

## OPINION

by Prof. Dr Sashko Krastev Plachkov

Member of the Scientific Jury for the evaluation of a dissertation work for acquiring the educational and scientific degree “Doctor” in

Professional field – 1.3. Pedagogy of ... (Methodology of home and appliances in kindergarten and primary school).

### **Author of the dissertation:**

Magdalena Zlatkova Delinesheva, full-time doctoral student at the Faculty of Educational Sciences and the Arts of Sofia University “St. Kliment Ohridski”.

### **Dissertation topic:**

“Didactic technology for building the sense of initiative and entrepreneurship through elective activities in technologies and entrepreneurship in primary school”.

**Scientific supervisor:** Assoc. Prof. Dr Nikolay Tsanev, Faculty of Educational Sciences and the Arts of Sofia University “St. Kliment Ohridski”.

**The assignment of the opinion** is based on the decision of the Scientific Jury, determined by Order No. RD 38-450/25.07. 2022 of the Rector of SU “St. Kliment Ohridski”.

### **1. Compliance of the procedure with the current regulatory framework**

The development of the dissertation work and its admission to defence before a scientific jury are in accordance with the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Regulations on the Terms and Procedures for Acquiring Scientific Degrees and Holding Academic Positions at SU “St. Kliment Ohridski”. The documentation presented to the Scientific Jury corresponds to the normative requirements and shows that no violations of the procedure were committed. In her capacity as a full-time doctoral student, Magdalena Zlatkova Delinesheva also fulfilled the minimum national requirements for obtaining the educational and scientific degree “Doctor”, by submitting: a dissertation work – 50 points; 6 articles and reports, of which 3 in English, published in peer-reviewed non-refereed editions and in edited collective volumes – 45 points, total 95 points, with a required minimum number of 30 points.

### **2. General biographical presentation of the candidate**

Magdalena Zlatkova Delinesheva was born on 11.11.1965 in the village of Chervena Voda, Ruse Region. She completed two higher education programmes: in 1991, majoring in Bulgarian and English with a recognized Master's degree at VTU “St. St. Cyril and Methodius”; and in 2000, majoring in Marketing with an acquired Bachelor's Degree at VTU “Sts. Cyril and Methodius”. From September 1991 to

January 2000, and from September 2001 to July 2003, she has pedagogical experience as an English language teacher, which also continued from September 2011 to June 2015. In the period between 2000 and 2009, she gained solid experience working on projects in various administrative positions in the Municipality of Veliko Tarnovo, and in the Information Office of the Council of Europe in Bulgaria. From September 2014 to March 2018, she held the position of Director of School Education Programs at Junior Achievement Bulgaria. From March 2018 to the present, she is the chairperson of Education 5.0 Foundation, Sofia.

As a new stage in the career and scientific growth of Magdanela Delinesheva, in July 2018, she was enrolled as a full-time doctoral student in the Department of Primary School Pedagogy at the Faculty of Educational Sciences and Arts of SU “St. Kliment Ohridski”. In the competence profile of the doctoral student, the declared levels of proficiency in foreign languages – English, Russian and French – stand out. Good computer skills are also noted – Microsoft Office, Adobe InDesign, Adobe Photoshop, Adobe Illustrator, QuarkXPress, web page administration.

### **3. Actuality of the research problem of the dissertation work**

The issue in the presented dissertation is topical not only because it is in the context of the European educational directives, regarding the importance of the key competence of initiative and entrepreneurship, but also because it gives a new meaningful emphasis to the general education subject technology and entrepreneurship in primary grades. This emphasis is given by the PhD student to an educational field of limited research, namely the elective activities related to technologies and entrepreneurship.

### **4. Structure and content of the dissertation work**

There are reasons confirming that the dissertation work submitted for evaluation is in a finished form, and that Magdanela Delinesheva has the undisputed authorship of the work. The requirements of the primary scientific unit for the design and layout of the work have been met. In this sense, I must note that the structure of the work is correctly selected, there are logically consistent structural components with convincing meaning units. The content of the work consists of: introduction, four chapters, conclusion, contributions, references, publications of the author and appendices. The work is of 332 pages of text, of which 161 pages are the main text, 15 pages are bibliography, and 156 pages are set aside for appendices. The sources used are 162, of which 98 in Cyrillic and 64 in Latin alphabet. The text is illustrated with 27 figures and 25 tables. I consider the volume of 162 pages to be optimal, but it is not a good practice to burden the work with a huge number of appendices, in this case 156 pages?! They could be placed in a separate book accompanying the work.

