

ECHA CONFERENCE NEWS 2014

Re:thinking giftedness: giftedness in the digital age

17 - 20 September 2014
Ljubljana - Slovenia
www.echa2014.info

Delegates from
47 countries

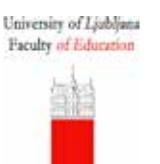
Australia, Croatia, Czech Republic, Germany, Hungary, Slovenia, Netherlands,
Peru, Serbia, United Kingdom, USA



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July 2014

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Foreword

Assoc. Prof. Mojca Juriševič
Chair of the Programme Committee

Dear 14th ECHA conference participants and friends

I am pleased to welcome the second issue of the ECHA conference NEWS bulletin which shares different echoes of the impact of the digital age on theory, research and practice in gifted education. It also includes examples of good practice in gifted education from various educational settings in Slovenia, which I believe will offer you an interesting insight into the Slovenian gifted education context. Finally, some ideas on how to spend your leisure time before or/and after the conference are suggested.

The 14th ECHA conference is getting very close and both the programme and organising committees are working hard to finalise it all. At the moment we are extremely delighted to announce that approx. 200 proposals were accepted and are divided into five different forms of presentations – demonstrations, individual papers, posters, symposiums, and workshops. You can already find the conference preliminary programme on the conference web page. Guidelines for conference presenters will soon be available online as well.

It is important to note that the proposals submitted for the presentations share a fairly equal distribution between practice and scientific contributions. We assume that they will give the floor to professionally colourful, vibrant and productive interactions during the conference.

I wish you all wonderful summer and looking forward to meeting you in Ljubljana.



Invitation

Maruška Željeznov Seničar
Chair of the Organisation Committee

Dear Delegates and Presenters,

On behalf of the Organising Committee, we are looking forward to you to joining us at the 14th ECHA conference 2014 in Slovenia. Slovenia is at the heart of Europe, where the Alps meet the Mediterranean and the Pannonian Plain meets the Karst. This small green country measures 20.273 km², and is home to sincere, hospitable people of great diligence.

We are preparing exciting professional and social programmes. Through the social program you will learn about the Slovenian school system, enjoy visiting Ljubljana city, taste Slovenian cuisine at the welcome night, Gala dinner and at the "Book and Wine evening".

You can follow conference developments on the website www.echa2014.info, Facebook, Twitter (#ECHA2014) and LinkedIn. In order to promote the conference we also published two ECHA conference News and two announcements.

We are delighted that the conference is supported by the Minister of Education, Science and Sport, the Rector of the University of Ljubljana, the Mayor of Ljubljana City, Slovenia Spirit and the Austria Cultural Forum.

We are confident that you will have a great time at the conference and enjoy your stay in Ljubljana.

Thank you for your participation and see you soon.



“Why and/or How, in your Opinion, the Digital Age has Challenged Gifted Education?”

Leslie S. Graves
WCGTC President

Humanity as a race, is moving forward into a truly exciting era. For many of us, we are experiencing the coming into existence of items, inventions, creations and ways of doing things that were only dreamed of, were just ideas in someones head and possibly first described by an imaginative author in the first science fiction novel we might have read as young children. For others, born in the digital age there is an intuitiveness around their ease of use, understanding and acceptance of these advances that seems almost evolutionary. It is an awesome time to be alive with many possibilities and potentially positive benefits, however it also renders an equal number of potential dangers and pot holes into which we could fall. Reflections on this have lead me to share a few thoughts:

Firstly The explosion of online gifted programmes, websites, information and resources over the recent years has made supporting gifted education somewhat easier. However, this explosion, can in itself be a challenge. Identifying what is genuinely useful, or even useful in any given country's context - the level of digital skills needed and the issue of language, as not all are translated, easily accessed or indeed shared by many, can be somewhat problematical.

Secondly, We are living in an age where digital based innovation is progressing by leaps and bounds, allowing global communication between gifted colleagues around the world at the click of a button, however, our skills do vary in these areas. A challenge I see for many of us is the need to continually up skill ourselves in order to be able to be aware of, and technically able to, take advantage of the many wonderful opportunities that the digital era may offer us. Navigating these strange new worlds and becoming aware of - to what extent they may be both a helpful and/or a harmful tool would also be important.

