existují v čínských školách značné rozdíly, pokud jde o školní práci, volný čas a mimoškolní aktivity žáků, racionální rozvrh včetně inkluzivního vzdělávání atd. Výzkum naznačuje, že bychom snížit počet vyučovacích hodin a akademickou zátěž; kultivovat morální výchovu vycházející z každodenních činností; trénink schopností by měl reformovat využívání zdrojů vysokoškolského vzdělávání a zlepšovat úroveň komfortu vzdělávacích služeb; měla by se aktivně rozšiřovat autonomie a kvalita zlepšovat podniků a škol, mělo by být zavedeno inkluzivní vzdělávání k zajištění práv dětí se speciálními vzdělávacími potřebami.

Klíčová slova: základní vzdělání, venkovská škola v Číně a České republice, rozvrh, srovnání a zjištění.

Introduction

The Czech Republic is a landlocked country in central Europe with a strong European culture. As the inventor of the class teaching system and the birthplace of Comenius, the founder of modern Western education theory, Czech education has a long history. In 2007, the Czech Republic launched basic education reform, comprehensively reforming the education system, education content and teaching methods used for decades (OECD, 2013). Although the reform was controversial at the beginning, after ten years of implementation and development, Czech basic education has achieved an overall improvement (Krstić K., et al., 2017). In 2015, the author visited the Pedagogical Faculty of Palacky University in Czech Republic for a short period and was particularly impressed by the basic education in the Czech Republic. This paper intends to provide a new perspective and draw inspiration for basic education reform in China by comparing and analysing the third-grade curriculum schedules of two rural primary schools: one in the Czech Republic and one in China.

Curriculum scheduling or timetabling, as the main external manifestation of curriculum planning, is a way for teachers to implement courses in a planned way and the tool to promote students' planned learning (Ping Zh., Huang Decheng, 1989). The

rationality of school curriculum arrangements affects students' learning efficiency and teachers' teaching quality.

Different scholars have different definitions of the content of the curriculum. For example, Rowntree argues that a timetable is a detailed list for each teacher in each class or an overall educational organization (Rowntree, D., 1981). According to Shinkai, the schedule represents the various educational activities arranged and the time allocation of teaching subjects on a weekly basis (Zhang Nianhong, 1987). Zhang Nianhong believes that the curriculum is the specific table of the school teaching programme (Zhang Nianhong, 1987). From the perspective of educational history, a curriculum timetable is the direct product of the division of teaching and the class teaching system. In the theoretical field, the arrangement of curriculum schedule is beneficial to teachers' teaching or students' learning (Zhang Liyong, 2008; Zhu Min, 2002; Ngajie, et al., 2016). Considering that students' growth is the direct goal of education, it is a basic consensus in academic circles to arrange the curriculum schedule in favour of students' learning and development in accordance with the regularity of students' learning and the value of curriculum functions. Due to the different educational systems, educational ideas, educational policies and training objectives in different countries, the curriculum layout and design is different (Glatthorn, 2003). For example, some scholars compared the curriculum schedules of Chinese and Australian middle schools and analyzed the differences in curriculum setting and class hour allocation between Chinese and Australian middle schools (2015). They found that Chinese courses are mainly divided into subjects, while Australian courses are combined with comprehensive courses. Chinese middle schools have intensive class hours, while Australian courses are relatively loose (2015).

1 Methodology

1.1 The logic of sampling

As is well-known, basic or elementary education is a fundamental part of public education around the world. To ensure quality and development levels the elementary schools of various levels must be in accordance with the requirements for the unified national standards and organize the implementation of these standards including setting targets. These include curriculum content and development, timetabling, and establishing clear rules. The curriculum schedule and allocation of time is the most direct and intuitive tool to reflect the goals, contents and requirements of basic education in each country. In 2007, the Czech Republic disseminated the Framework Educational Programme for Basic Education (FEP BE), which clearly stipulated the goals, fields, content, curriculum setting and time allocation of basic education for the whole

country, and with this carried out a new round of basic education reform. In 2001, China promulgated the experimental plan of curriculum setting in compulsory education and undertook the reform experiment of compulsory education curriculum. It is more than ten years since the implementation of the two reform plans, therefore a comparison and analysis of the curriculum schedule of the third grade of a rural primary school in each country would be helpful to better examine the experimental schemes of basic education curriculum in China and reflect on another countries' experience for further deepening the reform of the plan.

1.2 Sampling

We chose the grade three schedule of a school in the Bohemia region of the northeast of the Czech Republic for the research sample. Budyně nad Ohří primary school is a small country comprehensive school, which is the equivalent of a Chinese school attended for nine years. There are 220 students and 14 teachers; 15 students with special education needs ; and nine grades. Students come from 13 villages, and the furthest villages are 7 kilometres from the school.

Table 1
The third grade's class schedule in spring semester 2016 of the primary school of Budyně nad Ohří

	Mon.	Tue.	Wed.	Thu.	Fri.
	Czech	Czech	Czech	Czech	Czech
	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
A.M.	English	Czech	English	English	Handcraft
	Czech	Liberal study	Handcraft	Liberal study	Music
	Drawing	P.E.	Drawing	P.E.	Czech

Ref. The website of Budyně nad Ohří: http://www.zs.budyne.cz/index.php?mid=126

The third grade's class schedules of Hekou primary and secondary schools in Yuan ‹an county, Hubei province was selected as the research sample for China. The school is located in Hekou town in the northeast corner of Yuan 'an county, Hubei province. It has 1036 students, 88 faculty and staff, and 9 grades. Most of the students come from Hekou countryside. Students attend the school for a duration of 9 years.

Table 2

The third grade's class schedule of spring semester 2016 of Hekou primary and secondary schools in Yuan 'an county, Hubei province

		Mon.	Tue.	Wed.	Thu.	Fri.
A.M.		Chinese	Mathematics	Chinese	Mathematics	Chinese
		Chinese	Local curriculum	Chinese	Chinese	English
		Mathematics	Comprehensive course	English	Politics	Local curriculum
		Science	Music	Mathematics	P.E.	Local curriculum
P.M.		Music	Politics	School-based course	Science	P.E.*
		Art	P.E.	School-based course	Art	ICT*
		Class meeting	Club activity	Club activity	Clean the campus	

Ref. The website of Baidu encyclopaedia: https://baike.baidu.com/item/%E6%B2%B3%E5%8F%A3%E4%B8%A D%E5%B0%8F%E5%AD%A6/8931726?fr=aladdin7
*Note: ICT is the abbreviation for information and communication technology. P.E. is the abbreviation for physical education.

The school of Budyně nad Ohří is located in an area which in 2015 had GDP per capita equivalent of $17251. According to the average rate estimation this is equivalent to 107000 yuan. In 2015 the Yuan 'an county of Hubei province per capita GDP was 100000 yuan, therefore both areas are roughly the same level of economic development. Both schools are rural schools attended for nine years with the same source of students. Based on this, we can select the two primary schools for a comparative analysis case study, to explore the similarities and differences and develop understanding of basic education in rural schools in China and the Czech Republic.

2 Results

2.1 Comparison of subjects

According to the FEP BE issued in 2007 in the Czech Republic, the following competencies are regarded as key at the basic/elementary education stage: learning competencies; problem-solving competencies; communication competencies; social and personal competencies; civil competencies; working competencies (Jeřábek, Tupý, et al., 2007). The third-grade curriculum structure arrangement corresponds to the six core skills, including language and language communication courses such as the Czech language; English; mathematics courses; general humanities courses; art and culture courses such as music education, art education, etc.; health courses such as physical education. Practical classes such as labour skills; ICT; citizenship and society; and people and nature are not provided in the third grade in Czech Republic. In table 3, the 2016 third grade

curriculum from the Spring semester of Budyně nad Ohří primary school is shown. The subjects are Czech, English, Mathematics, P.E., handicrafts, music, drawing, and liberal studies. The curriculum covers language communication, applied mathematics, citizenship and society, arts and culture, health and working which reflects the basic principles and requirements of the FEP BE in the Czech Republic.

According to the experimental plan of compulsory education curriculum issued by the Ministry of Education in 2001, compulsory education in China mainly cultivates students' political, ideological and moral qualities, social civic qualities, scientific and humane qualities, innovative spirit and practical abilities, lifelong learning abilities, physical and mental qualities and aesthetic abilities (Ministry of Education of the People's Republic of China (MoE), 2010). In the third grade, courses such as morality and society, Chinese, mathematics, foreign language, physical education, art, local and school courses and comprehensive practical activities must be offered. In Table 3, the third grade's curriculum in Spring semester 2016 of the primary and secondary school of Hekou are shown as: Chinese, mathematics, English, local curriculum, comprehensive course, politics, science, music, P.E., school-based courses, art, ICT, class meeting, club activity, and labour courses. The curriculum is a good implementation of the national compulsory education curriculum requirements.

Through the above analysis, it is not difficult to find that the number of curriculum subjects in the third grade of a Czech primary school is far less than that in a school in China.

Table 3
Compare the third grade's schedule of rural primary school in China and Czech Republic

category	the primary school of Budyně nad Ohří	the primary and secondary school of Hekou
Curriculum	8 subjects: Czech, English, Mathematics, P.E., handicrafts, music, drawing, Liberal study	15 subjects: Chinese, mathematics, English, local curriculum, comprehensive course, politics, science, music, P.E., school-based courses, art, ICT, class meeting, club activity, labour courses
Daily schedule	45 minutes per class, 10 minutes per break, 5 classes per day	40 minutes per class, 5–30 minutes per break, 6 or 7 classes per day, 2 or 3 classes in the P.M.
Classes per week	25	34

Ref. The website of Budyně nad Ohří: http://www.zs.budyne.cz/index.php?mid=126
https://baike.baidu.com/item/%E6%B2%B3%E5%8F%A3%E4%B8%AD%E5%B0%8F%E5%AD%A6/8931726?fr=aladdin

2.2 Timetable comparison

2.2.1 Comparing the school timetable

From Table 4, we can see each class lasts 45 minutes in Budyně nad Ohří primary school, which is longer than that in the primary and secondary school of Hekou (40 minutes per class). There is a five- or ten-minute break between two classes in the two schools. The difference is in the longer break. The longer break in Budyně nad Ohří is 20 minutes, and 30 minutes in Hekou school, which is longer than that of the former. Regarding the learning hours per day, there are 5 classes in the morning. and no classes in the afternoon. In Budyně nad Ohří there are 6 or 7 lessons in one day including 2 or 3 lessons in the afternoon in the primary and secondary school of Hekou. There are 25 classes per week in the school of Budyně nad Ohří, and 34 classes in the school of Hekou. So, the daily curriculum arrangement of the school of Budyně nad Ohří is relatively compact, students have less time to attend classes, and they have more time for extracurricular independent study, thus the learning burden is relatively light. Czech Republic primary school of this kind of class time arrangement is worth us learning from.

