You see this - Professor Dženana Husremović shows Nedim small packages of seedlings.

***Seedlings!***

It's my seedling, prepared for planting in the garden.

**What did you say, professor, is this your first time in agriculture?**

For the first time in my life, I have never planted flowers before.

***May I show this?***

Which ones?

***This scene from your garden in the podcast?***

Of course you can. Garden in attempt.

***Garden in an attempt. Dear friends who follow and watch us, you had the pleasure to watch the first scene from our professor's garden. Tonight, with me in the company of the esteemed Dženana Husremović, associate professor at the Faculty of Philosophy in Sarajevo, and then vice-rector for scientific research. I will start immediately, and you will forgive me, I read the headline that says: "The University of Sarajevo is recording significant scientific results."***

I don't know if it's in spite of it or because of it, if we're talking at some national level. We have something to be proud of at the University of Sarajevo. We are currently the leading institution in terms of participation in Horizon projects, we are one of the leading institutions in terms of Erasmus projects, we have projects funded by all international institutions. At the moment, the University of Sarajevo is recording, as we would say "rock it high", the ascending path of the number of scientific research projects in which we participate. I know that this is not something super interesting and that at the last press conference we organized as part of our new Horizon projects, we only had two journalists who appeared, but I want you to know that science is scientific research and the profession which builds a society and I am proud of the fact that I had the opportunity and honor to be a proofreader for scientific research work of the oldest, largest and most important university in BiH.

***In that context, since you may or may not agree with me, I think that Bosnian society, at least to me, has not shown that it values ​​education and educated people, science as such. Will this state of emergency change this view or is it my romantic-utopian image?***

Nedo, I share with you that romantic utopian image, because if this can't show people how important science and profession are, I mean - who are we listening to now !? We now listen to people who are scientists, people who are experts in a particular field. Only those who want to expose themselves to the problem listen to some "fake news", listen to people who are not from the profession, listen to people who are not from science, and I appeal to everyone to understand how many facts, facts, evidence, arguments, predictions are coming from science and profession important for understanding the situation, for anticipating the situation and ultimately for interventions, so besides science and knowledge there is nothing more important. It can’t really be more important.

***It is clear to me, but now I will share with you completely honestly: when I talk to people about education and the importance of education, since I am a student at the Faculty of Political Sciences, I am here for my doctoral studies ...***

Let me just say that this year the political sciences have brought 2 Horizons.

***Great, here's a character for political science! I look like a desperate person who imposes on people a topic "education" and "the importance of education", and accordingly two journalists at your press conferences, what is the key problem, I really don't understand !?***

It’s quite a complex thing, I don’t know how much time we have for it at all, but for the last 25 years the dominant narrative, the dominant story in this society has not been science. The dominant narrative was more focused on particularizations, segregations, the promotion of some values ​​that do not allow science to be positioned high at all. Here is how I say it: so that one dichotomy that was created that science is on one side, and those traditional values ​​together with some other paradigms on the other side, led to science simply starting to be seen as something, I can't say elitist, but as something that is not so important for this society, and especially for all that - in the post-factual society where we live, where you have a complete equalization of what is a scientific fact and someone's opinion that can be anything, because everyone can he expresses it, and in the eyes of the people who listen it is almost even. Scientific facts, and this penetration of scientific thought, simply could not be expressed because of some, I repeat, because of other narratives that are very emotionally colored, which in some way appeal to some security, tradition, preservation of the species, preservation of the group. It is precisely the preservation of large groups, the formation of the identity of large groups to form the identity of large groups, we did not need science in our country.

***But to me, one of the theses here is that education would really contribute, if they are already going in that direction, that these groups have a more significant thought.***

So would I ...

***Let's simplify that now. Let's invest patriotically in arr azovanje, it is patriotic for me to have the most powerful children who think and reflect.***

It is patriotic from your and my perspective, but education is part of the Government, education is always colored by some ideology. Education is a part of ideology and through education we transmit some values ​​that are mostly part of the dominant ideological value in society. In our society in the last 25-30 years this has simply not been the dominant paradigm. We all know very well that in fact after we came out of 1995 one of the main projects was to form these identities of large groups, as Vamik Volkan calls them, and to separate them and look for elements that are important so that everyone can recognize how groups different, not those groups similar, if we were to try to show it mathematically - for the last 25 years we have tried very hard to make these Vene diagrams that were almost overlapped, where the sets of subsets of these sets were very large, we are our society, the ruling ideology and the ruling paradigm did everything to separate them and that there were no more subsets between them, and that is why we do not need science. Science is, in fact, a subversive thing here. Science is therefore a subrespective thing.

***Of course, this is now a counter-thesis of my thesis, but it was purely interesting to examine.***

When we talk about the social sciences and humanities, we have really invested a lot in scientific research over the last 30 years, a lot has been done. We have one of the most respectable institutes for genetic engineering in this region, not to mention in Europe, people who work great, we have great scientists in the field of STEM. However, there is no such breakthrough, nor is it something that is important to this current narrative that we live.