The World Council for Gifted and Talented Children, Inc. (WCGTC) is a worldwide non-profit organization that provides advocacy and support for gifted children. The WCGTC is a diverse organization networking the globe with an active membership of educators, scholars, researchers, parents and others interested in the development and education of gifted and talented children of all ages. The WCGTC is proud to be working alongside ECHA raising awareness of giftedness, talent and creativity, around the world.



New Horizons for Gifted Education in the Digital World

Dr Taisir Subhi Yamin

The International Centre for Innovation in Education (ICIE)
General Director

Member of the Programme Committee ECHA 2014

If gifted education in particular, and the educational systems in general are to achieve the potential of the digital world then they need to do a lot of work to optimise the use of technology and computerised platforms and systems in educational settings. The future will witness a number of programmes and special provisions, including: tele-mentoring; online enrichment clustering; e-learning and virtual learning environments; teaching for productive thinking and future problem solving; global networks and forums for: students, teachers, parents and scholars aimed at sharing: knowledge, experience, interests, values and outcomes and benefits. The general approach recommended in this context is one of infusing more effective thinking skill practices into existing school structures rather than replacing the ways in which schools are organized and operated. It is aimed at introducing advanced models, processes and systems in e-learning and school management. For example, there are three advanced models for excellence in education, including: The Renzulli Learning System (which is the first integrated systems introduced to the educational system in the USA. It is used to identify and develop the gifts and talents of all children by providing easily accessible high quality materials and resources. It is an exciting new on-line comprehensive system that matches students' abilities, interests, styles of learning and expression can help teachers access, with minimal cost or time, a wealth of opportunities to provide packages for productive thinking skills and appropriate differentiation activities for students of all levels of achievement and abilities); Stratis e-Suite (which is the first school management system); and London Gifted & Talented (which develops high quality programmes which challenge learners and support teachers, and provides e-resources and online tools.

For example, the ICIE has developed online scoring and training system to be employed in the evaluation of potential creativity (EPoC. This system will offer EPoC to researchers and institutions interested exploring and assessing creative potential. There are international versions in English, French, German, Turkish, and Arabic. The norms are constantly being enhanced and updated as new people complete the measures; this dynamic norming procedure avoids outdated norms and allows norms to be refined using the largest available sample. The use of technology has also offered a new perspective on training judges to score children's productions in the convergent-integrative tasks.

There is increasingly interest and focus on the latest developments concerned with the use of e-Learning in different fields of knowledge. For example, inside the open source e-Learning environments teachers could offer gifted, creative, and talented students self-paced instructional materials, collaborative assignments, decision making and problem solving activities, and online discussions. Capacity building programmes should be developed and introduced to help teachers in developing, handling, and implementing e-Learning units and courses, but also help them to meet the needs of diverse learners in different cultures. In addition, to enable teachers to learn the basics of instructional design (e.g., building scenarios for e-Learning), and provide them with a practical guide to employ e-Learning models, authoring tools, and resources (e.g., eLearning course builder, Scitable, Edutopia, LearnHub, Moodle, Edmodo, YouTube Edu, and ESL Video, Blackboard CE 6 course management system).



Importance of the Digital Age for the Development of Intellectual Autonomy of Gifted Students

Prof. Grozdanka Gojkov

Teacher Education Faculty, University of Belgrade, and
Preschool Teacher Training College "M. Palov" Vršac
Member of the Programme Committee ECHA 2014