Table 4
Comparing the third-grade school timetable of a rural primary school in China and in the Czech Republic

Category	the primary school of Budyně nad Ohří	the primary and secondary school of Hekou
Length of each class	45 minutes per class with 10 minutes (short break) or 20 minutes (long break)	40 minutes per class with 5 minutes (short break) or 30 minutes (long break)
Classes each day	5 lessons in the morning and no lesson in the afternoon	6 or 7 lessons in one day including 2 or 3 lessons
Classes each week	25	34

Ref. The website of Budyně nad Ohří: http://www.zs.budyne.cz/index.php?mid=126
https://baike.baidu.com/item/%E6%B2%B3%E5%8F%A3%E4%B8%AD%E5%B0%8F%E5%AD%A6/8931726?fr=aladdin

2.2.2 Compare the subjects

Mastering the native language is the primary task of basic or elementary education in every country in the world. The Czech Republic attaches great importance to the inheritance of its own culture. Czech is also one of the most difficult languages in the world, so learning Czech occupies the most important position in the basic education curriculum of the Czech Republic. From Table 5 it is evident there are 8 Czech classes in a week in the primary school of Budyně nad Ohří which accounts for one third of the

weekly classes. Chinese classes in the third grade of Hekou school only have 6 classes per week, accounting for 16 % of the total number of class hours per week, which is only half of the proportion of Czech language in the number of class hours per week, and is also lower than the national standard on the proportion of Chinese class hours.

Table 5
Comparing the third-grade subjects of rural primary school in China and Czech Republic

Subjects	the primary school of Budyně nad Ohří		the primary and secondary school of Hekou	
	Classes per week	Proportion	Classes per week	Proportion
Chinese	8	32 %	6	16 %
Mathematics	5	20 %	4	11 %
English	3	12 %	2	6 %
P.E.	2	8 %	3	9 %
Music	1	4 %	2	6 %
Art	2	8 %	2	6 %
Practical courses (Handicrafts, Clean the campus)	2	8 %	1	3 %
Liberal study (Science)	2	8 %	2	6 %
Politics			2	6 %
ICT			1	3 %
School-based course			2	6 %
Local curriculum			3	9 %
Class meeting			1	3 %
Club activity			2	6 %
Comprehensive course			1	3 %

Ref. The website of Budyně nad Ohří: http://www.zs.budyne.cz/index.php?mid=126
https://baike.baidu.com/item/%E6%B2%B3%E5%8F%A3%E4%B8%AD%E5%B0%8F%E5%AD%A6/8931726?fr=aladdin

Knowledge-centred courses, such as Czech language, mathematics, foreign language take a proportion of 64 % in a week of learning hours in the school of Budyně nad Ohří, yet in the Hekou school, the above three courses accounted for only 33 %. Children-centred courses, for example, P.E., art, music, accounted for 20 % of the total number of hours per week in the school of Budyně nad Ohří and 21 % in Hekou school. As far as social courses are concerned, practical courses, liberal study, for instance, take a proportion of 16 % in the school of Budyně nad Ohří, which is far less than the proportion of 49 % in Hekou school. Looking at the course hour's distribution, the school of Budyně nad Ohří focuses more on the knowledge-centred courses, the Hekou school emphasizes social orientation course. Scheduling arrangements for the Czech Republic elementary school mean students have a lot of spare time to participate in

the community or in afternoon outdoor activities. at school, or in the community many students volunteer for community activities or classes of interest, such as rowing activities, some students choose to study Chinese, the Confucius institute teacher will go to the free classes, so that some of the social courses needed achieve the education goal or show interest in the club activities. Of course, since the Czech Republic attaches great importance to family values, company employees can leave work around 4 P.M. (sometimes at 2 P.M.), so that parents can accompany their children to participate in outdoor sports or other activities in the afternoon, which to some extent supplements the problem of limited class hours.

According to the decision of the CPC central committee and the state council on deepening education reform and comprehensively promoting quality education in 1999, China's basic education is a three-level curriculum system of "national curriculum, local curriculum and school-based curriculum", of which national curriculum accounts for 85 %, local curriculum 9 % and school-based curriculum 6 %. In Hekou primary and secondary schools, the curriculum schedule for the third grade is arranged according to the three-level curriculum model. Due to the increase of local curriculum and school-based curriculum, the corresponding number of class hours of the national curriculum is reduced, and on the other hand, the time of students' free activities and independent study is reduced. At the school of Budyně nad Ohří, there is no clear identification on the schedule of a local curriculum or a school-based curriculum. The Czech Republic national curriculum is implemented in the schedule using FEP BE regulations across subjects involved in the course of local curriculum and school-based curriculum related content. The school makes arrangements combining the national curriculum with local study. This shows that schools have greater autonomy and flexibility in curriculum setting and arrangement of the Czech Republic. It is not easy to judge which is better or which is worse. However, from the perspective of development trends, compulsory education curriculum in China does need to be reformed. Besides the uniform provision of core curriculum at the national level, local autonomy in curriculum setting and curriculum arrangement should be appropriately delegated to further stimulate creativity and flexibility in basic/elementary education. In particular, there are obvious differences between urban and rural areas and regions in this country. It is difficult for schools in poor villages with lower economy to offer national courses, such as English, ICT, art and sports, as schools are faced with many difficulties to facilitate these such as teachers, conditions and facilities.

It can be seen from the above comparative analysis that the Czech Republic basic education emphasizes subject courses, especially the basic instrumental courses of language, mathematics and foreign languages, which have more organised class hours, this also reflects the problem that the number of class hours in these core basic courses is relatively small in China. The number of learning hours of music, P.E. and art in elementary schools in China and Czech Republic is basically the same. In China,

moral education courses such as morality and class meetings are greater in number, while Czech Republic primary schools do not have such courses. This shows that China attaches great importance to ideological and political education, which is also a characteristic course of our country's basic education. Generally speaking, Czech Republic primary schools pay more attention to the concentrated learning of subject curriculum, while Chinese primary schools pay more attention to the society-oriented curriculum, with many kinds of courses and no specific emphasis.

2.3 Comparing the arrangement of the curriculum

In the curriculum arrangement of the third grade in the primary school of Budyně nad Ohří, the most difficult language to master is put in the first class in the morning, and the knowledge-centred courses are put in the first three classes in the morning, with alternating arrangements among subjects. The curriculum arrangement is relatively stable every day. As for curriculum arrangement for the third grade in Hekou primary and secondary schools, knowledge-centred courses such as Chinese, mathematics and English are also arranged in the morning every day, which is interlinked with other subjects and arranged alternately every day. On the whole, the arrangement of curriculum of the third grade in the primary school of Budyně nad Ohří is reasonable. It embodies the combination of dynamic and static states and of difficulty, fully considering the elementary students' activity characteristics of the cerebral cortex, attention alternating characteristics and factors, for example the change of learning ability is simpler and more convenient for students to remember quickly. The curriculum arrangement of Hekou primary and secondary schools does not give enough consideration to the characteristics of students' attention and physical and mental development. There are many cases of continuous 7 arrangement, and the weekly curriculum structure is complex, which makes it difficult for students to remember quickly. Therefore, there are many improvements to be made.

2.4 Comparing the daily hours

Czech Republic primary school students have more flexible time for extracurricular activities, while Chinese primary schools lack flexible time for free activities. As can be seen in table 6, for the third grade classes at Budyně nad Ohří primary school, school opens at 6:30 in the morning, and students can enter the campus at 7:15 A.M., students need to arrive 15 minutes earlier than the first lesson;7:50 in the morning is the first lesson; 9:30 in the morning is a longer break time of 20 minutes. The students can leave the school after the fifth class at 12:10 in the noon if they do not attend "additional"

activities in the afternoon. There is not specifically a lunch time, while students can eat lunch in the long break, this can also be in the fifth section after school lunch.

Table 6
Comparison of the third grade's daily hours of a rural primary school in China and in the Czech Republic

Category	the primary and secondary school of Hekou	the primary school of Budyně nad Ohří
Get up	07:00	The school is open at 06:30 in the morning. Pupils enter school from 07:15 to 07:35 A.M. The school living area is open from 06:30 to 07:40 in the morning.
Reading	07:15–07:45	
Breakfast	07:45	
1st class	08:20–09:05	07:50–08:30
2nd class	09:15–10:00	08:40–09:25
Long break	10:00–10:30	09:25–09:45
3rd class	10:30–11:15	09:45–10:25
4th class	11:25–12:10	10:35–11:20
Lunch	12:10	
Midday rest	12:50–01:45	11:25–12:10
5th class	14:00–14:45	
6th class	14:45–15:40	Students go home after 12:10. The school living area is open from 12:10 to 16:00. Students will be transferred to the school living area after school at 12:10. There will be a one-and-a-half hours quiet time in the afternoon and the school gate is closed during the quiet time. Students can leave school before or rafter the quiet time.
Eye exercises	15:40–15:55	
7th class	15:55–16:40	

Ref. The website of Budyně nad Ohří: http://www.zs.budyne.cz/index.php?mid=126
https://baike.baidu.com/item/%E6%B2%B3%E5%8F%A3%E4%B8%AD%E5%B0%8F%E5%AD%A6/8931726?fr=aladdin

If we count the hours of learning from 7:35 in the morning, the students of the third grade of Budyně nad Ohří primary school study for about 4 or 5 hours every day in school. In contrast, the third-grade students in Hekou School start at 7 A.M. to 4:10 P.M., the school day lasts for 10 hours. Moreover, the course schedule is very full, and they study all day long. It can be seen that Chinese primary school students' study for a long time at school, and basically have no free time and lack of flexibility.

Special attention should be given to the fact that there is a living area in Budyně nad Ohří primary school, a painting studio, handicraft room, reading room, and chess game room, gymnasium, network room and other facilities, provision for ceramics, film and television, art, singing, fishing, dancing, tennis, football, volleyball, oriental dance, yoga, handicrafts, fire-fighting, and the content of activities such as English, organizing students to carry out skiing course or vacation camp activities. In the morning after the required courses prescribed by the state, students can leave home already, but can also learn in the school of living area, according to own choice of after-school pro-

gramme. They can read a book, draw, watch TV, play games, chat, dance, play musical instruments, preview, sometimes create group shows, take part in outdoor activities and some entertaining games, there even is a small bed for individual students to have a rest. The "living area" of the school is under the care of a special teacher, mainly students' take part in free activities in the activity room, supplemented by teachers' organization. These activities have a nominal fee, parents and students are willing to participate. Most of the courses are sports, such as football, basketball and handball. Sewing or knitting courses are also offered. Knowledge-centred courses may also be offered, such as German, English and so on. The curriculum is directly related to the interests and specialties of the teachers in the school. Because the Czech Republic primary school adopts the package system, in which one teacher is responsible for all the subjects in a class, there will not be too many teachers in the school. The "living area" model of Czech Republic primary schools is similar to the extracurricular activity room of domestic schools in China, which plays an important role in cultivating students' interests, and supporting ability training, promoting communication and cooperation, and is worth learning from for domestic elementary education in China.

