

Editorial

The collection of papers of this volume are related to the annual UNESCO Chair in DU and BBCC (Baltic and Black Sea Consortium in Educational Research), 16th BBCC conference “REORIENTING TEACHING AND LEARNING STRATEGIES FOR BUILDING SUSTAINABLE FUTURE” that took place in Antalia, Turkey from November 1st–4th, 2018. The focus of this conference was on exploration of transdisciplinarity in the context of sustainability and sustainable education; social and culture innovations for the support of a sustainable education, teacher education, higher education and sustainable science development. The papers compiled in this volume are addressing the challenges set by Sustainable Development Goals (SDG) and Global Action Plan (GAP).

BBCC/JTES international conference “Sustainable Development. Culture. Education: Interplay of tradition and innovation for ESD” was held with the aim to deepen the understanding and interpretation of a methodology of a transdisciplinary perspective and stakeholders approach for transformations towards sustainability.

The paper by Lykke Guanio-Uluru answers the question: How can student-teachers learn efficient ways to encourage sustainability thinking in their pupils and fulfil the competence aims on sustainability outlined in national subject curriculums as a response to UNESCO’s programme on Education for Sustainable Development, ESD? Developing an approach of tailored literature circles using ecocritical reading roles, a pilot study was implemented with Norwegian student-teachers, working with dystopian science fiction texts for young adults. The study showed that the participating student-teachers found the ecocritical reading roles useful and participants reported a significant increase in confidence relative to their own ability to teach sustainability issues.

The paper by Cuneyt Demir presents discourse analysis as important in detecting the intended meaning of a writer or the underlying meaning of a sentence. A word may have many senses apart from its presenting meaning; therefore a writer should not choose the words arbitrarily, particularly in situations where the words have an influence on the readers – as in book reviews. This study investigated two critical acts, namely euphemism and dysphemism, and aimed to create awareness about the language that a book reviewer has used. According to the study, reviewers may consciously or unconsciously use redundant euphemistic and dysphemistic expressions in their critiques of reviewed books and this may bring about unfair judgements in would-be readers regarding the quality of the reviewed book. The study analysed a hundred books reviewed, collected unnecessary euphemistic and dysphemistic expressions, and suggested alternative words and sentences instead of them. The study is of importance by preventing asymmetrical domination of the reviewer on the reviewed book, and by providing a fair sustainability of book reviewing processes after which readers can objectively decide on the quality of the reviewed book.

Emrah Özsoy and Osman Uslu in their paper examined the associations of university students’ perceptions of faculty culture with their academic achievement (only in terms of Grade Point Average). Faculty culture was measured via five dimensions (i.e., organizational structure, commitment, symbols, power distance, and communication and relationship dimensions). 359 senior students in a business school operating in a public university in Turkey participated in the study. Participants consist of the students who

study in 2011–2012, 2012–2013 and 2018–2019 periods. Results showed that only the commitment dimension of the organizational culture positively predicted students' academic achievement and other dimensions of organizational culture didn't predict students' academic achievement. The authors discussed the findings and proposed some future research regarding sustainability in educational institutional culture and students' academic achievement.

The paper by Ulrich Kerscher depicts plastic waste and marine litter as one of the key environmental issues of the 21st century and outlines the problems connected to the already existing amount of accumulated marine litter, the quantity of plastic waste escaping from waste management streams every year, the low recycling rates for plastic and the missing awareness of the consumer for sustainable consumption. Against this background, the paper briefly outlines the multitude of problems connected to plastic products throughout a product's lifecycle. On this basis, the paper critically analyzes the strategy papers and the ongoing legislation of the EU, introduced to solve these problems and to realize the transformation process of the EU-economy towards a circular economy. Although awareness raising is one main strategy of the EU to achieve this transformation, educational institutions are not specifically mentioned by the EU. The paper therefore addresses this shortcoming and constitutes the teaching principle global development politics / education for sustainable development.

The paper by Menekşe Eskici in her study aimed to determine sustainable learning levels of students and in particular, sustainable learning levels of students based on their gender and grade. In order to collect data, a scale with two subscales – behavioural and cognitive – was developed by the author. The scale was applicated to 742 high school students (354 female and 388 male) in Babaeski district of Kırklareli, Turkey during the 2017–2018 academic year. The data were analyzed through SPSS 17, and arithmetic mean, standard deviation, t-test and one-way analysis of variance (One Way Anova) were used. The results of the study show that sustainable learning levels of the high school students was moderate. The study also found a significant variation in favour of the female students in “learning for development” subdimension on the cognitive subscale of the scale. According to the findings of this study, important recommendations were presented by the author.