The importance of the digital age for the development of intellectual autonomy of gifted students, as considered based on findings of several research, i.e. testing empirically the scope and limitations of the application of innovative potential of modern methods in higher education (project methods, discourse methods using didactic instructions that convene with dimensions of cognitive style, etc.) from the perspective of encouraging metacognitive abilities in gifted students, is supported by the conclusion that their metacognitive approaches to learning rely on ICT technology in the self-learning and research processes. This is particularly evident when applying the project method and the discourse method, which are well suited to the traditional teaching system. Student evaluations of this teaching method are positive, motivation for involvement in projects is intrinsic, while knowledge acquisition based on the project method and discourse method are considered much more interesting and more effective than traditional academic lectures, mainly because students can do a lot of research work and be independent in obtaining information by networking with their colleagues around the world, consulting them in their search for sources and the like. Students are nowadays good in using English, German and other languages, so they are able to overcome spatial barriers, enter global libraries, communicate with students and others who are interested in the same subject, and thus their learning motivation is much higher, as well as their level of flexibility, creativity, risk taking and perseverance in seeking arguments for the ideas they advocate. Thus, the importance of ICT technology is in its contribution to the development of intellectual autonomy of gifted students enabling them to present original arguments for the new perspectives of looking at the issues they are facing on lecture discussions, exercises, and seminars. So boundaries are removed and realization of ideas of participatory epistemology in learning is enabled. This opens room for autonomy and self-regulation in learning, which in turn justifies the long-known pedagogical maxim: if you want to be free, educate yourself. This is well known and applied by the gifted. The world is theirs, thanks to digital technology, and now they have much at their disposal.



Slovenian Experience

Tanja Bezić

President of the expert group for gifted education at the National education institute of the Republic of Slovenia

Digital literacy is one of the core competences for successful life in economically developed societies. An old saying “your worth is measured by the number of languages you master” nowadays certainly applies also to the digital language and managing of modern ICT. However, to own the appropriate technology and to know how to use it to gather information is worlds apart from becoming a real digital citizen who is able to think critically and capable of setting the gathered info within a wider conceptual network and using it creatively, innovatively. What is going to be much needed is also a constructive cooperation with others and the wisdom when to retreat from them and protect yourself from malicious contacts. Even the most talented young people will need a safe learning environment where they will be able to develop and improve all mentioned skills together with their peers and the constant support of the teacher.

I believe that among many challenges that are ahead of the gifted education, the most important ones will be to promote and develop their empathy and solidarity, to raise their awareness of their great responsibility for the sustainable development and well-being of humankind, as well as the awareness of their vulnerability, and the need to preserve their own identity and personal dignity. Due to super-specialization of knowledge and skills a special challenge is going to be how to develop a permanent capacity of the systematic and conceptual thinking and also how to teach and maintain the ability of “digital natives” to survive without computers and the Internet, even without electricity, oil or gas. It is of extreme importance that the education of gifted and talented is not subordinated to purely economic objectives or the competition between countries, economies, schools. It must be primarily in the function of their personal development and the realization of their own potential and interests, and if only possible, also in the function of broader social development and general well-being.



Children in Digital Era need more Exercise and Intellectual Incentive

Leonora Drgan
Principal at Pre-school Morje Lucija

The staff running the pre-school Vrtec Morje Lucija is well aware of how delicate the preschool age is for the development of brain capacities in children. We are therefore trying to offer children a secure, incentive, creative and playful environment to help them the best possible way in developing the most of their potentials.

Experiences show that more and more children suffer from lack of exercise as they spend most of their time playing at computers or watching television. In our digital era a telephone and a computer often appear to be among the first toys for many children whereas exercise and playing represent two primary and basic needs in any child's life.

In order to highly stimulate individual learning potentials within exercise and playing, our activities are designed to apply useful daily experiences of a child to different programme activities taking place in our pre-school (exercise, language, nature, society, mathematics).

Today, children need a lot of natural exercise and games offering intellectual incentive, so our teachers aim to implement most of their activities outdoors, embraced by nature. All activities are designed to motivate children in their curiosity, to make them research, discover and learn new things, and to make them feel contented and successful.

Children like to spin around and play different ball games, they perform balance exercises, they jump over obstacles, they crawl, they climb up and down the climbing wall or trees, they do a lot of jumping and running ... Different intellectual incentives are offered within games with abstract symbols like flags, registration signs, car trademarks, country signs and symbols - first recognizing them, then sorting and classifying them. These are the same games their parents used to play. Also letters and numbers are met within every step of a game, enigmas are solved or invented. Children learn new things through looking for solutions and they never stop developing their imagination.