3 Conclusions

With regards basic education curriculum framework as arranged by the unified regulation from the state, through analysis the primary school of Budyně nad Ohří compared with the Hekou primary and secondary schools, the following Czech Republic elementary education reform practice is worth consideration in China.

3.1 Reduction of learning anxiety should start in school education by reducing curriculum and class hours.

Czech Republic primary schools do not have classes in the afternoon, which is the most distinctive difference from Chinese primary schools. The Czech Republic FEP BE also clearly stipulates that the total weekly class hours of the third-grade primary school should be controlled within the range of 22–26 class hours (Jeřábek, Tupý, et al., 2007). The experimental programme of compulsory education curriculum in China stipulates that the total weekly class hours in the third grade should be 30 class hours (MoE of China, 2010). In terms of subjects, there are 8 compulsory courses in the third grade in the Czech Republic and 10 in China. It can be seen that China's compulsory education learning hours and the number of subjects are more than in the Czech Republic. In addition, local education authorities and schools have certain autonomy and flexibility in curriculum setting, and the idea of exam-oriented education has a certain degree of stubborn influence. As a result, the situation of 15 classes and 34 classes per week

in Hekou primary and secondary schools, for example, leads towards the fact that the learning workload of Chinese primary school students is much heavier than that of Czech Republic. This is only part of the school education, and the family education aspect is more serious. Influenced by the desire for their children's success, many parents in China have signed up for intensive training classes and after school classes for their children to continue their study. This kind of additional practice further aggravates the student's study load, possibly leading the child to be unable to bear learning anxiety. Mandatory curriculum arrangement of more hours is not conducive to the teachers and the growth of students. According to the results of the 2015 PISA (Program for International Student Assessment) (see figure 1), Czech students have lower study anxiety in comparison to the Organization for Economic Co-operation and Development (OECD) member countries (showing a degree of partial light), and the number of Chinese students experiencing anxiety is significantly higher than that of the Czech students, and as compared with the OECD countries (OECD, 2015). It also shows that Czech students' sense of happiness in learning is better than Chinese students' sense of belonging to study, life and school.

Figure 1
Comparing Czech student well-being with that of Chinese (Ref OECD, 2015)

Of course, although in China compulsory education students' learning load is heavier, because of more subjects and class hours, so the overall level of China's basic education is slightly better than the Czech Republic, according to the 2015 PISA. As the PISA shows (see figure 2), China's basic education in science, mathematics and reading is better in all three areas than the Czech Republic, but the level is not a very big difference.

Figure 2
Comparing Czech student's average performance with that of Chinese (Ref OECD, 2015)
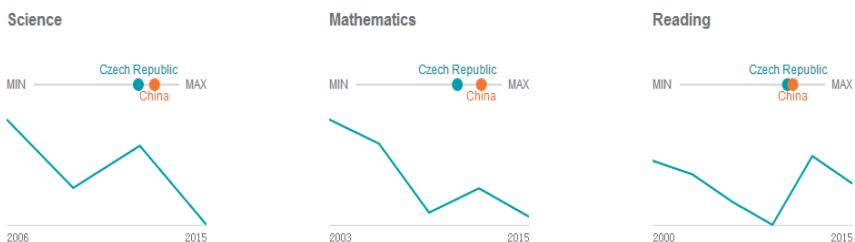
Compulsory education has many characteristics, such as basic, selective and developing courses. There is no class for students in the afternoon in Czech Republic basic education, which gives us insight. If we really want to reduce a student's learning load, we must further intensify reform of compulsory education curriculum plans, from the curriculum and lessons-these two core elements in school- let the students have more free time each day to explore, to practice, to train their thinking ability, practice ability and innovation ability, to lay a good foundation for follow-up study and for sustainable development.

3.2 Moral education should pay attention to daily cultivation and acquire in activities.

There is no specific moral education course in grade three in the Czech Republic, according to the regulation of the Czech Republic FEP BE, cross-curriculum subjects (similar to the Chinese comprehensive course) "personal and social education" has a "moral development" in the content, but the content involves only ethical values, attitudes, practices and so on, and is relatively narrow. Moral education in compulsory education in China should be similar to the cross-curriculum courses in the Czech Republic. Although this cross-curricular subject in the Czech Republic is a mandatory national course, but not all grades must have these courses. It is planned according to the actual situation in the schools, which is given by students' individual learning of cross-curriculum subjects; the organization includes ways to participate, through all kinds of activities to promote the formation of students' good moral character, and not directly as a discipline course in the curriculum. Including skiing in the Winter and Summer camp activities, the Czech primary school develops essential activity projects each year, the school organizes student visits to museums, to wild camping activities, etc., the student is close to nature in the these activities, and abides by the group rules, developing the students' ability in independent life and their basic ability to get along with classmates, promoting the formation of good moral behaviour. As RN Dr. Horáčková, principal of Budyně nad Ohří primary school pointed out in the 2015–2016 annual report, the school creates and actively supports the education about the environmental atmosphere, to influence and shape school work, entertainment, and study the development of everyone's life values and attitudes (Horáčková, 2016). During their stay in Olomouc in the Czech Republic, the writer was deeply impressed by the Czech people's good traffic rule consciousness, environmental protection consciousness, blocks of quiet, considerate care for special needs people, etc. Furthermore, the Czech Republic has very high levels in the human development index. The Czech Republic education assessment from a report by the OECD in 2016 (Shewbridge, C., et al., 2016)) shows 92 % of Czechs from 25 to 64 years old have a senior high school education degree, far above the average of 75 % of the other OECD members. The national quality of life and civilized standards is higher, which

also reflects that Czech basic education is effective in terms of moral education. On the contrary in the course setting of compulsory education in China, morality is specially offered as a course. In the course of implementation, schools turn their knowledge into knowledge-based courses instead of developmental courses. Students are taught moral knowledge in the classroom instead of leaving the classroom or school. However, they can develop good moral behaviours through observation and experience in nature and society. Some schools even replace moral classes by fundamental courses such as Chinese and mathematics. In this regard, we should learn from the Czech elementary school moral education practices.

3.3 Ability training should be reformed to use educational resources in schools and improve the convenience of educational services

Paying attention to the cultivation of students' abilities is a main trend of basic education curriculum reform and education reform in the world, and it is also the focal point of basic education curriculum reform in China. Extracurricular activities play an important role in the cultivation of students' ability. Czech elementary schools offer after-school activities by setting up "living areas" on their campuses for a small fee. The tutoring teachers in the living area are all staff members of the school, which is also an important part of the school. The tutoring content matches the teaching plan of the school and progress is consistent. In China, due to a lot of homework and schools being forbidden to include catch up lessons, parents often send their children to social education and training institutions or learning/counselling institutions to catch up with lessons and strengthen knowledge taught in school, paying a large amount of money. In the Czech school students are free to choose elective courses in the "living area" according to their own interests and hobbies. In a relatively relaxed activity environment, students take the initiative to learn through their internal interests and the sense of responsibility gradually developed in the growth process. This point is better than Chinese students to participating in a variety of extracurricular learning tutorial classes and the generation who dislike it. The "living area" also provides extra care after school for busy parents or dual-income families. From the perspective of cost saving and standardized management, the achievement of educational goals, and the convenience of educational services, the service model of extracurricular activities in the "living area" of the campus in the Czech Republic is worth considering in China. The Czech Republic school provides convenient living areas education service, but in 2017 only 68 students actually signed up to participate in the training of the campus living quarters at Budyně nad Ohří primary school in 2017. The great educator of the Czech Republic, Jan Amos Komenský, has a great influence on the parents of students. He advocated naturalistic education and paid little attention to the pursuit of gradua-

tion rates. He believed that as long as the personality is sound, along with physical and mental health, then students should learn.

3.4 To improve quality, autonomy to set the curriculum locally and by school should be actively expanded

Schools in the Czech Republic enjoy a high degree of autonomy and can develop their educational programmes and other activities to improve professional learning and educational collaboration according to the needs of students and society. One of the major reforms of the Czech Republic FEP BE is to give schools and teachers' greater flexibility and autonomy in implementing national educational goals in local curricula, and teachers have the right to decide which teaching methods and materials to use. From two weeks camping activities each semester in the primary school of Budyně nad Ohří, we can know the school's autonomy and flexibility of the education plan and curriculum. In fact, from class schedule of the third grade in the primary school of Budyně nad Ohří, you can see that all national unity required courses on schedule, like local curriculum, school-based curriculum in China is not directly reflected on schedule, but through activities. The primary school of Budyně nad Ohří in 2015–2016 annual report showed that many activities have been carried out in the school between 2015 and 2016 (Horáčková, 2016), such as encyclopaedia knowledge competition, school sports meeting, cultural activities, short trips, ecological action, art competition, sports, and etc., which cover local history, culture, art, environment, sports and so on. These activities are specifically and clearly arranged in the school's annual education plan, which reflects the high flexibility and autonomy of the school's teaching content arrangement. On the contrary, China's basic education schools have the rights in curriculum setting. The state exercises unified control over the curriculum and has made clear and unified provisions on the proportion of class hours and related contents of national curriculum, local curriculum, and school-based curriculum. Schools and local education authorities have little discretion in curriculum setting. This unity of compulsory education curriculum standards is unfit for the current situation of the unbalanced between urban and rural areas in China and is unfavourable to cultivate innovative talents and improve education effectiveness. We should be based on the experience of the Czech Republic, compulsory education curriculum reform plan, to further expand local and school autonomy in the curriculum.

3.5 Inclusive education should be implemented to ensure the rights of children with special educational needs.

Budyně nad Ohří primary school recruited 15 special students, and the school provides them with complete and detailed education plans, including special education needs students in regular classes with other students. To meet special educational the school is equipped with a full-time teacher, barrier-free facilities have been constructed, special education needs children are provided a complete and normal education environment, fully embodying the inclusivity of basic education. According to the Czech Republic education assessment by the OECD in 2016 (Shewbridge, C., et al., 2016), since 2010, the proportion of special education needs students in mainstream schools increases steadily, and presents the development trend of general education and special education integration, at present, 9.2 % of mainstream schools have a special class, special class size of an average of 8.03 people, special education needs students accounted for 6.2 %. In 2015, the Czech Republic also issued the Personalized Support for Special Education Law, which was formally implemented in September 2016, to guarantee the rights of students with special education needs to receive support in mainstream education by law. By contrast, there is still a significant gap in China's compulsory education in caring for students with special educational needs and implementing integrated education, and the gap in rural primary schools may be even greater. This is not only due to the lack of professional knowledge, and teachers for special education, but also due to the lack of special education conditions and facilities. What is more, there are some problems such as the deviation of the understanding of the idea of integrated education and the shortage of funds. The care and practice of Czech elementary education for children with special educational needs are worth considering for Chinese elementary education.

