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UNIVERSITY OF VLORA “ISMAIL QEMALI”, ALBANIA

**FACULTY OF HUMANITIES
DEPARTMENT OF EDUCATION**

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**2nd INTERNATIONAL CONFERENCE
“HUMANITIES AND EDUCATION”**

BOOK OF ABSTRACTS

23rd of June, 2023

Vlora, Albania

Introduction

This is a brief presentation of the conference book of abstracts for the Humanities and Education International Conference. Within these pages, you will find a diverse collection of abstracts that encapsulate the rich tapestry of research and ideas presented at our esteemed gathering.

This conference serves as a meeting point for scholars, researchers, educators, and practitioners from various disciplines within the humanities and education fields. It is a celebration of intellectual curiosity, innovative thinking, and the transformative power of the humanities in shaping educational practices and outcomes.

The abstracts contained in this book represent the tireless efforts and groundbreaking research of individuals who are dedicated to advancing our understanding of the intersection between the humanities and education. Each abstract offers a glimpse into the breadth and depth of topics explored, ranging from special education and psychosocial support in education to history, geography, arts, social sciences, and cultural studies and more.

The abstracts encompass a wide range of themes, including the integration of humanities into the curriculum, the role of critical thinking in education, the impact of arts-based pedagogies, the exploration of cultural heritage, and the promotion of social justice in educational settings. They delve into the theoretical frameworks, methodological approaches, and empirical findings that shape our understanding of these complex issues.

This book of abstracts aims to inspire and ignite further dialogue, collaboration, and intellectual exchange. It provides a valuable resource for participants and attendees to navigate the conference program, identify areas of interest, and engage in meaningful discussions with fellow scholars. The abstracts are organized thematically, allowing readers to explore specific domains or delve into interdisciplinary perspectives that bridge different areas of research.

We extend our gratitude to all the contributors who have shared their abstracts, insights, and expertise. Their dedication to advancing knowledge within the humanities and education serves as a testament to the importance of interdisciplinary dialogue and collaboration.

As you peruse these abstracts, we encourage you to engage with the ideas presented, seek opportunities for collaboration, and envision how the findings may inform your own research, teaching practices, and contributions to the field. Let these abstracts spark your curiosity, challenge your assumptions, and inspire you to make meaningful contributions to the realm of humanities and education

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EUROPEAN KEY COMPETENCIES IN EDUCATION: DESIGN AND ASSESSMENT MODELS

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Access to fundamental knowledge is made possible and facilitated by positive attitudes towards learning; the aptitude for collaboration, the enhancement of cognitive styles can offer relevant contributions, promoting learning focused on the development of skills. On a methodological level, it is necessary to favor an educational practice that provides for the use of methods that involve students in tackling questions and problems of an applied nature, and that introduce the fundamental cores of knowledge and skills. Therefore, the need emerges to propose design and evaluation models intended not only to verify the knowledge acquired, but also to diagnose the level of significance and usability achieved, the ability of the learner to self-regulate the applied strategies. Evaluation thus becomes a measure of the ability to read the structures that regulate a given reality. Learning, as a complex educational activity, therefore requires new ways of planning and evaluating significant and authentic tasks, reflections on the itineraries and tools that have been used and which undergo continuous evolution, the acquisition of an ever greater awareness of the value teaching and assessment practices. There is a strong sense of the need to proceed with the definition of a teaching based on skills based on comparison and active sharing, with a projection towards the verticality of the process.

Keywords: *skills, assessment, design patterns*