Children like to learn because they are actually playing all the time. They keep inventing new games, connecting contents, craving for new experience. We teach them also old forgotten games like rubber-twist, hopscotch, marbles, land-stealing ... Parents are thrilled since they can play games from their childhood with their children also at home. It is very satisfying to know that our nursing school, with such games and exercises, is contributing to a better brain stimulation and giving every child a chance to develop their own biological potential. With children spending less time in front of a computer or a television our purpose is being served. Everything children learn at their pre-school is upgraded by things they learn at home, so they become part of their natural circle of learning and working hand-in-hand with their pre-school.





The Concept of Developing Creativity and Talent at Brežice Elementary School

Marija Lubšina Novak
Principal at Brežice Elementary School

The decision how to address an important question such as developing creativity and talent at Brežice Elementary School was mutual – comprehensive approach must be applied. The heart, the head and the hands must be intertwined (3H= head-heart-hands). This is a long-term and proactive process (we have a vision, strategy, philosophy as well as goals). School activities are interlinked and therefore embedded in the „school culture“. The model of excellence named „The path from quality to excellence“ was set up in order to develop each individual's potential as well as to awaken those whose abilities are still hidden. The model contains four thematic areas also called „four hats“: Book Plus, I, you, we, To be and to have, Today is my unique day. Within these thematic areas which are carried out in regards to the concept of discovering and working with gifted pupils in Slovenian elementary schools as well as in Slovenian high schools during regular lessons but also throughout extended programs which contain various projects involving gifted pupils in accordance with their interests and abilities.

Book plus

The purpose of Book Plus is to connect, upgrade and ennoble all school's efforts regarding the development of culture as well as to improve literacy within all school subjects. On the basis of the above mentioned efforts many innovation projects were established at Brežice Elementary School while the most recognized is SIMOS (www.knjiznica.net) which implements ICT in order to improve cultural and spiritual growth – dancing, artistic, musical, journalistic and literary pursuits, development of computer, science and travelogue literacy as well as development of literacy in the field of patriotic, civic and ethics culture...

I, you, we

Multi-year partnerships through different school networks abroad and at home have been established (Come-nius, Unesco ASPnet ...) Schools are interlinked locally and internationally with many institutes and institutions regarding various areas. Brežice Elementary School is cooperating with other elementary schools as well as high schools in Brežice Municipality and in Posavje region, but also with the Ministry of Education, Science and Sport, Faculty of Education in Ljubljana, Maribor and Koper, The National Education Institute of the Republic of Slovenia, Educational Research Institute, National School for leadership in education, National Institute of Public Health (Health School).

To be and to have

A science classroom outdoors was built in 2005 within the UNESCO project called Youth Adopting Monuments. Pupils of all ages were enabled to learn about the principles of science and sustainable development by using active work methods. Brežice Elementary School is actively involved in various national and international projects regarding science (EAD, PROFILES, Health School, About you...)

Today is my unique day

Within various projects and networks such as Healthy Life Style, Health School, Apples in School, School Fruit Scheme, FIT Slovenia our school takes care about healthy diet and physical activities of all our pupils (for example one apple a day, additional two hours of PE...)

Due to quality teaching and a wide range of various extra-curriculum activities for pupils, due to massive turnout of pupils involved in above mentioned programs and the pupils' ability to progress faster in the field of sports and culture and because of excellent results at various national competitions held in knowledge, sports, art and research Brežice Elementary School has been ranked among first nine schools in Slovenia in the field of sports for nine years in a row. For the second time in the row the school got a complimentary title a cultural school for the period of four years (2009 – 2013, 2013 – 2017); and in 2013 it achieved one of its most prestigious success – it gained the title the most cultural school in Slovenia.