***When I try to deconstruct it, Professor, here is just one element: PISA shows what it shows, I think it's a painful topic for you, and accordingly if we are talking about kids who are 15 years old and the same PISA showed - I'm sorry to cling to this fact, which is the most visible to people, but I think it's so strong and powerful for burning, and that is that almost half of the children are almost functionally illiterate. Consequently, one cannot expect the evaluation of science as important and education, because such a mind cannot even comprehend the importance of that.***

Well, we participated in PISA for the first time in 2018, but if we had participated earlier, we would have had very similar results. So it did not happen to us pro-national, it is in fact a consequence of neglecting education in a way that education should enable the child to understand: first logic, second understanding science as the basis of understanding life and reading literacy. So reading literacy, as the mother of all literacy. We got the results we got, and that's exactly if you have children who can't read, so we now have adults who live the same thing, if he can't tell what a scientific fact is, what an opinion is, if he can't read a chart in which you have three variables, you can hardly expect science to be evaluated.

***Just to rehearse narratives.***

Exactly.

***Will there be new PISAs? I came across no information anywhere. And what won't?***

To wait for the crown to pass, that is, for this pandemic to pass, I believe we will return to the story of education in the way our education deserves. Even if there is no PISA, we have enough data and results, if they have not already signed the contract and if we do not participate in PISA, we have enough data on the basis of which we can warm up the chair and start the reform. in education, because if we don't do that, I'm afraid that science will still be something that a small circle of people does, and the rest of them don't understand.

***What did I ask you all this? So I needed this brief deconstruction of the education system. Here, I no longer want to put in the context of education systems in BiH during the pandemic, without this to lean on what was before, because I think it is completely wrong. What do you think are the biggest challenges facing education now, and we must not forget what it started with?***

Well like this, Nedo, I really think that our current education should be called education during a pandemic, not called online education, because this is at the moment, our children are in some modality of education, but burdened and stressed because of everything is happening. So, expect now at this moment - we did not enter online education voluntarily, no one told us if you would, but one day we woke up and had to start with our child's online education, ie. by raising and educating our children. What teachers, children, parents, in the situation when we entered this new modality of education, did not think, nor do we think now about self-education, we think about a lot of things, and that is why I call this moment we are in education during pandemics, during a crisis situation that is marked, in addition to the transition to a new modality of education and ob development, all the other factors that are over people’s heads, layoffs, unemployment, the confinement of children who are in homes, some uncertainty that still exists even though it is diminishing every day, and so on. For me at the moment, if I set aside evaluation, if I set aside PISA, if I set aside the fact that for me the whole year was marked by PISA, what I think is one of the key challenges at the moment is how to we as teachers will be next to our children, that is, next to our students. For the last 2 to 3 weeks, I have been working non-stop on this one concept, which in English we call teacher immediacy. In our language, accessibility would be translated. he is next to him. There is a series of research that shows that the motivation of children and students, their cognitive progress, their satisfaction and their willingness to be involved in online teaching, depends on that perception of whether my teacher is there for me. Whether my teacher is there for me is marked by three elements. In the Western world, the one that is most visible and common, and the most questioned, is the so-called instructional immediacy - the feeling that the teacher is really present during the contact in teaching the child, that he will explain, that he knows that he is enthusiastic, that he is planned, that it is programmed, that it changes the way it explains depending on the needs of the children ... we call it instructional immediacy. It is this instructional or this teaching accessibility, so that I can ask my teacher what this is and he can answer me. But apart from that, there are two other modalities of accessibility that are at this moment to our children, our students, I would say more important than the first one, and that is relational accessibility. So the feeling that my teacher has a relationship with me, that he respects me, that he is there for me, that he treats us all equally, that he calls us by name, that sometimes he even uses diminutives, that sometimes he beats us, that I have a feeling that I have some relationships with your teacher, and you see, Nedo, it's not that easy in online teaching.

***It is not. It's not.***

Listen to this.

***Sorry.***

Listen to just one more thing, in the end we come to the personal accessibility or the feeling of the child and the student that his teacher is personally connected to him, that he is ready to talk to him about values, that he is ready to share with him what is moral, what is ethically, it means to be, so to speak, in Japanese sensei, someone who shares things with me and teaches me things that here I am and you understand absolutely what I am talking about.

***And isn't it the job of a teacher to come to spin, grade and that's it?***

I started writing a text this morning, unfortunately before this pandemic we were in a situation where we heard too often, for my taste, from teachers that: “I am not here to educate. I am here to educate them and work with them. It is not my job to teach them now. ”I hear this especially often at the university, in this university teaching. But look at the situation we are in now: our children need us, our children need a relationship with us, they need us as their sensei, someone who says everything will be fine, we will learn something new from this, let's not stress, take it easy, everything will be fine. This is what our children need now, so relational and personal accessibility are what they are at the moment, so I say this is not online teaching this is education during a crisis and for education during a crisis to children in that situation we children need, among other things, as someone who is by their side and for the problems they have.