Acknowledgements

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Nomadic education for national integration in Nigeria

Dominic E. Wonah, Anthony G. Bullem

Abstract

The need for the education of the nomads cannot be over-emphasized. Nigeria's population is characterized with many occupations and methods of farming. A feature of the nomads is movement from place to place in a quest for pasture, fertile soil, fishing ponds or rivers and hunting grounds. Importantly, they roam about, and that is why they are called nomads. This group of farmers needs education. Since education has been described as an "instrument for national development and change" by Federal Policy on Education NPE (2010), it is necessary for the migrating farmers to be given an education. This article is therefore investigating how the migrating farmers will benefit from the education intended for them. It is therefore a position paper as information garnered for this paper is extracting from articles, newspapers and journals. The aim of this paper is therefore to examine the strategies adopted in view of repositioning lapses encountered earlier between nomads and staple farmers who are in perpetual disagreement.

Keyword: nomads, education, crop farmers, conflict resolution.

Abstrakt

Potřeba vzdělávání nomádů nemůže být dostatečně zdůrazněna. Populace Nigérie je charakterizována mnoha profesemi a způsoby hospodářství. Charakteristikou nomádů je přesun z místa na místo pro nalezení lepší pastviny, úrodné půdy, rybníku nebo řeky a loveckých pozemků. Důležité je, že se potulují kolem, a proto se jim říká nomádi. Tato

skupina zemědělců potřebuje vzdělání. Vzhledem k tomu, že vzdělávání bylo popsáno jako «Nástroj pro národní rozvoj a změnu» federální politiky pro vzdělávání NPE (2010), je nezbytné, aby zemědělci, kteří migrují, byli vzdělání. Tento článek proto zkoumá, jakým způsobem budou zemědělci, kteří migrují, využívat vzdělání, které je jim určeno. Jedná se tedy o práci, kdy informace, které jsou v článku obsaženy, jsou výpisy z článků, novin a deníků. Cílem tohoto článku je proto přezkoumat strategie přijaté s ohledem na přepolohování minulých období mezi nomády a ostatními zemědělci, kteří jsou v neustálém sporu.

Klíčová slova: nomádi, školství, zemědělci, řešení konfliktů.

Introduction

Nigeria is a country which is multi-characteristic in nature. The major tribes are the Yoruba, Igbo and Hausa. They have been described as "WAZOBIA" meaning "come" in the most well-known three languages of Yoruba, Hausa and Igbo. However, apart from the three major tribes, there are other significant tribes. According to Eheazu (2014) the people of Nigeria spread from the southeast, southwest and far south to the northern and the northwest and north central. The north comprises the Fulani, Kanuri, Idoma, Margi, Kamberi, Karekare, Gwari, Gobir, Igala, Tiv, Nupe, Ebira and others in the south of Nigeria. They include the Ijaw, Izon, Etsakor, Urhobo, Itse, Kiri, Ogoni, Ikwere, Ibibio, Efik and Ekoi. There are, however, other smaller ones particularly in the Cross River State that are not mentioned in this piece.

Abdulrahman (2015) asserts that the most important attitudes of these different tribes is that they have distinct occupations, cultures, identity and religions. The geographical and climatic configuration of the country is reflected in the cultural, economic and social lifestyle of the people. The geographical design of the country has inwardly speculated the occupation of the dwellers.

The National Policy on Education (2010) describes Nigeria's coexistence as unity in diversity. Unity in diversity is in the sense that these many tribes have their different cultures and practice them to their best advantage even in trade and agriculture. That is why the north has taken to herding, because their climate suits keeping of animals. This is because the scant rainfall limits possible animal disease. However, in the same vein the Fulani adopted a new approach to the style of their animal rearing. They move from one destination to another even into a different cultural sphere; the citizens exist as a united whole protecting their territorial integrity with serenity. No wonder the call for separating the south east from Nigeria to be renamed as Biafia by the likes of Nnadi

Kalu is meeting resistance from the Federal Government with an amount of threat. Duru (2018) explains that because of insufficient animal pasture the north, nomads move from place to place. Nomads also exist in the fishing arena, crop farming and hunting. Tarabans in the upper Benue are predominantly fisherman. During the dry period, they move downwards where stagnant water exists. Down south, those migrant fishermen move from one part of the river Niger to the other, seeking shallow water ranges. It is therefore noted that cultural affiliation, religion, trade, social life in marriage, and dance is very peculiar to the nature of settlement during their movement.

1 The Concept of Nomadism

Nomadism connotes movement from place to place. This is usually done seasonally and normally for the search of grazing ground or for hunting and fishing. Eheazu (2014) describes nomadism as people without permanent homes and wanderers, itinerants, with no fixed residence and who roam about in search of grazing land. The Federal Ministry of Education (2005) does not differ except in nomenclature. It says, "Nomadism is movement from one place to another along a traditional circuit in search of pasturage or food". The fishing and hunting teams are also nomads because they move about seasonally, hunting for their prey as the animals of the hunt moves for their own food or protection. Ayieke (2014) explains the concept as of tribes who move from place to place in search of pasture or food. He is a wanderer and in clearer terms, a nomad is a wanderer, migrant, rover, rambler, itinerant, drifter and vagabond. All these are said about the nomad because he does not have any intention to return back to his starting point. The population of nomads ranges between 7 million and 7.8 million people.

1.1 The Concepts of Nomadic Education

Abdulrahman (2012) intimates that Islamic education flourished in the north because of the north's association with Arabic traders. Because Mali, the Niger Republic, North African States are mostly Muslims they embrace Islamic education. It is therefore not surprising that education was the instrument of religion. This being the case, the Europeans who penetrated the southern part of the country brought English which became the official language of Nigeria and indeed made scholarly activity a truism in the south using English as the instrument. The north became comfortable with what first came to them. Abdulraham (2012) said that Islamic education was at the detriment of formal education. He continued by saying that Islamic education is not the language of business and governance in Nigeria, so the practitioners were likely to be disadvantaged. He is of the view that because of the lack of formal education, the north took to cattle rearing as the most important occupation. Even though the north is more populous

and embrace Islamic education, since the Europeans colonized the country, English became the official language.

2 Methods of Imparting Education to the Nomads

Audu (2016) advocates that for nomadic education to work well, ranches would be established to settle the nomads. The movements of families from one place to another, he said was unhealthy. Human beings are expected to have residence where they were sure to be buried after death. A permanent home (the ranch) would serve this purpose. This will establish national integration since the ranches were to be established in almost all the states.

Audu (2016) further suggests that irrigation would be constructed for regular supplies of water for the growth of high quality improved tropical grass and legume species to serve as food for the cattle and sheep.

Model schools were to be built for the children of the nomads. Indeed, in this school adult learners were to be admitted for the privilege of having western education. Qualified teachers and regular supervision were to be affected for high quality education.

Ahmed (2016) gives kudos to the government for the plan but warns that such investment is capital intensive. The building of irrigation and the hiring or employment of seasoned teachers can be challenging. He is aware of government projects started with good intentions that have been abandoned by another generation of politicians. But this would have served as a panacea for the constant clashes between the crop farmers and most herdsmen. Most crop farmers have permanent abodes and operate within their boundaries. Indeed, the farmlands which they operated on are either inherited from their ancestral links or bought by themselves. Abionak (2018) highlights the wanton killings of crop farmers in Benue, Cross River, Tarab,a and Enugu also states it is important to educate the cattle rearers socially, morally, psychologically so that they can practice what they have learnt in order to curb the massive conflict generated between the nomadic and crop farmers. Cattle rearers have sophisticated weapons and are able to do serious harm to the natives of the locality. When their cattle graze on the natives' crops, there are bound to be complaints. Often these complaints are concerned with the slaughtering of the owners of the crops and permanent owners of the land that the cattle graze on.

It is however surprising that Bayeri (2016) a spokesperson for Miyelti Allah Cattle Breeders Association under the umbrella body of the Fulani herd men was vehement against the establishment of ranches. In his own words "we shall prefer to explore our traditional grazing routes/reserves". This offer from the Federal Government should have given the cattle breeders and herdsmen opportunity to embrace the western education which is formal and business oriented.

2.1 Managing Conflicts between Nomadic and Crops Farmers in Nigeria

The introduction of education for nomads as a way towards sustenance is a development that can bring anticipated peace to the nation. If education is embraced by the Fulani nomads, their approach would change. Since education is the pivot on which all developmental strata are baked, education is bound to create a permanent change on the lives of the nomads. By sensitization, nomads are bound to accept settlement in the ranch earlier rejected by them; Bayeri (2016).

Conclusion

The developing countries have many hurdles to jump. They face the problems of poor electricity generation, bad roads, poor sources of water, insufficient healthcare, and poor educational facilities. These attributes of the conditions that prevail in the developing countries limit development.

In the Middle East, which traditionally included herders – cattle rearing, sheep, donkeys- they have adopted the Ranch system of rearing their animals. The Ranch System as advocated earlier by Audu (2016) brings civilization to the rearing of cattle, sheep etc. In this system, schools will be built, and properly trained teachers will be sent to the schools. Irrigation systems will be provided to serve as a source of water. Improved tropical grass and legume species will be planted to serve as food for the cattle and sheep. The itinerant fishermen and pastoralists (herdsmen) number about 9.0 million people. This population is a significantly integral part of the Nigerian nation and must be adequately cared for by the Nigerian government.

By this arrangement, they can establish ancestral links. In other words, they would have a permanent burial ground which in the African culture establishes the link of where one comes from. It is further stated by Kaye (2015) that Ghana has adopted the Ranch system. This System is bringing development as the herdsmen are no longer in constant clash with the native crops farmers. The government of Ghana has expelled all invading herdsmen from neighbouring West African countries from their territory and Nigeria can use their constitutional rights to do same.

Recommendations

It is clear that what the herdsmen need before they will accept the ranch system is assurance of the good things promised them. Governments should therefore make sure that they can put in place the promises made. Ghana imposed sanctions on herdsmen who

were vehement against the establishments of ranches. Nigeria has a constitutional right to impose well-informed legislation on its citizens. This is more possible when the lower and upper legislators have passed a bill to the effect of establishing Ranches. Nigeria with an estimated population of 190 million cannot stay aloof and allow a negligible population of the herdsmen of about ten million people to destabilize the country, by grazing on unlawful farmlands. The government should put all hands-on deck to implement the establishment of ranches. It will bring the long looked for peace between the crop farmers and their counterparts, the herdsmen.