The Importance of Promoting Philanthropic Activities in Digital Age with the Aim of Enhancing Gifted Students' Social Responsibility

Gordana Rostohar

Psychologist, school counsellor and coordinator for gifted education in Gymnasium Brežice

Member of the expert group for gifted education at the National education institute of the Republic of Slovenia

Gymnasium Brežice runs many different projects for gifted students, excursions to European countries, student exchanges, visits to historical and technological museums, art exhibitions, develops research work, and organizes weekend camps and knowledge competitions. In recent years we have extended some of these activities to gifted primary school pupils as well. We offer psychological counseling and career orientation for the gifted, provide counselling for teachers and parents of the gifted. We have some experience with curriculum compacting.

We are recognized as a high quality school because of the knowledge the students get and the values we cultivate. We are aware that today many young people tend to glorify virtual world and they want to stay in a safe distance to other people and their distress. This is the reason we encourage different philanthropic activities to make the youngsters think about other people and provide them with opportunities to get familiar and personal contact with very vulnerable individuals (e.g. children with cerebral palsy, people with mental disabilities in psychological development, the elderly in old people's homes etc.).

We strongly believe social voluntary work strengthens students' belief in the value of every individual and gives them a chance to understand and accept people with special needs and their being different. Equipped with new life experience and understanding, students respect and realise solidarity among people, they become more sensitive, tolerant, socially more responsible and prepared to act to the benefit of the society in their future life.



Students on a visit in Brežice Old people's home in June 2014, assisting disabled elderly.



Working with gifted students at First gymnasium Maribor

Dr Ksenija Domiter Protner
School counselor, First gymnasium Maribor

Prva gimnazija Maribor has a long tradition of working with gifted students. In order to develop their potential it is essential to ensure adequate conditions, offer the possibility of individual lessons adjustment and the number of activities conducted by various mentors. I believe that the mentors at high school are crucial to identify the talent as well as for its further development. It is important that the mentor provides the students the right amount of guidance and freedom and is able to adapt to the specific needs of individuals. This can only be guaranteed by a mentor who is creative and who sees a challenge in working with young people. For this reason, a lot of attention is devoted to the mentors at Prva gimnazija Maribor. The mentors are teachers at school, university professors (for students who already exceed high school standards in certain subjects), former students or current gifted students.

In this contribution there is no room for the presentation of all working forms with gifted students currently ongoing at school. Therefore I will present only three examples. Since the importance of the mentors is already highlighted it makes sense to mention the students who are taking the role of the mentor or leading a group. Student who exceeds the prescribed contents and the standards of knowledge is preparing for the weekly lessons implementation during the lessons. This can be implemented individually or with mentor's (teacher's) help. These students attract a large number of peers and are leading lessons until at least to the end of schooling.

Our Theater school with a team of various mentors (for acting, directing, set design, technology ...) has been providing the opportunity to develop creativity, teamwork, sovereign public speaking, critical thinking and spending leisure time for 18 years. Terms to become a part of it are interest, motivation and willingness to responsibly and regularly participate and work. Included are students of all classes who prepare at least four different productions each year and are awarded at national and international theater festivals.

Finally, I would like to present the student who shows a talent in different areas, but is mainly engaged in artistic and literary creation in recent years. The result is a collection of poems and numerous publications. He creates art in school premises. In the last year he mostly painted on old school canvas, carpets and other materials. He exhibited in solo exhibitions at the school attic.





Motivation of Talented Students by the Competitive Research Projects

Prof. Roman Jerala
Department of biotechnology,
National institute of chemistry, Ljubljana, Slovenia