The **Introduction** is short and successfully emphasizes the modern dimensions and expectations of entrepreneurship education. The challenges

and unsolved problems facing the school education in entrepreneurship are briefly and precisely marked, which is a kind of starting point of the issues in the dissertation work. The content in the separate chapters is balanced, and the main part of the text is correctly oriented in the third chapter, dedicated to the didactic technology for building the key competence of initiative and entrepreneurship in primary school. The **First Chapter** is devoted to an analysis of the essence of entrepreneurship education, based on its understanding as a socio-economic phenomenon on the one hand, and as a key competence, on the other hand. The leading positions on the problem of Western and Bulgarian authors with established expertise in entrepreneurship education are presented. In this sense, the following classification of learning methods according to Marin Andreev is not in direct correspondence with the problem under consideration. The **Second Chapter** contains an analysis of entrepreneurship education at primary level of school education. The legal basis in the context of the Pre-school and School Education Act and the State Educational Standards is well presented. The critical judgments of Magdanela Delinesheva make an impression, and above all, those with a leading emphasis on the lack of a unified theoretical-methodological basis for the essence and aims of entrepreneurship education. The **Third Chapter**, in addition to the development and testing of the didactic technology for building the sense of initiative and entrepreneurship, also contains the methodological apparatus of the study. Here, the aim is correctly formulated, but the related research objectives are too many in number – 12, which complicates the efforts of the doctoral student and parcels out the dissertation work unnecessarily. The subject and the object of the research need to be refined to achieve more precision, as well as to overcome the naivety and size in the formulation of the working hypothesis. The methodology of the research is properly constructed, with the basis of three main tools – a pedagogical experiment, an expert assessment and a survey. The efforts and erudition of Magdanela Delinesheva for the overall didactic construction and methodical provision of the experiment deserve a positive assessment. Approaches to entrepreneurship education of Bulgarian and foreign authors are skilfully interpreted, objective criteria and indicators are successfully derived. The **Fourth Chapter** is dedicated to the analysis and presentation of the research findings – in tabular and graphical form. The statistical package SPSS is effectively used. Tables and graphs are properly completed and correctly labelled. I have a note about the graphs, where the parameters of the abscissa and ordinate, as well as the upper limits of the abscissa, are not clearly indicated. The quantitative and qualitative analysis confirm the reliability of the used didactic technology for building the key competence of initiative and entrepreneurship.

## **5. Scientific, theoretical and applied contributions**

Having acquainted myself in detail with the dissertation work, I believe that, in a theoretical and applied aspect, the following scientific contributions of Magdalena Delinesheva can be highlighted:

**Theoretical analysis and comparison** of concepts and approaches to entrepreneurship education in primary school education.

**Critical analysis and justification** of problems in the educational documentation on technologies and entrepreneurship, in the context of the European policies on entrepreneurship education.

**Development and testing** of an author's syllabus for entrepreneurship in the optional activities at primary level.

**Development and testing** of a didactic technology and an author's diagnostic toolkit for establishing its effectiveness and for building the competence of initiative and entrepreneurship in primary school students.

Having acquainted myself with the dissertation work, I find sufficient grounds to consider that the specified scientific and applied contributions of Magdalena Delinesheva are her personal achievements and indisputably reflect her upward and scientific development.

**6. Abstract** – the abstract of the doctoral student consists of 48 pages. It is properly formatted and sufficiently reflects the main content of the dissertation work.

**7. Publications on the topic of the dissertation** – the presented 6 publications have been made available to the scientific community through the doctoral student's participation in respected scientific events and publications. I positively appreciate the joint publication of the doctoral student with her scientific supervisor. The presented publications are in accordance with the research problems of the dissertation.

## **8. Personal impressions**

My personal impressions of Magdalena Delinesheva are positive and are based on our joint work with her in Junior Achievement Bulgaria, where she demonstrated excellent organizational qualities and a modern vision for entrepreneurship education in school and extracurricular settings. The expertise she possesses in this area was relevantly used by her as a co-author of textbooks on technologies and entrepreneurship for the distinguished publishing house Klett. The dissertation work developed by her and presented for evaluation once again confirms the erudition she possesses, as well as the ability to conduct reliable pedagogical research.

## **9. Notes, recommendations and questions**

In my evaluation presented above, some of my critical remarks and recommendations have already been pointed out. They are well-intentioned, do

not diminish the value of the work, and are meant to help the further qualitative growth of the doctoral student.

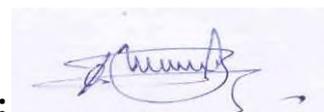
**Question:** Is Edward De Bono's proactive experiential learning methodology applicable to the proposed didactic technology?

### **10. Conclusion**

The dissertation work developed and submitted for evaluation is in a complete form and demonstrates in a convincing way that the aim and objectives of the research have been fulfilled. Based on the presented judgments, regarding the qualities and achievements of the work, I confidently suggest to the honourable members of the Scientific Jury to give a positive assessment to the dissertation work developed by Magdanela Zlatkova Delinesheva for the acquisition of the educational and scientific degree "Doctor" in Professional field: 1.3. Pedagogy of ... (Methodology of home and appliances in kindergarten and primary school) of the Faculty of Educational Sciences and the Arts at SU "St. Kliment Ohridski".

19.09. 2022  
Blagoevgrad

**Member of the Scientific Jury:**



/Prof. Dr Sashko Plachkov/