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An opinion on the phenomenon of "coercion" in school management in the context of traditional Chinese culture: principles, essence and criticism

Xu Bo

Abstract

Research on workplace bullying in Western academic circles has formed a relatively complete academic system which in China is particularly insufficient. However, "coercion", a specific phenomenon of workplace bullying, still exists in many forms and in many aspects of Chinese school management. From the perspective of the historical context of Chinese traditional culture, it contains some basic elements such as the intimidators, the coerced persons, the specific content, the methods and the environment. These factors and their interactions are important clues to the analyses of their mechanisms. From the perspective of "the flow and distribution of social resources", "the operation process of public power" and so on, coercion is very harmful because of its pursuit of "efficiency standards", adhering to the concepts of "sex-oriented evil", "spiritual violence" and so on. Therefore, in order to continuously improve the quality of school management, we should seek some measures to realize a Chinese-characteristic school management system.

Key words: workplace bullying; school management; management style; coercion; people-oriented management.

Abstrakt

Výzkum šikany na pracovišti v západních akademických kruzích vytvořil relativně kompletní akademický systém, který je v Číně obzvláště nedostatečný. „Vyhrožování a donucování", specifický jev šikany na pracovišti, však stále existuje v mnoha podobách a v mnoha aspektech čínského řízení škol. Z pohledu historického kontextu čínské tradiční kultury obsahuje některé základní prvky, jako jsou šikanéři, šikanované osoby, specifický obsah, metody a prostředí. Tyto faktory a jejich interakce jsou důležitými vodítky pro analýzu těchto mechanismů. Z pohledu „toku a distribuce sociálních zdrojů", „fungování procesu veřejné moci" atd. je donucování velmi škodlivé, protože sleduje „standardy účinnosti" a dodržuje koncepty „genderově orientovaného zla", „duchovního násilí" atd. Abychom tak neustále zlepšovali kvalitu řízení škol, měli bychom zavést některá opatření do čínského systému řízení školy, který je charakteristický.

Klíčová slova: šikana na pracovišti; vedení školy; styl řízení; zastrašování a donucování; řízení orientované na lidi

Introduction

Workplace bullying is also called work environment bullying. In the late 1970s and early 1980s, Nordic scholars first began to study the problem of "bullying". It was not until the 1990s that scholars began to conduct systematic research on this issue, then the problem of bullying in the workplace was generally considered by multi-country scholars (Wang Hong, 2014). Because of the differences between the elements and the focus of the bullying, different scholars have different definitions of workplace bullying. At present, the definition of Gary Namie and others is the most representative. They defined workplace bullying as: a variety of torture that has a hostile perpetrator, it is intentional and repeated on the victim based on the control of selfish desires (Namie, 1999). Scholars generally agree that bullying in the workplace has the following characteristics: it is an intentional act, and those who are bullied can feel the hostility of the bully operator; the two bullying sides have unequal power in many aspects; it will cause direct or indirect injuries to the bullied on the physical, psychological, emotional or other aspects; it is a continuous and frequent bad behaviour; it is one of the aggressive behaviours, and the negative effect on the individual and the organization is far greater than positive influences (Feng Weilin, 2016). Coyne, Leymann, Einarsen and other scholars have studied the antecedents and outcome variables of bullying in the workplace, factors such as the individual, organization, leader and so on are analyzed (Coyne, 2000; Leymann, 1996; Einarsen, 2005), a corresponding behaviour measurement scale is prepared to evaluate the specific situation of the bullying behaviours (Einarsen, 1997).

Current research on workplace bullying is mainly carried out in Europe and the United States. In contrast, Chinese research in this field is lagging behind, and is mainly focused on current situations, causes and preventative measures between students in schools (Zhou Hongjun, Liu Haiming, Wang Yunhao,2019; Zhao Tingting, 2018; Ji Yantin, Shi Changjun, 2017). However, there is a lack of research on bullying between employees in the workplace, or between leaders and employees. Taking relevant research included in China's largest database of knowledge and information achievements as an example, since 1980s, there are only 54 periodical and degree papers on related topics such as "workplace bullying", "work environment bullying" etc. Most of this research is based on Western theories, and only introduces relevant Western research results (Yu Luling, 2014; Chen Weina, 2009), discuss the influence on the related psychological factors of employees (Nie Guanghui, Li Yongxing, Tang Zhenghua, 2011; Jiang Jiang, Dong Jiao, Wang Rong, 2012; Du Hengbo, Zhu Qianlin, Xu Yanfeng, 2016). Exploration of the research and development in the field of China (Xiao Yonping, Peng Shuo, 2014; Ren Huiyuan, 2019) or different understanding of the relevant issues between China and the West (Fu Meiyun, Ma Huawei, Le Guoan, 2014).

Generally speaking, research on workplace bullying in China and the West mainly focuses on the working environment of enterprises, companies and so on, but the research on bullying in the field of school management is relatively limited. So far, there are only three public articles about bullying between school administrators and sub-managers or teachers in mainland China. Among them, Zhao Pengjuan studied bullying of teachers in weak subjects in primary and secondary schools in the form of a questionnaire survey (Zhao Pengjuan, 2015); through the collection and collation of literature, Qin Lijun introduced some measures taken by the United States, Britain, Germany, Ireland and other countries to protect teachers from cyberbullying and the related insights for China (Tan Lijun, 2017); Zhao Fang, on the other hand, focused on the specific situation of British teachers' anti-cyber bullying law (Zhao Fang, 2015).

At the same time, in the context of Chinese language, "bullying" and "coercion" have similar meanings, so "coercion" can be regarded as a special form of "bullying". But differences in their semantics are also apparent, "coercion" more greatly emphasizes the meaning of "threat" and "force" in the process of "bullying". In order to further enrich Chinese research in this field, the phenomena of "coercion" in the field of school management is discussed based the background of traditional Chinese cultures, especially the typical workplace cultures, and preliminary deconstructing strategies are put forward.

1 The connotation and significance of school management style

The connotation of school management style is extremely rich. For example, from the perspective of traditional behaviour management, this refers to the behaviour management characteristics of school managers in the process of management; from the perspective of history and culture, it refers to the behaviour, style or manner embodied by school managers under the direction and guidance of the corresponding organizational culture and management views; from the point of view of the management process, it refers to the links of planning, organization, coordination, control and so on, in the course of school administrators performing their management functions (Liang Yuhua, Zhang Xiangsheng, 2016).

Management styles have some profound impacts on the organizational changes, innovations, atmosphere, teacher enthusiasm and organizational commitments. Broadly, styles of school management can be divided into three basic types: laissez-faire, democratic and authoritarian, each type can also be divided into several subtypes (Zhang Ying, 2012). The phenomenon of "coercion" is common in authoritarian management style. School management style can reflect workplace culture and even the traditional culture of a country or region to a certain extent. Because traditional Chinese workplace culture emphasizes the concepts of familyism, human relations, authoritarianism, hierarchy, moderation and social orientation, it can affect the cognition and coping style towards coercion in individuals and in a school as a collective (Guo Jing etc., 2015), the authority-type management style is more likely to be adopted. Therefore, the phenomenon of "coercion" is relatively more common in traditional Chinese school management styles.

2 The "coercion" approach: connotations and mechanisms of the coercive phenomenon in Chinese school management

McGregor once stated that managers could not succeed in forcing people to work for their goals, the ideas that people work simply because of they are threatened, intimidated or because of paternalistic hypocrisy coercion will soon disappear (Klock & Gold Smith, 2004). However, to this day, from the concept of management to the system design, and then to the specific management practice, "coercion" still lurks in many areas of school management in many forms and restricts the improvement of the levels of school management. Traditional culture of China is of good quality, such as self-

improvement, peace and moderation, and being people-oriented (Sheng Shangwu, Yuanyue, 2012), and also has the remarkable characteristics of conformity, fixed thinking, emphasis on groups over individuals, worship of authority, etc. (Yang Lijun,2004). More importantly, we should resist the negative effects of "coercion" in school management. Therefore, on the basis of analyzing its functional principle, it is of great significance for school managers to optimize their management style and improve their management quality by critically exploring its essence and reasons, and then constructing a more reasonable management mechanism.

2.1 The connotation of "coercion" in school management

"Coercion" is a certain form of threat or force (Institute of language, Chinese Academy of Social Sciences, 2012). Its essence is that based on a variety of purposes, coercive people adopt behaviours such as threatening, forcing and even non- humanitarianism to persuade others towards their will, it is a special form of bullying. "Coercion" in school management mainly refers to the administrators either alone or in groups using authoritarian preaching, regulating, or reprimanding to one or several members in the school by their personality, status, power, money and other personal or social resources through rules, languages, actions, etc. in management links such as planning, organization and coordination. Those who are coerced are often ordinary teachers or administrators with lower positions.

From different viewpoints, "coercion" in school management can be divided into different categories. From the point of view of the vehicle, it can be divided into language coercion, expression coercion, action coercion, thought coercion, object coercion etc; from consciousness, it can be divided into intentional coercion, unintentional coercion; there are direct coercions and indirect coercions; for visibility, it can be divided into explicit stress and recessive coercion; it can be divided into individual coercion and group coercion; in terms of interactions, there are one-way and two-way coercions.

2.2 The operational mechanism of "coercion" in school management

In coercive school management, although the content and expression of the "coercion" can differ, any specific coercion includes the intimidator, the coerced person, the specific content, the method and the environment. The operational mechanism of coercive management effectiveness involves these basic factors and their interactive relationships, that is, the final results of the coercion are dependent on the elements and their complex interactions. The specific mechanism of action is shown in the following figure:

Figure 1
Influencing factors of coercion effectiveness and their interactive relations
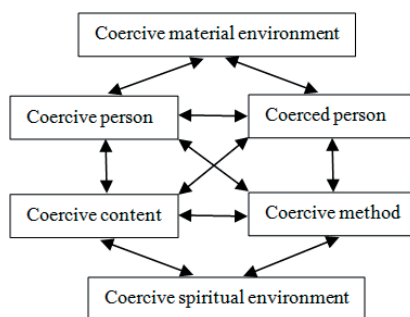
As is shown in the figure above, among the influencing effective factors, the "coercive person" is the initiator and promoter of the school's coercive management. In an actual management situation, it is often the higher level school managers who have the higher power and who grasps the collective high quality social resources; the "coerced person" is the recipient of the coercion, mainly the secondary manager or the ordinary teacher; the "coercive content" is the main aspect of the exchange between the two sides, it refers not only to the work itself, but also to a variety of social resources of mutual concern. The "coercive method" is the path, procedure or way of coercive operation; the "coercive material environment" is independent of human consciousness, it is the objective material condition of school operation and management, regulation and distribution modes. The "coercive spiritual environment'" mainly refers to the spiritual and conscious situation and conditions composed of the cultural atmosphere, organizational mechanism, and day to day practices.