International genetically engineered competition (iGEM) has been organized since 2004 at the MIT, Cambridge, MA. It brings together research teams of undergraduate students that design, execute and at the jamboree present research projects in synthetic biology. The number of participating teams from world's best universities has been increasing steadily, and currently stands 245 teams. Typically work on the iGEM project takes from 3-5 months. iGEM competition has achieved great reputation in the synthetic biology community, since the projects are often very innovative and represent the testing ground for many new ideas and concepts. Synthetic biology is a very appropriate scientific field as it stimulates creativity and since innovative ideas may have precedence over massive screening and technical perfection. Slovenian teams have participated at this competition since 2006 and achieved unprecedented success by winning Grand prize three times, and additional first runner up title and several best projects in health and medicine. Participation in iGEM teams attracts most motivated and ambitious students. Work on demanding research projects is very hard as the students are driven to do the successful project, which has to include novelty and the outcome is therefore not certain. The set deadline introduces a time constraint which adds another stress component. The outcome of the project at the competition is clearly important for the students however the experience of a teamwork, lab training in advanced techniques and experience of venturing into the new discoveries are on the long term even more rewarding. The role of mentors in iGEM projects is very important. Students perform all the experiments but besides providing training to the students the main role of mentors is to advise students what is feasible and what isn't. Our mentors are by and large former iGEM team members. The competitive format of the iGEM, initiated in 2006 at our first participation at the competition has both advantages and disadvantages. Undoubtedly it adds additional motivation but its drawback is that the rivalry is sometimes becoming exaggerated and that the students are often disappointed if even despite their hard work the project is not successful. It may be worthwhile to consider large scale collaborative projects addressing important scientific and societal problems. Regardless of those concerns, this type of student engagement is priceless for motivating and training the most talented students and it would be worthwhile to consider how to introduce the similar type of research competition also to other fields of science.

Links to Slovenian iGEM projects:

http://2006.igem.org/wiki/index.php/Ljubljana,_Slovenia_2006

<http://2007.igem.org/wiki/index.php/Ljubljana>

<http://2008.igem.org/Team:Slovenia>

<http://2009.igem.org/Team:Slovenia>

<http://2010.igem.org/Team:Slovenia>





Bled

The eternal allure of Bled lies in its magical lake, a shimmering body of crystal-clear water embraced by a necklace of snow-capped Alpine peaks. Atop the lake reigns Slovenia's only island, crowned by a 15th-century chapel safely guarding its wishing bell, while high above it broods a mighty medieval castle.

Visitors to Bled are inspired by its mild climate, fresh air, plentiful sunshine, clean water and tranquil serenity and charmed by the time-honoured 'pletna' boats that slowly glide across the lake. Horse-drawn carriages add to the town's traditional flair, while the delicious cream cakes have also passed into Bled folklore, having been baked here since 1953, when the original recipe was invented.

Bled and its surrounding area, much of which falls within the Triglav National Park, ensure plentiful opportunities for spending an active day in the great outdoors, including golf on one of the most beautiful courses in Europe, white-water rafting, cycling and hiking. Recently, Bled's ambitious and cosmopolitan chefs, who like to give new interpretations to the typical traditional dishes of the area, have managed to establish themselves among the very best in the country, thus adding to the pleasures of visiting Slovenia's Alpine pearl.



Postojna cave

Postojna Cave and Predjama Castle - One Destination, Two World-famous Attractions

The world-famous Postojna Cave, a mere half-an-hour's drive from Ljubljana, has been attracting large numbers of visitors from all over the world for more than two centuries. The explored parts of the Postojna Cave system stretch for 21 kilometres, which makes Postojna Cave the largest show cave of the Classic Karst in Europe. Nowhere else but here can you enjoy an exciting cave train ride through an awe-inspiringly beautiful subterranean landscape. The ride under majestic arches adorned by stalactites resembling chandeliers is an experience you will remember for years to come. Cave tours last an hour and a half on average and no special equipment is required, only warm clothing and comfortable footwear – the temperature inside the cave is constant at 10°C and the footpaths are well-tended.

A mere ten kilometres from Postojna Cave is where Predjama Castle, one of the most magnificent castles in the world, is located. It has been defying time, perched in the middle of a 123-metre high cliff for more than eight hundred years and is the only preserved cave castle in the world. Eagle's Nest, where the natural cliff, the cave and the castle are literally intertwined with one another was the impregnable hideout of the knight Erazem of Predjama, the Slovenian Robin Hood.

Now that the safety is provided by means of an ordinary lock on the door it is difficult to imagine what sacrifices people were willing to make for a safe shelter back in the Middle Ages. With its mysterious allure and picturesque charm, the castle is sure to dazzle even the most hard-to-impress travellers.

Rarely can you visit two world-famous attractions at the same time. An unforgettable trip guaranteed.