***Thank you for coming back to what is important. Thank you very much for that, because with many I am talking to they are calling for children to know that teachers are there for them at the moment. We will look at this critically, we used this period to help each other. Will this e-learning, online teaching, consultative teaching as it is called from canton to canton, have consequences for our children?***

What is our big problem is that this has happened to us all without clearly defined outcomes. So online teaching must have defined outcomes. We need to know the goals to know the ways, so it’s much more visible in online teaching than it is in classroom teaching. So by the time we got into teaching during the crisis for most things we didn’t know clearly defined outcomes, so our teachers were coping, and still are coping, trying to organize the teaching of all those content they planned to hold in the classroom . It is simply what mission impossible. So the key thing is what my kids in my class, what my students, have to master this year and at what level. There is always content that you can say, “OK, I’m going to do some of this content, even if they don’t master it this year, planning and programming for next year will allow me to do caught ups because they don’t master something that they It may be necessary, and what I must not miss, is the fact that this will stop one day, and that we will be able to go through with the children the content that we may miss. " So through planning and programming next year, next year will be very important. Another thing is our ability and ability to communicate with them all that we need to communicate regarding the outcome, related to what are the main things that children need to master is what we need to be in focus. Will they be denied now it all depends on the teacher and it depends on how much the education authorities will include them in this complete story and say, “OK, let’s see what it is that they need? What can we achieve? ”We can achieve a lot, a lot can be achieved through different modalities of teaching, but it is just a question of how much we are all ready to bring out this period and think about what the goal is, what are the main goals for our children. this year.

***We should have defined that a long time ago. And I'm afraid of everything, but I'm not going to be negative, that when this passes, as I joke - when peace comes again, that we will return to the same burning problems, but come on, I will believe that people will fight for education as much as possible.***

I firmly want to believe that. I firmly want to believe that all the people who are currently involved in the teaching process, our teachers, our professors, our students and parents, are ultimately aware of how important it is to have an outcome-oriented teaching system and where then the modality teaching can be this and that.

***Absolutely, the medium is completely irrelevant.***

It's amazing how it doesn't matter, it's amazing how much we can use what we've learned now.

***And what did we learn?***

Well, there's nothing we haven't. First, watch us so we have mastered computer skills. I really invite our computer science teachers, children - five, I think that's where every story ends. They learned more in these few weeks than anything they learned in the classroom. Our children are great. So first we mastered a lot of IT skills, I would say that in that sense we have progressed on IT competence, because IT competence is composed not only of skill, but is also composed of knowledge, but of one more thing, which is the most important of all, and that is the willingness to use something. Look at how much people's self-confidence for using IT equipment and tools has risen, look at how our children sovereignly enter, use tools, what we have done now - that level of IT competence, that level of positive attitude, willingness to use, it's amazing. That’s the first thing we learned. Another thing, we have learned that we can be creative and innovative and that teaching is not always just the classroom and that - content, but that I can use different media, that I can use different means, that I can use different techniques, to enable children to achieve some outcome. I am convinced of that! The third thing we have learned, I think we will complete it as much as possible, engagement - engagement, how important is the engagement of both students and teachers in teaching. We have now used this opportunity much more to give children tasks that they can do independently, to give them to form some groups for collaborative learning where they prepared their tasks, as much as possible, etc. We learned that we can even record children in music schools, check them, monitor their work. I, Nedo, am convinced that when we summarize everything we have learned after this, that list will be as long as a sheet.

***Great! You learned to plant, you told me it was the first time in your life?***

I learned to plant, I threw myself into agriculture this year and I especially like the concept of urban agriculture which I approached as well as everything I approach - first I researched well, what it means, how ...

***You defined it well.***

I have defined myself and I have determined the position of these pots as it should look, but in any case, any advice is welcome, so, my dear innovative teachers, I am open to any advice on my peppers and tomatoes. succeeded this year.

***Will, will, I promise, just a little love and attention as with children, and a relationship some - a relationship with those plants.***

I bathe them, water them, give them all the love and attention.

***... because supposedly we haven't proven plant awareness yet. Professor, a message to our teachers?***

Teachers are the most important. Two things I learned: teachers are paramount, I didn’t learn, to me this all confirmed some lessons. Teachers are paramount. There is no good education without a teacher. There is no good education without networking, and without communities, without a willingness to share with each other our experiences, our fears, our problems, the challenges we face, because there is always some smart head out there that can help us. And finally, education, I think I've bothered people more with this, but education requires respect and does not tolerate anyone's vanity. This showed us how much education is a thing that everyone in this society must respect and how much education does not tolerate anyone's vanity, especially not our children, they did not deserve it, be by your children's side, because this is the moment when you serve them as a model and when you serve them, when you are their true sensei.

***All the best! Thank you from the heart!!!***

I greet all those who watch this podcast of ours and I really want us to be able to hug so strongly as soon as possible.

***Until then, here's an online hug. Bye!***

Bye.