As we can see from the figure above, the factors affecting the effectiveness of coercive management are not only relatively independent, but also related to each other and interact with each other. Any coercion factor or interaction between factors will affect the total effectiveness of the coercion. In the practice of school management, the premise or basic assumption of the smooth operations of "coercion" are often as follows: as the subject of coercive implementation, the school managers have mastered many social resources inside and outside the team, such as funds, power, the right to speak of social morality and so on. School managers are superior to ordinary teachers or secondary managers as the occupant of social resources in terms of quantity or quality. School managers have greater authority in the allocation of social resources in the team and enjoy the right of priority choice or decision-making; the coerced persons are interested in such social resources and seek to obtain them, and actively or passively accepts their acquisitions as the coerced. In the current situation, it is impossible or

more difficult for the coerced persons to obtain such social resources actively through other approaches.

So even from an analysis of the theory itself, there are also many difficulties in the Chinese coercive management style in order to give full play to the "effectiveness" desired by the coercers, because any of the above prerequisites or assumptions are not satisfied in the specific situation, the role of coercion cannot be played or limited. In addition, existing research shows that traditional ethical culture may profoundly influence the value orientations and behaviours of the subjects. The more attention is paid to humane care, and a fair and just environment, the less there are bullying behaviors in the workplace, and the less the corresponding coercion phenomena; the more attention is paid to short term and economic benefits, the more common the problem of bullying in the workplace, and the more the corresponding coercion (Power, 2013).

2.3 "Coercion" and "counter coercion"

In a coercive school management situation, managers have a relatively superior social level, those who are coerced are often secondary managers or ordinary teachers with a lower social class. In the traditional workplace environment of China, the school management system is often dominated by the hierarchical system, this kind of social grade difference is an important prerequisite and basic carrier for the emergence and operation of "coercion". But as the saying goes "where there is oppression, there is resistance", at the same time as the coercers carry out "coercion", the coerced persons often carry out "anti-coercion". They will be against all kinds of threats or forcing from the coercers directly or indirectly. Their resistance presents in many forms, including direct and indirect; positive and negative; individual and group; immediate and delayed; high and low frequency; local and comprehensive. In the real school organization and management, the most common form of anti-coercion is the implicit resistance of "agree in words but not in mind" or procrastination or even refusal after taking orders in person. Typical Chinese workplace culture emphasizes the traditional patriarchal thought and the application of politeness principles such as respect and humility and attaches importance to the identity level and a strict interpersonal hierarchy (Liang Jing, 2017). Therefore, many kinds of indirect, negative, delayed or hidden "resistance" arises more easily. The cohesion, vitality, time, energy and willingness of a school's organizational team are often wiped away in this "tacit resistance". Eventually, the organization moves towards collective internal friction and decline.

In addition, "coercion" is interchangeable, on the one hand, school managers use power and public opinion to "threaten" ordinary teachers or secondary managers directly or indirectly through their controllable social resources; on the other hand, the coerced members can also use their own social relations, knowledge, personality, things that managers are interested or afraid to reverse coercing superior managers. When the

stress of one party reaches a certain amount or to a certain extent, the other party is bound to carry out anti-stress behaviours in many forms. Either party's sense of stress and the corresponding feedback he takes in a coerced relationship depends on the person, the matter, or the situation. These factors and their interaction ultimately affect the results of coercion, and then affect the quality of school management and the development of organizational teams.

3 The thinking behind "coercion": the essence and criticism of the phenomenon of "coercion" in Chinese school management

3.1 The essence of coercive management

The phenomenon of "coercion" in Chinese school management have a complex mechanism, in addition to that influence of its own constitution factors and their interactions, it is also restricted by historical traditions, social development levels and other factors, so it can be analysed from many angles. For example, in terms of flow and distribution of social resources, in the typical Chinese coercive school management situation, it seems to be the interaction between managers and managers, managers and teachers, teachers and teachers under the established school organization mechanisms. In fact, it is also the exchanges and flow of a variety of "social resources" or "interests" in many forms and at many levels. The most common distributions are top-down hierarchical flow: the superior managers of the coercers control a wide range of resources and benefits and their distribution rights, as coerced persons, secondary managers or teachers directly or indirectly accept multiple forms of coercion from superior managers. In exchange, a variety of social resources and interests are distributed from the coercers to the coerced. The similar operation processes of coercion are also the regulation, distribution and even competition of social resources under the cover of all kinds of grand "shyness" or "social mask" – a large group of people at many different levels in schools, engage in essentially "inhuman" transactions through the external form of the existence of people and school organizations.

From an operational point of view of public power, in China's typical situation of coercive management, school managers often have a "master" mentality when they coerce ordinary teachers or secondary managers. That is, subconsciously they think of themselves as the "master" of the school, while others are tame or stubborn servants. However, ordinary teachers or secondary managers are influenced by the concepts of "belittling himself and respecting others", "keeping a low profile", "safeguarding the overall situation" and "be wise for personal survival" in the traditional workplace culture

(Bao Xianzhi, 2014), always be patient and accepting. Since the school managers are the "master" of others, it is very easy to give birth to a kind of mentality and impulse of "do whatever I want". This mentality will be even more evident if other managers or teachers fail to suppress it in a variety of ways. In essence, this mentality is to "privatize" the organized public power. In fact, the current power of managers is given by their organization, there is a great deal of contingency for managers personally, managers only exercise the corresponding powers on behalf of the organization as a whole. In the process of "privatization" of public power, genuine public rights are diluted by private rights and are gradually marginalized. The personal will of managers is gradually "public" and "popular". However, it is far from the true popular will, it is just a personal idea, a very impure sense of will, a selfish desire packaged with a coat of great personal colour and even no reasonable meaning.

3.2 Causes of coercive management

Many scholars have analysed the causes of bullying in the workplace from the perspectives of occupational health psychology and organizational behaviour. They thought the main reasons include abuse of management power, characteristics of the organization, work organization and design defects, uneven power, sex, salary status, injustice, pressure, frustration etc. In a traditional Chinese school management environment, the effectiveness of "coercion" is affected by these factors themselves that the environment, the perpetrator, the recipient, the content and method of coercion, etc and their interaction relationship. At the same time, an analysis of the causes of stress can also start from these dimensions. In a wide range of coercive managements, the motivation or reasons for school managers to carry out intimidation are very complex. Such as the strong personality characteristics of managers, managers lacking advanced management concepts or skills, an unconnected team of teachers, the traditional atmosphere and management style of the school, punishment of "poor skills", "abuse public power to retaliate against a personal enemy" style of venting etc. Taking personality characteristics of school managers as an example, if they have stronger control and power desire, are often self-centred, paranoid, and under other conditions are unchanged or similar, they are more likely to see the world and others as competitors or tools available to them. When subordinates' feedback run counter to their personality or ideas, they tend to manage them in a variety of ways through threat or force.

3.3 Criticism of coercive management

Through an analysis of the connotations, mechanisms, causes and essence of "coercion" in China's typical school management, it is not difficult to find that there are obvious drawbacks in this style of management. In order to improve the management level

and improve the quality of school management, it is necessary for us to criticize it objectively and rationally.

From a philosophical point of view, Chinese coercive management often pursues technical rationality and follows the logic of efficiency. It is emphasized that the environment should be controlled by rule-based and efficient behaviour, and "control" is its core. Managers often ignore the subjectivity of secondary managers and teachers and pay more attention to their instrumental value. The latter's interests, needs, emotions, values, etc., are often obscured by routine tasks or leadership authority. But after all, those who are coerced are individuals with blood, feelings, thoughts, emotions, and great subjective initiatives, rather than "domesticated animals". Therefore, it is difficult and unreasonable to manage them in a forced and threatening manner.

From the point of view of human nature, in the context of Chinese coercive school management, managers tend to hold the view of "sex-oriented evil", that is to say, it is believed that the natural nature of human beings is "evil", people are born to avoid and hate work, only by means of supervision, control, coercion or punishment can they be forced to achieve the school goals. So, they tend to use strict rules, strict supervision mechanisms or various utilitarian social resources to coerce subordinates in their management style. However, even from the point of the theory of human nature itself, as Rousseau said, "No one has a natural right to control his kind", "God gives everyone equal rights" (Jin Binghua et al., 2001). Therefore, coercive management is inhumane and anti-human, the pursuit and acquisition of freedom, equality and fairness are not only the nature of human beings, but also their basic rights. From the view of the actual utility of management, "sexual evil" also makes it difficult to consider the comprehensiveness and complexity of human nature. People often do not simply live for utilitarian interests, and it is difficult to really succumb to all kinds of intimidation. Therefore, coercive management based on the theory of sexual evil is difficult to implement effectively in the school management for the long term because of its neglect of the real and rich human nature.

From the view of a spiritual and moral dimension of management, Chinese coercive management is also a kind of "mental violence'". It ignores the spiritual characteristics that good school management ultimately depends on will consciousness and moral self-discipline. It seriously suppresses the creativity and initiative of the majority of teachers and ignores the promotion of their interests, needs, values and spiritual realm, and is also not conducive to their moral generation and the self-construction of the meaningful world in their work. Therefore, it can not only stimulate the enthusiasm of teachers, but also affects the interpersonal relationship and working atmosphere of the school organization. It not only hinders the significance of school education management, but also seriously affects the improvement of education quality. In the end, it is impossible to train talents who are mentally independent and develop in an all-round way.

From the point of view of abandoning and sublimating Chinese traditional culture, a typical Chinese coercion-style school management mainly inherits some of the inertia factors in the traditional Chinese culture. For example: hierarchical ethics, patriarchal consciousness, collective standard, etiquette (Feng Hui, 2010). But as the world's only long-standing culture with no interruption of development, it also has some fine characters, such as "the unity of heaven and man", "self-improvement", "commitment to patriotism", "be honest with others", "diligence and thrift", "being careful and loving alone" and so on (Gu Mingyuan, 2004). Obviously, coercive management has chosen the wrong path in the sublimation of history.