More information: www.postojnska-jama.eu



Strunjan Salt pans

Salt pans consist of evaporation ponds that shallow artificial ponds designed to produce salts from sea water. The harvest season lasts from June until September. The salt pans in Strunjan, which were built in the plain of the river Roja have only recently been one of the three existing town of Piran. On the plains of the river Dragonja were built the Salt pans in the plains of the river Fazan were built the salt pans of Saint Lucia. The last one no longer exists.

The salt pans are the work of human hand. They are also a technical, environmental, ethnological and aesthetic monument, specific and very rare. From the standpoint of protection the salt pans are particularly important because of the ecosystems and rare plants that likes salt and therefore are called the halophyte. We know two plants in salt marshes that give specific colors of the landscape. The first is called in Salicornia and make the salt pans in autumn red. The other is Limonium angustifolium, which has blue-purple flowers. Of course, this is not the only members of halophytes, which found in salt.

In Strunjan we have now only church of St. Mary's Apparition but in the past there were three more churches in the area: one named Chruhof St. Christopher (near the salt pans), of St. Spirit (now in the hotel complex Salinera) and Saint Basso (now Villa Tartini). In these churches the inhabitants prayed for a good harvest of the salt.

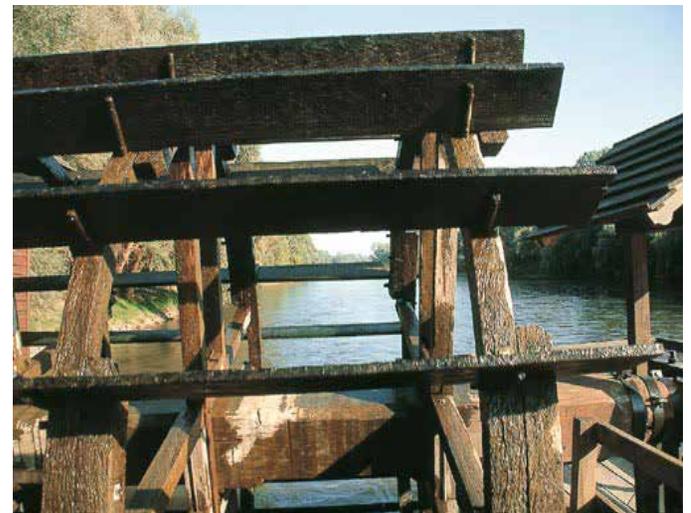
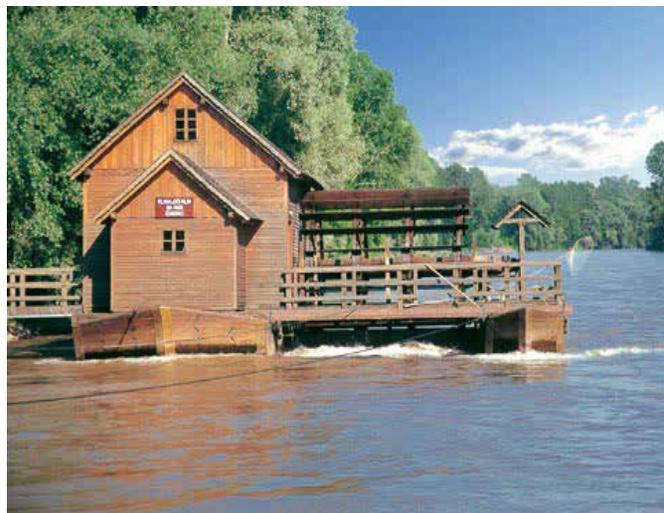


More information: <http://www.parkstrunjan.si/>

Island of Love - Mill on the Mura

Experience the charms of nature, local foods, "bürjaštvo", the Prekmurje people, the Mura River, and the floating mill that is once again grinding wheat.

This island near Ižakovci embraced by an arm of the Mura River, is famous for its still operating floating mill, a point on the route of renewable energy sources. Beside the mill you can also visit the Būjraški museum, you can be brought across the river on a ford and in the natural surroundings you can enjoy the delights of home made culinary specialities.



More information: www.slovenia.info