The paper by Kittiya Sathithada and Poschanan Niramitchainont aims to develop scenarios for Thai higher educational institutions leaders to use E-leadership in 2027. For this purpose, the scenario-planning workshop was conducted with participants who were administrators, lecturers, staff groups, and stakeholders of both Thai public and private higher educational institutions. The STEEP analysis was used during the workshop. It indicated the aspect of social, technological, economic, environmental, and political. The significant findings presented three scenarios that are required for providing balance in the digital environment. The results of the study will be the first guideline for developing E-leadership in Thailand's Higher Educational Institution and developing human resources for the future.

The paper by Michal Šimáně focuses on Czech primary minority schools in the period of interwar Czechoslovakia (1918–1938). He is describing the development of these types of schools as an example of the sustainability process of Czech education and erudition in the border areas of the interwar Czechoslovak state; in other words in the areas, which were inhabited predominantly by the German-speaking population. This historical-pedagogical study brings, among other things, a unique view on the

process of disseminating and maintaining Czech education through establishing Czech minority schools in the linguistically heterogeneous areas of the Czechoslovak state and at the same time also indicates the importance of this sustainability process in the context of the development of the Czechoslovak education system after second World War.

The paper by Tamer Kutluca, Murat Yalman, and Ali Tum investigates the use of interactive whiteboards in teaching mathematics for sustainability and to examine its effects on the role of teachers. The qualitative research approach was adopted in the study as it tried to conduct a deep analysis of this situation. The study was conducted with eight secondary school mathematics teachers working in the province of Adiyaman in Turkey. The data collected in the study were analyzed using descriptive analysis with a qualitative approach. The results obtained in the study revealed that the teachers were not sufficiently informed or directed regarding the use of whiteboards in teaching mathematics, nor were they provided with in-service training support which they needed in relation to the use of interactive whiteboards especially in teaching mathematics.

The paper by Giedrė Slušnienė analyzes the system of means and methods for development of intelligence in childhood in the context of sustainable education. A system of means and measures that aim to develop emotional sustainability in young, preschool age children have been taken into consideration. In order to assess the emotional potential in children and the possibilities of emotional sustainability education at preschool institutions and family environment, the author conducted this research. The research has targeted preschool pedagogues and parents, who together raise preschool age children. The results have shown that respondents perceive the existence of difference between concepts of emotions and feelings. It has been also revealed that pedagogues tend to believe that children are the best at assessing and understanding the feelings of other people. The respondents attempt to improve the development of emotional intelligence every day in every possible way and agree that the greatest effect on a child's emotional sustainability comes from family, education and environment.

The paper by Laima Geikina and Dace Balode discusses the interrelation between sustainability and interreligious dialogue. They discuss how facilitation of students' spirituality in theology study programmes develops an environment for sustainability of interdenominational and interreligious dialogue. The authors suggest that theology studies hold a potential for developing students' competencies to interrelate with diverse others by employing innovative pedagogical approaches such as Understanding by Design and Idea-Based Learning.

It is important to note that the breadth and diversity of the research projects appearing in this volume of our journal is modelling the concept of Sustainability as a means of highlighting how the function and role of Education is changing to meet the needs of 21st century living conditions. In this age of fake news, cyber warfare and world-wide turmoil, we can acknowledge that there is another paradigm emerging, to counter the effects of violence and disruption. This paradigm is enveloped in the concept of Sustainability itself, and contains the kernels of logical development in active ways to meet the aspirations of the UN Sustainable Development Goals. The theses appearing in this volume cover a broad palette of educational research, and taken together, they provide us with a foundation for a methodology in both qualitative and quantitative terms, to move forward and to shape such academic content emerging from the research. In fact, there is a common thread which underlies the whole concept of Sustainability, highlighting an aspirational element for the common good of humanity and for the betterment of

our home – the Earth. As such, it is possible to suggest that diversity and difference can become the bones of collaborative and consultative research, as distinct from various forms of adversarial disruption abroad today. This points to a unifying paradigm, in which an expanded area for consideration in educational research highlights the urgency of educating the coming generations and ourselves. Sustainability as a unifying and uncontroversial paradigm becomes an opportunity and a foundation for legitimate conversation in 21st century political, environmental and spiritual fields of research.

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