While revealing the disadvantages of Chinese coercive school management, we also need to realize that in any real school management situation, from the point of view of ordinary teachers or low-level managers, the less stress they bear, the better, and if there is no stress then so much the better. But when looking at school management in specific situations from a sociological perspective, we will find that some form of constraint, requirement or restriction is both inevitable and indispensable. Even in some special situations, the approach of threat and force is more conducive to the development of teachers and to the maintenance of the overall and long-term interests of the school. But even in "extraordinary times" or "extraordinary circumstances" and coercive means are used for a reasonable and moral purpose, it should also be made as far as possible that "strategic coercive; tactically, but not coerced or less coerced. Strategic enforcement, tactical, but not mandatory or less mandatory" (Wang Xiaochun, 2011). Therefore, on the whole, we should advocate the management mode and style of "non-threat" and "non-forced" in school, so as to create a safe and relaxed psychological atmosphere for teachers. Moreover, any coercive school management can almost be replaced by non-coerced and humanized strategies.

4 Deconstructing coercion: Chinese-characteristics and humanism school management measures of "for the sake of the collective and self-achievement"

Based on the analysis and criticism of the principle and essence of "coercion", in order to improve the quality in Chinese school management and get out of the misunderstanding of "intimidation", we should focus on the construction of a people-oriented Chinese-characteristics school management system of "for the sake of the collective and self-achievement". The idea of "human-oriented management" rose in the 1950s and 1960s and penetrated the field of education immediately. It emphasizes being "people-oriented", in addition to the instrumental value, it attaches more importance to the subject value of human beings and places people themselves at the core of de-

velopment. In educational management, humanistic school managements emphasize taking the development of people as the core, the understanding of people as the link, and the respect for people as the basis. The focus includes publicizing people's personality, arousing people's vitality, developing people's potential, create an upward and promising, sincere cooperation, equal unity, positive and healthy working atmosphere, to make the school management realize self-discipline, self-realization, self-awakening realm development (Chen Shiting, 2015).

4.1 "The collective" and "the individual": correctly understanding and dealing with the relationship between the two factors

The "collective" may refer to a specific teaching team or school, which can be widely applied to a wide range of educational organizations or more macro educational ideals; the "individual" in school management, mainly refers to the specific managers or individuals. The collective and the individual are antagonistic and interdependent: the "collective" is a combination of many "individuals"; "individuals" are the "individual" that divides from the "collective", the two contain each other and transform each other. Therefore, in the school management of the human-oriented, it emphasizes the understanding and respect for the life value of much "individual", and really treats the person as a person, and relies on the human, makes human as the starting and the landing point. At the same time we should unify the development of the "individual" in the process of realizing the meaning of the "collective", in order to cultivate excellent talents with spiritual independence, both virtue and talent, and the development of physical and mental health, even changing social customs and bring up the sense of responsibility and demeanour of a better society. The two are mutual accomplishments and common developments.

In the process of dealing with the relationship between the "collective" and the "individual", both managers and ordinary teachers need to understand the relationship between "I need a career" and "a career needs me". "I need a career" is mainly a kind of self-direction, meeting certain needs of one's own through the career and its development. These needs may be utilitarian or based on pure motivation; "career needs me" means that the development of any career needs builders and promoters. But the word "I" here mainly refers to "I as a collective or group". The career often does not need the specific you, I and he or she, because for the vast majority of the "individual", there is a strong alternative. Only if the personality and the profession is maintained, could the person who can promote the career development truly realize the leap from "I need the career" to "the career needs me".

4.2 "For the sake of the collective": to strengthen the organization construction of the school

In order to realize the goals of education, making teaching and social services in schools better, it is necessary to strengthen the organizational construction of schools in the process of the construction of humanistic school management system. At a macro level, people-oriented ideas and the corresponding operation strategies should be implemented in each link of the construction of the school management mechanism. Organization mechanism and cultural mechanism should be implemented based on adhering to the management principles of democracy, subjectivity, development and creativity. At a micro level, resource allocation of the construction of the school organization should be optimized constantly, and the talent teams of management and teaching should be improved. The concept of knowing and employing people should be updated, people need to be placed in the right position, and the evaluation mechanism of talents should be optimized. Under the guidance of human-oriented thought, the school managers should strengthen emotional managements and cultivate a sense of belonging, identity and responsibility of the majority of teachers through the concepts and measures of "spiritual contract" and "community of destiny". They should focus on shifting attention from the simple utilitarianism of the student's examination scores or the self-evaluation, the prizes and the professional ranks and titles to the organized goals of the organization. In the process of strengthening the construction of the school organization, the following issues, presented below, are of particular concern.

The significance of "persons" and "affection" in school management: "persons" in school management should be seen in the sense of humans rather than as labour. That is, managers should take persons (subordinates) as the main bodies, respect their values and care for their interests. The "affection" should be a real "emotional feeling". It is a kind of affection to the subordinates, to the colleagues, the persons, the concern, the pleasure, the love. If there is neither real "person" nor "affection" in mind of the school administrators, the team will be in a state of mechanical development, and the operation of the organization will only be the uploading and issuing of orders, and eventually falls into a state of discord and distraction. Therefore, key to the success of school management is paying attention to, studying, confirming and respecting people, it is the centre and the foot of all the rest of work.

The condensing "spiritual temperament" of the team: if any team or school achieves sustainable development, professional technologies and spirits are indispensable. A person has an ideal of life, a team or a school should also have professional pursuit and career aspirations. Any school or organization must gradually condense a kind of "spiritual temperament" belongs to their own collective spiritual characteristics and atmosphere in the process of self-growth. Good team "spiritual temperament" has a pure movement, both and beyond the professional spiritual appeal. Under the influence

and encouragement of such beliefs, team members can transcend all kinds of worldly temptations, meditated and pious for the growth and progress of students, for a better collective tomorrow and try their courage, work in silence, and move forward bravely. Otherwise a major factor, the prosperity of a school, will eventually be a mirage, effectively a flash in the pan. The upright and kind souls will be distorted and deformed, silence in depravity, and die out in silence.

Dealing with all kinds of "lesions" in the process of tissue development in time: in the process of development, any organization will produce a lot of negative energy. If not resolved timely, it will gradually form "lesions" of tissue development. Over time, they will deteriorate into "tipping points" and virtually consume a lot of energy and resources from the development of the organization. In the torment of all kinds of "chronic diseases" and "acute diseases", the organization gradually loses its vitality, and finally goes into a state of silence. Therefore, school managers should be good at finding all kinds of contradictions and conflicts hidden in the organization, channel all sorts of "grievances" timely, correct all kinds of fallacies and erroneous practices promptly. Only in this way, the operation of organization can achieve the upper pass, maintain the vitality and the correct development direction.

4.3 "Achieving the individual": school administrators and teachers should constantly improve their self-cultivation

In humanistic management of schools, the development of a school as the collective should also be realized through the growth and development of individual managers and teachers as individuals. Schools should actively promote personal development, at the same time, individuals should work hard to grow themselves. The key to self-growth lies in constantly strengthening self-cultivation of personality. Strive to make oneself a wise, rich, soft, strong and resolute person in the process of studying, absorbing and cultivating (Silv, Wen Ruoyu, 2015). On this basis, if other specific professional ideas and vocational skills have solid support, then one can really achieve. The process of improving self-personality cultivation, involves many aspects concrete, or abstract important content, such as:

Constantly improving one's own realm of life. If a person only looks at normal society and life from his own perspective, it is inevitable they produce a lot of misplaced judgment. The higher realm of life is the facade and transformation of "evil", contempt and tolerance for "shame", sympathy and support for "weakness", yearning for and obeying "good". An aesthetic outlook on life that is open-minded, tolerant, calm and transcendent not only means the promotion of human spirit, but also shows a person's love and understanding of life. He not only understands and loves himself, but also

understands and loves others, which is the spiritual source of happiness in life (Wang Kunqing, Yue Wei, 2011).

Adjusting one's work mentality. If the basic atmosphere of work is based on "fame, profit, power, money, excellent evaluation, award evaluation, professional title evaluation", then the core living conditions of struggling people are similar. At this time, the external "garden of Eden" can be encountered but cannot be sought. It is, of course, a matter of great happiness to be able to apply one's wisdom to the truly noble career of the collective. Otherwise, do not disturb oneself, do not disturb others. If one can really work, then he should work hard; if one cannot work fully for a variety of reasons, he should also try his best to do a good job and live a good life after understanding the world, and focuses on truly good things.

4.4 Strengthening construction on legality and institutions

At present, countries including the United States, Canada, Sweden, France, Germany and others have been involved in the management and control of workplace violence related to workplace bullying in the field of the mental harm, damage to employment relationships, occupational discrimination etc. China should adopt its rational thought and practice to build a more perfect legal system for school management, for example, relevant legal provisions to prevent workplace bullying may be added to laws such as the State's Labour Contract Law and the Compulsory Education Act, then to maximize prior prevention and relief afterwards of workplace bullying (Xiao Yongping, 2014). Finally, they should realize the organic unity of rule by virtue and by law.

In the process of building a people-oriented school management system, we also need to realize that there are some significant situation differences between China and the Western society in terms of cultural traditions, historical background, social and educational system etc, and it tells us that China should seek a teaching practice and a school management system that is different from the Western society. At the same time as learning from Western society, China should also seek the development of the contemporary school from its long traditional culture and history. Only in this way can we realize the harmonious development of individual, education and society in an environment where education bullying and coercion are minimized.

Acknowledgments

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Reviews and shortly reports

Autism is the future: the evolution of a different type of intelligence

Ling Guo

In Autism is the Future: The Evolution of a Different Type of Intelligence, Marlo Thurman proposes a new angle to understand autism through an alternative theory of sensory cognitive difference. Based on actual and first-person accounts from individuals with autism, Marlo reveals the specific sensory processing and cognitive differences among individuals with autism and explains how these sensory and cognitive differences lead to deeper understanding of the intelligence of those with autism. The book answers the question of why autism should be regarded as a condition of neurodiversity which should be respected and appreciated by neurotypical groups in consideration of their potential contributions.

The author Marlo Thurman began her work with children diagnosed with ASD (autistic spectrum disorder) in 1986 as a behavioural therapist. With advanced degrees in both educational psychology and special education, she accumulated abundant experience in the area of ASD and developed a special interest in working with individuals who were regarded as "ASD savants". Recently, she has held board position in the US Autism and Asperger's Association and has taught at the university of Northern Colorado. Her specific interest in cognitive neurodiversity started from her personal experience of inner change of cognition after her traumatic brain injury from an accident and finally drove her to finish her PhD degree in special education on this topic in 2016. This book is based on her doctoral dissertation "First Person Perceptions: Intelligence, Cognition, and Sensory Processing in Autism". It was qualitative research which explored

the life experience of 17 adults with ASD in depth. Coincidentally, neurodiversity was identified as the topic for World Autism Awareness Day by the United Nations in the same year, which symbolized a paradigm shift from pathology to neurodiversity. This is aligned with the universal trend of ensuring inclusive and quality education for individuals with special needs.

Since autism was reported in clinical literature, there has long been a heavy focus on abnormal performance and deficits in behaviours and cognition among individuals with autism. According to DSM-5, ASD is defined as a full continuum of developmental disorders that manifests with communication deficits, over dependence on routines, high sensitivity to changes in the environment, and an intensive focus that is often inappropriate(Thurman, M. P.,2016). In other words, autism has been regarded as disability worldwide and the main task for teaching programmes is aimed at finding various ways to "fix" or address the difference in those who are diagnosed.

On the one hand, this kind of "difference-as-deficit" mindset commonly leads to unilateral perspectives of ASD from the "normal" neurotypical group and might be limited or give false understandings of the autism continuum; on the other hand, deficit-based perspectives of ASD easily result in overlooking of the strengths and potential contribution of individuals with ASD. Undoubtedly, it is harmful for the development of society and also for the construction of inclusive environments for persons with diverse special needs.

Hence, the value of this book is important and far-reaching, not only in providing deeper and holistic understanding of the deficits, potential and needs of those who are diagnosed with ASD, but also in contributing to appropriate service delivery in educational settings and workplaces based on their differences and strengths in sensory processing and cognition. In consideration of the prevailing views of autism, Marlo Thurman is a pioneer exploring the path for a better understanding of individuals with ASD from the standpoint of neurodiversity and sensory-cognitive differences with this remarkable and revolutionary work.

As neurodiversity is a key word and marker in the theory of sensory-cognitive difference, the book starts with an introduction of Marlo Thurman's journey to neurodiversity based on her personal experience of cognitive change after a traumatic brain injury and her decision for in-depth exploration of cognitive neurodiversity in her doctoral dissertation research in the PhD programme of special education. This book is based on her doctoral dissertation, so she introduces the research in chapter one regarding the rich background information of 17 research participants, research procedures and 52 different sets of original topics from multiple, lengthy, in-depth interviews via telephone, computer conference technologies, on-line chats or email exchanges.

Afterwards, another seven chapters have been used to construct the alternative theory of sensory-cognitive difference based on challenging the understanding of autism from the cognitive behavioural tradition and proposing new approaches to under-

standing sensory processing, cognition and the intelligence of individuals diagnosed with ASD. In the last two chapters, various topics related to ASD have been discussed on the basis of the theory of sensory-cognitive difference, including thoughts about the rise of autism diagnosis, intellectual disability in autism, limitations of existing cognitive theories, the extreme nature of sensory difference, hyper-and hypo-responding, the need to address sensory differences first, cognitive differences, alignment and difference to neuro-diversity theory, along with challenging assumption and implications for future research.

As the purpose of this book is to establish a theory which could effectively challenge existing assumptions and supply a replacement for deeper understanding of ASD, the main body of this book is from chapter two to eight in the middle part. This part begins with the introduction of emphasis on normal development and the equation of differences as abnormalities and deficits, which completely ignores having a prodigious memory, uncanny visual skills, processing speed and so on. On this worldview, four primary cognitive-behavioural theories had been applied to explain autism by early behaviourists and cognitive-behaviourists, including mind blindness, executive functioning theory, Hybrid theory and Hyper-systemizing theory. But neither of them could fully reveal the comprehensive cognition of individuals with ASD.

Therefore, along with the cognitive neuroscience taking the spotlight to try to explain autism, there had been a movement to neurodiversity to explain autism which failed to improve diagnostic accuracy and support for individuals and families affected by severe or disabling aspects of autism. Eventually, a theory of sensory-cognitive difference was proposed to understand autism mainly based on the theory of sensory processing by Dr. Jane Ayers.

According to Ayres's theory, sensory processing system is complex, and all learning and performance will be negatively affected if inability of information integration and regulation emerges in the sensory processing period. In considering the estimated data that over 90 % of diagnosed ASD demonstrate sensory abnormalities (Marco, E. J., Hinkley, L. B., Hill, S. S., & Nagarajan, S. S.,2011; Kilroy E., Aziz-Zadeh L., & Cermak S.,2019), sensory difference could be regarded as an "autism-specific" trait. Furthermore, specific sensory processing differences including lighting, sound and pitch, taste and smell, touch and texture, and synaesthesia, are presented in chapter four based on detailed accounts from persons with ASD. Based on differences in sensory processing in ASD and good cognitive potentialities among those diagnosed with ASD, thoughts on intelligence, cognition, learning styles and the emotional effects of these difference are also presented from the ASD perspective in the book.

Since autism was first mentioned in 1940s by Leo Kanner, the prevailing knowledge of autism has been articulated by neurotypical people who have not been affected with ASD (Kanner L., 1949; Parisi A.& Parisi S., 2019). Initially knowledge related to autism is about how they are abnormal and defective in behaviours, cognition, communica-

tion, social interaction and so on when comparing to the "normal" developed group. In recent years, some voices from persons diagnosed with ASD started to be heard, taking Dr. Temple Grandin as an example. She, as someone diagnosed with ASD, has attempted to show the public how individuals with ASD are different in visual thinking, brain functioning and showing what the potential could be from these differences(Baker D., 2014). However, the voices from those affected by ASD are still relatively weak compared to the mainstream traditional understanding of autism. Hence, the large amount of first-person accounts from individuals who were diagnosed with ASD are extremely necessary and meaningful for the society to build a true, objective and effective picture of the effects of ASD in an individual's everyday life.

Meanwhile, thanks to these first-person descriptions about how individuals with ASD work differently in sensory processing and cognitive functioning, it should be accepted that those with ASD have specific intelligence traits (Thurman, M. P.,2016). Even though these specific intelligence traits are not aligned with common intelligence standards, they present the ways that those affected by ASD work with the world and the potential for benefitting society. These findings could lead to dramatic changes in understanding of the differences of ASD among parents, teachers, researchers and the whole society and the approaches for service delivery in childcare, education settings, workplaces and in the public/social environment. The understanding and service provided for individuals with ASD should be strength-based and more focused on finding what is different and how to support them from their differences in sensory processing and intelligence traits. From this, a more inclusive society for individuals with ASD could be expected.

As a book based on true accounts from 17 adults diagnosed with ASD, the value of this book is remarkable for revealing the real situation of how ASD affects persons. But according to the introduction in chapter one, the 17 participants are generally higher functioning, with abilities for independent life and the ability of self-advocacy (Thurman, M. P., 2016). Taking into consideration ASD's definition, ASD is a continuum varying from the higher functioning example of Temple Grandin to lower functioning individuals. For those who are lower functioning, how do their differences in sensory processing, cognition and intelligence compared to those who are higher functioning? Regarding their difficult situation in life, is it possible that the potential of ASD has somehow been exaggerated in this book along with omissions of the situation of the other end of the ASD continuum? Moreover, as is realized by the author in the book, the alternative theory of sensory cognitive differences is based on numerous accounts from those affected by ASD and the author's rich experience of working with individuals with ASD and her in-depth thinking. Empirical research needs to be undertaken for verifying and refuting the theory among a broader autism spectrum group.

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The report on the 10ᵗʰ The International Conference on Education and Educational Psychology (ICEEPSY)

From the 9th – 12th October 2019, the 10th International Conference on Education and Educational Psychology (ICEEPSY) was presented in Barcelona, Spain. The venue was organized by Future Academy from London (UK).

After the registration day (9th October), the conference started with a Poster presentation session (10th October, from 9:00 AM to 10:00 AM), where 26 participants presented their work. During that time, scholars were discussing their research and results with interested persons.

Officially, the conference was opened by Dr Zafer Bekirogullari, Future Academy organization founder and managing director. The first keynote speaker was Lotta Uusitalo-Malmivaara. Professor Uusitalo-Malmivaara is a university lecturer and adjunct professor in Special Education at the Department of Teacher Education, Faculty of Behavioural Sciences, from the University of Helsinki. Her lecture was entitled *Positive education as a tool to engage all learners*, where she presented a theoretical background of positive teaching in Finnish schools. The second keynote speaker was Professor Hannele Niemi from the University of Lapland, Finland. Her topic was entitled *Combining equity and quality of learning – Educational ecosystems globally and locally*. The third keynote speaker was Associate professor Inkeri Ruokonen from the Faculty of Educational Sciences, University of Helsinki, who presented the topic *Educating 21st Century Teachers – focusing on learning through the arts in new learning environments*.

The third day of the conference started with two parallel workshops from 8:30 AM til 10:30 AM. The first workshop was focused on *Creativity and the Arts in Education* and it was led by Inkeri Ruokonen and Erika Perttuli-Borobio from the University of Helsinki, Finland. During this workshop, the participants were given some insight into creative methods and interdisciplinary learning in the arts, especially in teacher education. This workshop integrated music and visual art in practical examples and also some cases were presented from Finnish teachers' education. The second parallel workshop had the title *Energy of Visual and Verbal Modalities in Language Education*. Its leader was

Maria Stec from the University of Silesia, Poland. The topic was multimodality in early language education, which was presented through the context of learning, communication, visual methodology and perception. Furthermore, the workshop also offered a few drawing tasks to increase one's awareness of image-text relations. It offered tasks related to visual methodology, selection and evaluation of English language teaching materials. The third workshop was from 11:00 AM till 13:00 AM with a title *Positive CV*, led by Lotta Uusitalo-Malmivaara from the University of Helsinki, Finland. The whole concept of Positive CV is based on an award-winning positive pedagogical solution for recognizing and documenting diverse skills in all students. The main aim is to teach children and adolescents to see all the things they are good at. The participants had to be registered for the workshops in advance and after these sessions, they received an electronic certificate for attending.

Oral presentations were divided to several thematic sections: *Second language teaching*; *The performing arts education, Drama, theatre and dance; Design learning and arts education; Learning theories; Effective teaching practices; Clinical and counselling psychology; Educational psychology; Leadership and collaborative policy; Adult and continuing education; Higher education; Quality assurance/Institutional effectiveness; Sport and exercise education; New approaches in psychology; Teacher education, basic education, basic skills.* The oral presentation took place in two parallel sessions. Each oral presentation had a limited time: 15 minutes for presenting research and results and an additional 5 minutes for discussion. Oral presentations session started at 11:00 AM and finished at 5:40 PM.

On the third day of the conference oral presentations were also divided into two parallel sessions and they started at 08:20 AM and finished at 13:40 PM. In total, 66 research papers were presented during two days of oral presentation sessions. Together with poster and oral presentation sessions a virtual presentation session was also realised. This was in the form of online video presentations of research papers and could be viewed during and after the conference via a specific web link opened by registered conference users. There were 16 virtual presentations in total.

This venue, the 10th The International Conference on Education and Educational Psychology (ICEEPSY) was an opportunity for numerous researchers and scholars from various part of the world to present results of their researches and practices from scientific fields of education and psychology. The next ICEEPSY conference will take place at Sicily, Italy in October 2020.

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